



**Evaluation of pilot projects
on human rights education**

Evaluation Report

by Andreas Karsten

Part 1

Scope of the evaluation

Sources of information

Expected output

Part 2

Description of the Pilot Project Programme

Statistical and empirical analysis

Observations and recommendations

Part 3

Examples of Pilot Projects

Part 4

Presentation



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Evaluation Report

Part 1

Scope of the evaluation

Sources of information

Expected output

1. Scope of the evaluation

The evaluation study was meant to provide information and analysis on the following aspects:

a) Responses to calls for applications

- From where did the pilot projects users hear about the pilot projects?
- Clarity of the objectives and criteria given by the EYF
- Out of how many applications, how many projects have received founding?
- Non-funded projects: did they accomplish their projects or did they give up (asking to the organizations who could not get founding whether they did or not, if yes how did they apply their projects, from where did they find the founding)?

b) Analysis and typology that received support

What kind of projects, themes, or organizations received founding?

c) Basic statistic and numbers

- How much money has the EYF devoted to pilot projects in HRE per year?
- What is the percentage of the EYF's funding to pilot projects compared to its annual budget?
- Multiplier effect of EYF's money through pilot projects
- Other typical sources of founding for the pilot projects

d) Results, achievements and impact

- How many of the projects could not be completed?
- What is the outcome of the projects?
- How are they defined by the pilot projects users?
- What kind of evaluation the pilot projects users have done if any?

e) Assessing sustainability

After funding was over, could the organizations go on with their projects (it may be with the same form and project or through another project).

f) Map and assess practices of HRE

- The HRE practices done by pilot projects users
- How do the users define HRE (Is there anybody among the pilot projects users who has participated in the training for trainers in HRE? Did the training change their perception and also application of their projects?)
- What has/have been the innovating aspects of the pilot projects?
- With whom they are working (which community, age, geography etc)
- Who are their partners (or references regarding the practice of HRE)?

g) The quality of the support of CoE

- What kind of support provides CoE to PP users? Financial, know-how etc.? Has it been sufficient? Have there been any shortcomings or unfulfilled expectations?
- What has been the added value of the support of the Council of Europe (if any)?
- What is special with the support from the European Youth Foundation in comparison with other sponsors?
- Administrative and practical issues related to the grant (from information, to decision, reporting and payment of final balances)

h) Identify quality criteria for practice of HRE and local level

- Identifying the values and principles of action which are promoted and produced/re-produced by the pilot projects users
- Proposals for future evaluation criteria of pilot projects in HRE

i) The contribution of pilot projects to the objectives of the HREYP

To which extent (and how) did the pilot projects:

- Contributed to the achievement of the objectives of the HREYP 2003/2005?
- Contribute to the overall mission of the European Youth Foundation/Directorate of Youth and Sport and the global Council of Europe goals?
- Did the organisers of pilot projects feel part of the overall programme? What could be done to improve that?

j) Ways to improve, monitor and evaluate the pilot projects in human rights education

Proposals of the ideas (combination of the ideas of the pilot projects' users and the evaluators)

2. Sources of Information for the evaluation process

The evaluators have worked from the information provided by the following sources:

- Application forms
- EYF and HREYP documents
- Reports of the projects
- Discussions with thirty organisers present at the evaluation meeting
- Interviews with these organisers during the evaluation meeting
- Focus groups organised as part of the evaluation meeting
- Interviews and discussions with Council of Europe staff
- Surveys or questionnaire, also with the organizations that did not get funding

3. Outputs from the evaluation process

The evaluators have produced three elements of the study, namely:

- a) Evaluation study as such (Part 2)
- b) Collection of exemplary projects (Part 3)
- c) Presentation (Part 4)



**Evaluation of pilot projects
on human rights education**

Evaluation Report

Part 2

**Description of the Human Rights
Education Pilot Project Programme**

Statistical and empirical analysis

Observations and recommendations

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B. Executive Summary

In 2005, it was decided to undertake an evaluation of the Human Rights Education Pilot Project Programme of the Council of Europe's Directorate of Youth and Sport. It was considered important and relevant to assess the results and impact of the pilot projects in human rights education supported by the European Youth Foundation in view of securing and further developing the quality and sustainability of future similar projects.

The Human Rights Education Pilot Project Programme was introduced in 2002. Since then, more than 200 projects were supported with a total of 952.000 €. While centred on education, training and awareness-raising, the projects covered the entire bandwidth of human rights and human rights education as promoted by Compass.

With less than 8% of the European Youth Foundation's annual budget and evanescent 0,14% of the Council of Europe's yearly resources, more than 36.000 young people have been directly involved in those 200 projects, indirectly reaching out to more than 1,2 million European citizens through their work, its repercussions, related public attention and media coverage.

With an average support of roughly 4.700 € per project, the programme has managed something which makes it entirely unique: Its users are appreciative, supportive and rewarding and concede that the financial support was predominantly sufficient – but also essential. In other words: Without the support of the European Youth Foundation, most of the pilot projects had not taken place.

The programme has reached its target group efficiently and, at the same time, recruited by majority new partners for local-level human rights education throughout Europe. It is very well managed in administrative terms, but the political, conceptual and educational links to other working areas of the stakeholders remain unexplored to date.

At a meeting in December 2005, the users strongly recommended the continuation of the programme. The evaluators support that position, provided that the programme is bestowed with meaningful financial resources again. Under this presupposition, recommendations are made to further improve the management and impact of the programme.

C. The Human Rights Education Pilot Project Programme

1. General Overview

1.1 Historical and political context

The Human Rights Education Pilot Project Programme was established in 2001 on the basis of a decision taken by the Joint Council, following discussions about the creation of such a programme scheme in the framework of implementing the first phase of the Human Rights Education Youth Programme (2000-2002).

This programme was launched in 2000 by the Council of Europe's Directorate of Youth and Sport on the occasion of the 50th anniversary of the European Convention on Human Rights, aiming to

- consolidate and establish education and learning about, for and in human rights throughout Europe;
- contribute to mainstreaming human rights education in youth work;
- make human rights education accessible and attractive to youth workers, youth leaders and youth trainers working with young people, mostly in non-formal education;
- reach beyond people and organisations already experienced, active and motivated in order to involve a wider audience;
- bring human rights and human rights education, defined as the promotion of equality in human dignity, closer to the reality of young people.

(European Youth Centre Budapest (2002))

The pilot projects were introduced a year after the creation of the Human Rights Education Youth Programme as an integral, essential and complementary element, seen as allowing both for a direct impact of the European-level Human Rights Education Youth Programme at local level as well as greater recognition and visibility of local projects in the European arena.

In 2003, the three-year Human Rights Education Youth Programme was renewed and enlarged as one of four priorities of the Directorate of Youth and Sport, entitled “Youth promoting human rights and social cohesion” with the following objectives:

- to deepen the understanding and developing educational and other responses to persistent violations of human dignity, such as social exclusion, violence, racism, intolerance and discrimination;
- to empower young people, in particular the most vulnerable groups, and those working with them to develop strategies and activities to address racism, xenophobia, discrimination and gender-based forms of violence affecting them;
- to develop and create access to educational tools and methodological resources for use by practitioners in human rights education across Europe and the Mediterranean region;
- to consolidate and further develop European network of trainers, multipliers and youth organisations active in promoting human rights;
- to support the establishment and development of pilot projects and activities on human rights education and to disseminate their results.

(Council of Europe (2003))

Within that framework, and in particular in relation to the last objective, the pilot programme scheme was continued throughout the entire period.

For the three-year period from 2006 to 2008, the priority was re-confirmed with a slight change of focus. Special emphasis under the priority “Human Rights Education and Intercultural Dialogue” will be put on:

- youth promoting global solidarity and peaceful transformation of conflicts;
- youth promoting intercultural dialogue, inter-religious co-operation and respect for cultural difference;
- developing networks of trainers and multipliers in human rights education with young people;
- supporting and promoting good practice in human rights education and intercultural dialogue at local level;

- supporting the recognition of human rights education and intercultural dialogue in formal and non-formal education.

(Council of Europe (2006))

Under the fourth priority three main objectives have been agreed upon, namely:

- to provide financial support to pilot projects in human rights education and intercultural dialogue;
- to encourage the exchange of good practice between practitioners and other actors in the fields of human rights education and intercultural dialogue;
- to further involve local authorities and educational institutions in the promotion of human rights education and intercultural dialogue with young people.

(European Youth Foundation (2006:1))

At the time of writing, it was decided by the statutory bodies of the Council of Europe's Directorate of Youth and Sport to continue the human rights education pilot project scheme in 2006, but due to the nature of the co-management and the joint decision-making on programme and budget priorities it can only be assumed that the scheme will not cease to exist by the end of 2006. So far, no such political intentions have been voiced to the knowledge of the evaluators.

1.2 Aims and objectives

In 2001, at the time of the initiation of the pilot project scheme, the aims and objectives can be described, based on the first call and the decision taken by the Joint Council, as follows:

- to motivate and support local NGOs and groups to undertake action related to human rights education with young people;
- to actively contribute to the inclusion of human rights education in youth work practice;

- to encourage innovative practices and partnerships, both in formal and non-formal education contexts;
- to increase the impact and visibility of the Human Rights Education Youth Programme on local level;
- to increase the recognition and visibility of local level human rights education projects on European level;
- to allow for new initiatives to be set up on local level and
- to facilitate the development of networks and opportunities to share expertise and experiences.

(European Youth Centre Budapest (2001)).

Since then, the objectives of human rights education pilot projects have not changed.

In 2005, the Committee of Ministers of the Council of Europe adopted new operational regulations for the European Youth Foundation. Part I “Operations which could be financed by the Foundation” contains a section D “Pilot Projects”, to which also the human rights education pilot projects belong.

The operational regulations state that pilot projects (not only but including human rights education pilot projects) can be financed if they have the possibility to contribute to the following priority objectives:

- helping young people, particularly the disadvantaged, to find ways of meeting both the challenges facing them and their own aspirations;
- encouraging new forms of youth participation and organisation;
- contributing to social cohesion, in particular by combating exclusion and the prevention of phenomena specifically affecting young people;
- adapting and opening up programmes and structures to changes in society.

The operational regulations also define that, in order to receive financial support from the foundation, pilot projects must:

- be an activity organised by, with or for young people;
- have a European dimension, either by involving more than one country and/or by taking into account the European context;
- be innovative activities in terms of methodology for the target group and/or organising body;
- contribute to youth participation;
- follow the basic principles of the youth sector's work, in particular the promotion of intercultural dialogue and understanding and
- contribute to the priorities of the youth sector of the Council of Europe.

1.3 Management and administration

The Human Rights Education Pilot Project Programme was initially co-managed by the European Youth Foundation and the team of the Human Rights Education Youth Programme.

Since 2004, the pilot project scheme has been administered solely by the European Youth Foundation, both for reasons of consistency (as the funding comes from the foundation) and for pragmatic reasons (the new online application procedure made it difficult to involve anyone outside of the foundation).

Subsequently, the pilot project scheme for human rights education was merged with the general pilot project scheme of the European Youth Foundation. At the time of writing, the foundation operated a Category D for funding pilot projects in general, and a Category D-HRE for funding human rights education pilot projects. (European Youth Foundation (2006:3))

The team of the Youth Programme on Human Rights Education and Intercultural Dialogue, as the Human Rights Education Youth Programme is called as of 2006, has remained involved, but in a solely advisory capacity.

2. Conditions and procedures

2.1 Criteria for projects

Like the objectives, the criteria for eligibility of projects have been maintained since 2001. In order to qualify for support, projects must:

- be directly related to young people and to human rights education or to a specific theme addressed by the programme;
- be prepared, run and managed by a local association, institution or youth group acting directly with children, young people or a specific target group of the programme;
- have a clear educational or awareness-raising function;
- concern primarily participants under 30 years of age;
- have a participatory approach, from the conception to the evaluation;
- integrate intercultural learning in its educational approach;
- have an innovative character (in terms of methodology, target groups addressed, etc.)
- be open to other partners of the youth programme on human rights education and foresee using the resources generated through the programme (e.g. the Manual on Human Rights Education);
- have a clear potential local impact while being open to European networks;
- have a European dimension, either by involving more than one country, and/or by taking into consideration the European context and
- follow the basic educational principles of the Council of Europe's youth sector.

(European Youth Foundation (2001). European Youth Centre Budapest (2006))

Dependent on the time of the call, one variable criterion was added in relation to the timing, conditioning the projects to start and/or finish in a given time-frame. The current condition is, for example, that projects must start and finish between February 1 and December 31, 2006.

Based on and in conjunction with the evolving priorities of the Directorate of Youth and Sport, contextual preferences were added to these fixed criteria, giving preference to projects with a particular focus – without excluding projects opting for a different focal point a priori.

For 2006, the preferences were set in relation to the envisaged European Youth Campaign “All different – all equal” for diversity, human rights and participation. Consequently, applicants were encouraged to have or seek a direct local or regional impact with and on young people in the following areas:

- safeguarding diversity and addressing situations of discrimination affecting young people, namely those resulting from anti-semitism, racism, xenophobia, anti-gypsyism/romaphobia, homophobia and abilism;
- direct prevention or response to gender-based violence with young people and
- provision of training on human rights education for multipliers and teachers (at local and regional level) using methodologies and approaches based on Compass¹.

(European Youth Foundation (2006:2))

2.2 Financial conditions

A project, if granted support, could and can be funded up to a maximum of 7.600 €.

Following the confirmation of the support of a given project by the Programming Committee, an advance payment of 80% of the grant will be made to the organisers approximately 10 weeks before the activity begins. The remaining balance of 20% will be paid upon reception and approval of the project report and the financial report.

There is no condition set in relation to the percentage of the budget which the pilot project scheme supports. It could be 100% as long as the supporting grant does not exceed 7.600 €.

¹ Compass is a human rights education manual published by the Council of Europe's Directorate of Youth and Sport in the framework of its Human Rights Education Youth Programme in May 2002. For more information please consult <http://www.coe.int/compass>.

Salaries, purchase of equipment (i.e. cameras, computers, printers) and overhead costs (i.e. expenses for running an office) are excluded from support.

2.3 Application procedure

The first call was published in summer 2001 for projects to be implemented between January and December 2002. It contained an application form on paper and fixed the deadlines to be October 1, 2001 and January 1, April 1 and July 1, 2002.

As of 2003, the deadlines were changed to be February 1, May 1 and October 1 of any given year.

On April 1, 2004 the application forms on paper were supplemented by an online database, the use of which to submit applications was encouraged and became obligatory as of 2005.

In 2005, in response to some of the conclusions presented by Mr Balducci in his Evaluation and Impact Study of the European Youth Foundation (Balducci (2003)), it was decided to stop using fixed deadlines for the application procedure.

Since 2005, applicants were (and still are) encouraged to submit their applications at least three months before the activity in question begins.

2.4 Reporting procedure

Supported pilot project organisers are obliged to hand in a report using the official form provided by the foundation not later than two months after the project's completion.

This report has to entail a complete financial documentation including the equivalent proofs of expenditure, an analysis of process, outcome and impact of the project, a detailed and individually signed list of participants and any exemplary evidence of the achievements made, e.g. press cuttings, media appearances or photographs.

3. Management and administration

3.1 General remarks

While the main responsibility for the management of human rights education pilot projects lies with the European Youth Foundation, the processes and procedures surrounding the assessment of applications and the subsequent decision-making are relatively complex due to the number and variety of different actors and stakeholders involved.

This complexity is owed not only to the procedural involvement of other parts of the Directorate of Youth and Sport in the assessment of applications, but also to the Council of Europe's unique involvement of youth representatives in the decision-making. On an equal footing with governments, young people are directly involved in the defining of strategies and the setting of financial priorities. This system, usually referred to as co-management, obviously implies an increased intricacy compared with more homogeneous and simplified modes of decision-making.

As the Balducci report has shown, this direct involvement with all its attributed complexity has led to a "high professional quality of the policy adopted and decisions made (decisions are made by people who are familiar with the topics and not by remote bureaucrats)". (Balducci (2003): p. 7)

Though the effectiveness and efficiency of the decision-making procedure has not been a focal point of this evaluation, our work has touched upon many related aspects. In exploring these aspects, we have not found any reason to question Balducci's finding.

3.2 Application procedure

With the introduction of the electronic application system, much of the procedure has become automated and, in effect, exonerated the managing staff from associated tasks.

Applications, to give one example, cannot be submitted by applicants unless all relevant fields are filled in with some contents. While the database and the underlying software algorithms cannot assess the quality of the contents, the interface recognises when text

is entered where numbers should be and vice versa. This way the backend at least ensures that the right kind of contents is entered into the relevant fields.

Once the application is complete and the applicant has decided to submit the application, the assessment procedure begins.

3.3.....Application assessment

Upon receipt of an application, the submitted forms and attachments are tested for completeness. Should the application be incomplete in the sense that relevant information is absent, the applicants would be informed and invited to re-submit the application including the missing information.

Once the application is complete, the first assessment is done by the secretariat of the European Youth Foundation in relation to the eligibility criteria. Only if a project corresponds to all eleven set criteria, ranging from direct relations to young people through a participatory approach to a clear potential local impact, will it be considered further.

The next step in the assessment system preparing the decision-making is a qualitative review by the administration team of the European Youth Foundation. How do the projects correspond to the set priorities of the given application period? How innovative are they in nature? How adequate and informed is the choice of methodology?

The qualitative review results in recommendations for each application. The administration team can recommend projects to be supported to various degrees (including a sum indicating the level of financial support), to be refused or to be invited for re-submission at a later stage.

3.4.....Consultation procedure

Once the assessment of the application is concluded and the recommendations have been established, the administration team of the foundation passes on their findings and all related, relevant documents to the team of the Youth Programme on Human Rights

Education and Intercultural Dialogue (formerly the Human Rights Education Youth Programme).

Based on their daily work with and experience of youth work practice in the area of human rights education, the team reviews and comments on the applications and recommendations.

On the basis of these comments, the administration team of the European Youth Foundation finalises the recommendations for the decision-making process.

The entire process, from the submission of the application until the completion of both assessment and in-house consultation and the formulation of the final recommendation, takes approximately 4 weeks.

3.5*Decision-making*

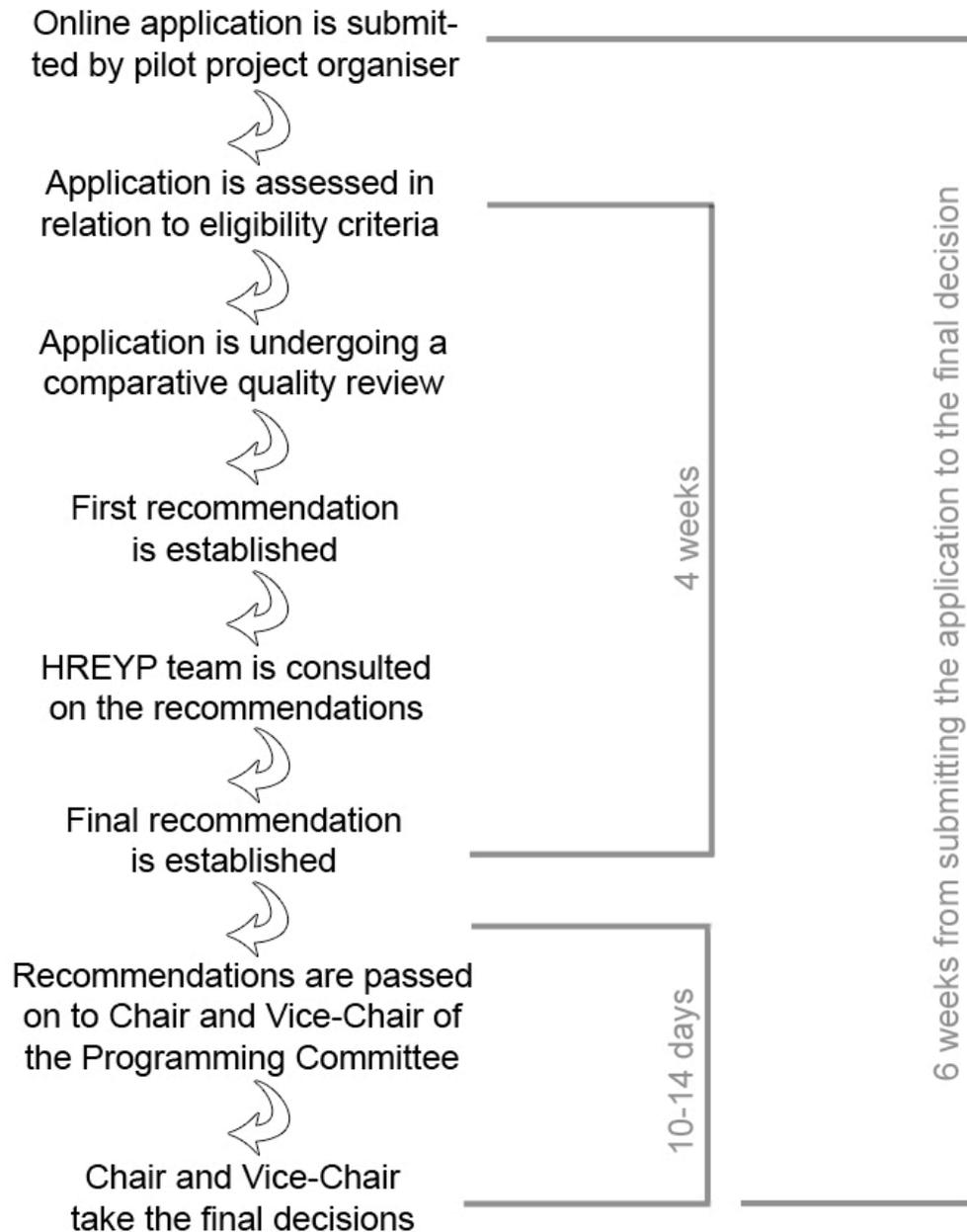
The decision-making power lies with the Programming Committee, which is composed of equal numbers of governmental and youth representatives.

Before 2006, the recommendations for grant allocations for pilot projects were mostly dealt with during the semi-annual meetings of the Programming Committee.

With the decision to stop working with fixed deadlines, a new decision-making procedure had to be adopted: The chair and vice-chair of the Programming Committee receive the recommendations by e-mail, and unless they disagree with the recommendation, the decision has been taken in favour of the foundation's suggestions.

Usually this e-mail consultation takes between 1-2 weeks, so that on average 6 weeks after an application is submitted, a decision has been taken.

Assessment, consultation and decision-making procedures



Graphical illustration of assessment, consultation and decision-making procedures in relation to human rights education pilot projects. Source: Own illustration.

3.7.....Reporting Procedure

As laid out in chapter 2.4, pilot project organisers are obliged to hand in a report using the official form provided by the foundation not later than two months after the project's completion.

This report has to entail a complete financial documentation including the equivalent proofs of expenditure, an analysis of process, outcome and impact of the project, a detailed and individually signed list of participants and any exemplary evidence of the achievements made, e.g. press cuttings, media appearances or photographs.

Unlike the application, which has to be submitted electronically using the database interface of the European Youth Foundation, no such system has been introduced (yet) for the reports which need to be handed in on paper.

Upon its arrival, the report is registered in the database and checked for its comprehensiveness by the secretariat of the foundation. The check-up is valorised by the administration team, which then defines the final balance to be paid to the organisation in question.

The payment of the balance is then initiated, and upon receipt of the appropriate confirmation the report and all associated documents are filed and stored away.

So far, the reports are not used by or for the team of the Youth Programme on Human Rights Education and Intercultural Dialogue. Presently, there are no human and/or financial resources available to contextualise the experiences of the programme users in any structured manner, a process potentially allowing for a beneficial relation between the programme and the relevant training offers of the Directorate of Youth and Sport.

Similarly, the reports are not used either to inform future potential users of the programme by sharing experiences or by picking up managerial recommendations such as the introduction of a F.A.Q-section on the foundation's website.

The potential of the reports clearly is, while not being undervalued, underutilised.

D. Statistics of the Human Rights Education Pilot Project Programme

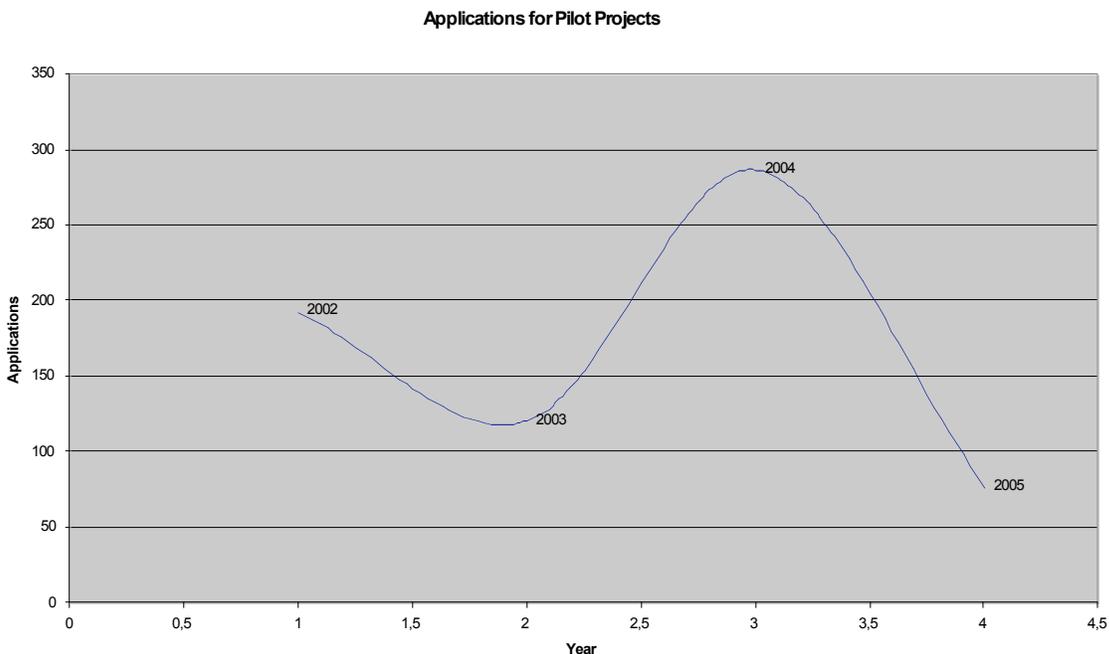
1. Applications, supported projects and available budget

While the number of applications for the Human Rights Education Pilot Project Programme has been fluctuating strongly, the actual numbers of supported human rights education pilot projects and the available budget allocations have decreased steadily since the initiation of the programme.

1.1 Applications

The number of applications was relatively high in the first year of the programme being operational, which was the year 2002. The programme had been launched in summer 2001, providing potential applicants with enough advance notice to submit their proposals on time.

One year into the programme, the number of applications decreased by 37% from an initial 193 applications in 2002 to 121 applications in 2003. Another year later, the number of applications jumped up by 137% to 287 applications in 2004. During the last year of the evaluated programme period, 2005, the number of applications fell by 73% to an all-time low of 77 applications.

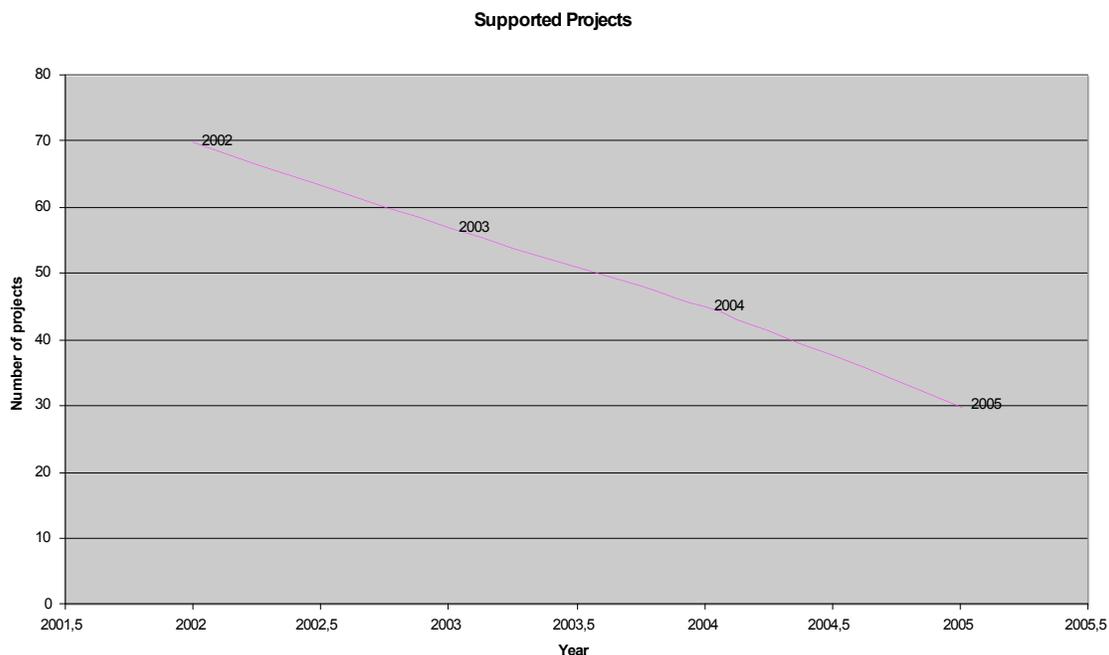


1.2 Supported projects

Since 2002, a total of 202 human rights education pilot projects were supported. Markedly, the number of supported projects per year has decreased steadily over the programme period under scrutiny.

In 2002, the first year of the programme, 70 pilot projects were supported. This number declined to 57 supported projects in 2003, 45 supported projects in 2004 and 30 supported projects in 2005.

On average, the number of supported projects was reduced by 24% per year, with an especially strong cutback of 33% in 2005. In the overall period, the number of projects granted with support decreased by 57%.



1.3 Quota of supported projects

Over the 4 years of the programme's existence, the number of applications which were granted financial support has changed considerably in accordance with the strongly fluctuating applications.

Depending on the year, up to 47% of all submitted applications could be supported.

2002		2003		2004		2005	
Applications	Accepted	Applications	Accepted	Applications	Accepted	Applications	Accepted
193	70	121	57	287	45	77	30
	36 %		47 %		16 %		39 %

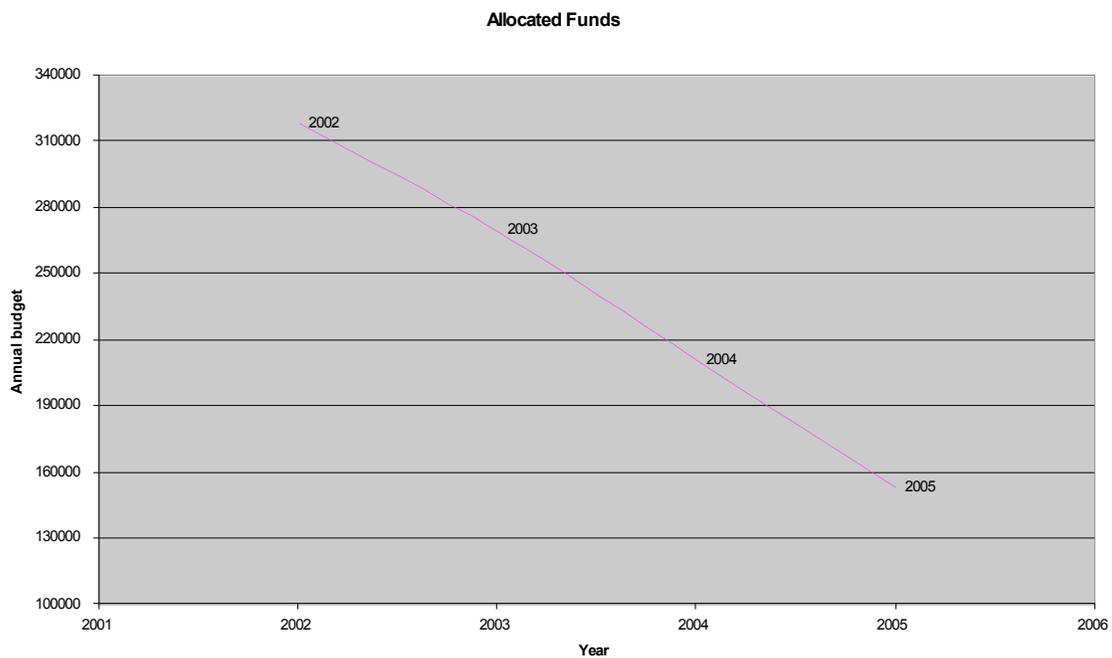
1.4 Funds allocated

Since 2002, a total amount of 952.000 € was spent on the human rights education pilot projects.

In parallel with the decrease in project numbers (57% decline over 4 years), the available budget allocation has declined in almost evenly dimensions – by 52%.

In 2002, the budget allocated for supporting pilot projects was 318.500 €. In 2003, this sum was reduced to 269.500 €. In 2004 the available sum amounted to 211.000 Euro and in 2005, 153.000 € were accessible to support pilot projects on human rights education.

On average, the allocated budget has decreased by 21% annually.



1.5.....Budget allocation in comparison

While the budget of the Council of Europe increased by 10% between 2002 and 2005 and the budget of the European Youth Foundation increased by 3,5% in this period, the budget allocation for pilot projects on human rights education decreased quite remarkably in the same time-span, namely by more than half (52%).

	2002	2003	2004	2005	Development
HRE-PP	318.500	269.500	211.000	153.000	- 52,0 %
EYF	2.873.172	3.014.123	3.089.500	2.973.500	+ 3,5 %
COE	169.000.000	175.000.000	180.500.000	186.000.000	+10,1 %

Overall, the scheme for pilot projects on human rights education (Category D-HRE) accounts for less than a twelfth of the European Youth Foundation's annual expenditure, and constitutes an exiguously evanescent proportion of the Council of Europe's overall budget.

<i>HRE-PP in % of</i>	2002	2003	2004	2005	Average
EYF	11,1 %	8,9 %	6,8 %	5,1 %	7.97 %
COE	0,19 %	0,15 %	0,12 %	0,08 %	0,14 %

2. Geographical distribution of granted and cancelled projects

2.1 Geographical distribution of granted projects

2.1.1 *Introductory remarks*

As Balducci has pointed out unmistakably, it is to be expected that the overall programme of the European Youth Foundation (and therefore also the small scheme on human rights education pilot projects) is more frequently used by organisations originating from countries which are currently not a member of the European Union. He argues that since “activities sponsored by the EU are only open to so-called «participant countries», i.e. EU member states and countries in the pre-accession phase”, organisations and movements outside that, at least in financial terms, exclusive circle of countries have little if anything left to turn to for European-level financial support than the European Youth Foundation. (Balducci (2003): p. 12)

At the moment of writing, 17 countries of the 48 states signatory to the European Cultural Convention² had no direct access to the funding schemes of the European Union. 12 of these countries (namely Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Croatia, Georgia, Macedonia, Moldova, Russia, Serbia and Montenegro³, Ukraine) had restricted, indirect access through the partner country model, which allows participation in the Youth programme with at least one partner organisation based in one of the 31 programme countries as long as the partner countries do not outnumber programme countries. 5 countries had no access to the EU programmes at all (Andorra, Monaco, San Marino, Switzerland and the Holy Sea).

These conditions should be kept in mind when assessing, interpreting and drawing conclusions from the geographical distribution of beneficiaries of the Human Rights Education Pilot Project Programme.

² The European Cultural Convention, considered to be the first multilateral and European instrument on cultural matters, was approved by the Council of Europe's Committee of Ministers in September 1954 and came into force on May 5, 1955. It has been signed and ratified by all 46 member states of the Council of Europe and by Belarus and the Holy Sea, allowing organisations from the two latter countries to participate in and benefit from the Council of Europe's programmes in the fields of culture, education and youth.

³ At the time of writing, a Montenegrin independence referendum was under preparation. *Addendum*: The referendum took place on May 21, 2006 with 55,5% of constituency members voting for Montenegro's independence, which was thus declared on June 3, 2006.

A second comment is necessary to contextualise the following statistical overview. There are many political, sociological, cultural and geological discourses about Europe, European regions and the belongings of nation states and countries to these regions which are, dependent on the context, defined very differently. It has not been the aim of this work to resolve or reinforce the many debates around these issues, which are clearly highly sensitive and not only related to political priorities or historical considerations, but also the identity of European citizens.

In the light of this enduring ambiguity, the following arrangements are not to be seen as a purely scientific and academic classification. It is an operational disposition, meant to provide a structure to facilitate the informed drawing of conclusions potentially useful for decision-making purposes.

2.1.2 Overview by country, alphabetically

Between 2002 and 2005, a total number of 202 pilot projects on human rights education were granted financial support from the European Youth Foundation. On 183 of these projects, or 90,6 %, reliable statistical data has been available to the evaluators⁴.

<i>Country</i>	<i>Projects</i>	<i>Country</i>	<i>Projects</i>	<i>Country</i>	<i>Projects</i>	<i>Country</i>	<i>Projects</i>
Albania	03	Denmark	01	Latvia	06	Romania	12
Andorra	---	Estonia	03	Liechtenstein	---	Russia	07
Armenia	03	Finland	02	Lithuania	01	San Marino	---
Austria	02	France	---	Luxembourg	01	Serbia Mont.	15
Azerbaijan	11	Georgia	09	Macedonia	07	Slovakia	---
Belarus	01	Germany	03	Malta	---	Slovenia	03
Belgium	05	Greece	02	Moldova	05	Spain	03
Bosnia Herz.	05	Holy Sea	---	Monaco	---	Sweden	---
Bulgaria	21	Hungary	08	Netherlands	---	Switzerland	---
Croatia	03	Iceland	---	Norway	---	Turkey	---
Cyprus	---	Ireland	01	Poland	13	Ukraine	11
Czech Rep.	02	Italy	07	Portugal	05	United Kingdom	02

⁴ It can be assumed that the resulting error is negligible here, and that the sampling frame is representative.

2.1.3 Overview by country, numerically

a) No pilot projects at all

No pilot project on human rights education so far has been organised in the following 15 countries (in alphabetical order from left to right):

Andorra	Cyprus	France
Holy Sea	Iceland	Liechtenstein
Malta	Monaco	Netherlands
Norway	San Marino	Slovakia
Sweden	Switzerland	Turkey

b) 1-5 pilot projects

In the following 21 countries, between 1 and 5 pilot projects have taken place during the period under scrutiny (in alphabetical order from left to right):

Albania	Armenia	Austria
Belarus	Belgium	Bosnia Herz.
Croatia	Czech Rep.	Denmark
Estonia	Finland	Germany
Greece	Ireland	Lithuania
Luxembourg	Moldova	Portugal
Slovenia	Spain	United Kingdom

c) 6-10 pilot projects

Between 6 and 10 pilot projects were organised in the following 6 countries (in alphabetical order from left to right):

Georgia	Hungary	Italy
Latvia	Macedonia	Russia

d) 10-15 pilot projects

In the following 5 countries, between 10 and 15 pilot projects have taken place between 2002 and 2005 (in alphabetical order from left to right):

Azerbaijan

Poland

Romania

Serbia Mont.

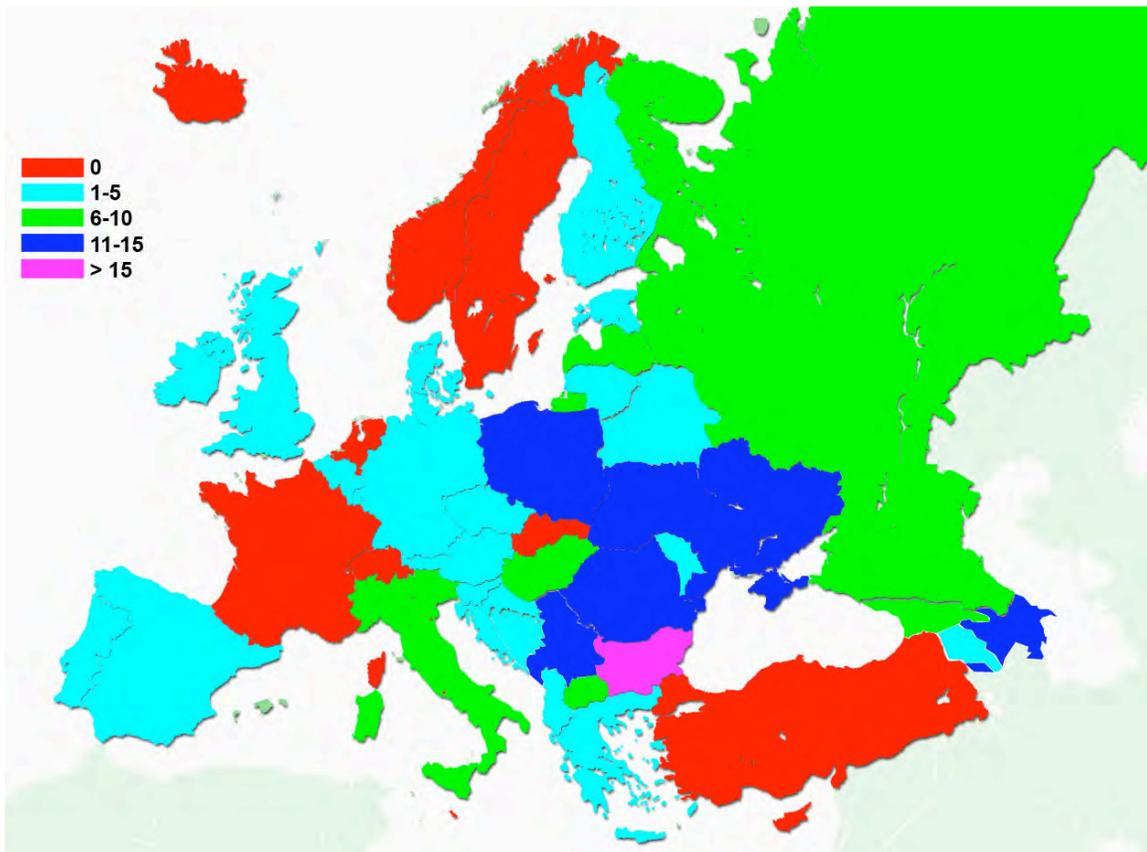
Ukraine

e) More than 15 pilot projects

More than 15 pilot projects have taken place in one country, namely:

Bulgaria

2.1.4 Overview by country, graphically



Graphical illustration of geographical distribution of nominal frequency.

Source: Own illustration.

2.1.5 Overview in institutional clusters (broad)

Between 2003 and 2005, 103 projects (56,3 %) took place in the countries with direct access to the European Union funding schemes in the area of youth, and 80 projects (43,7 %) took place in the countries with indirect or no access to these opportunities.

2.1.6 Overview in geo-political clusters (broad)

Considerably more than two thirds (almost 73%) of all funded projects took place in Eastern and Southern Europe:

Eastern Europe	82 projects	44,81 %
	Armenia, Azerbaijan, Belarus, Czech Republic, Georgia, Hungary, Moldova, Poland, Romania, Russia, Slovakia, Ukraine	
Northern Europe	16 projects	8,74 %
	Denmark, Estonia, Finland, Iceland, Ireland, Latvia, Lithuania, Norway, Sweden, United Kingdom	
Southern Europe	74 projects	40,43 %
	Albania, Andorra, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Greece, Holy Sea, Italy, Macedonia, Malta, Portugal, San Marino, Serbia (and) Montenegro, Slovenia, Spain, Turkey	
Western Europe	11 projects	6,02 %
	Austria, Belgium, France, Germany, Liechtenstein, Luxembourg, Monaco, Netherlands, Switzerland	

2.1.7 Overview in geo-political clusters (detailed)

The regions are presented weighted and descending, i.e. the region with the highest percentage of human rights education pilot projects is listed first:

Eastern Europe	42 projects	22,95 %
Armenia, Azerbaijan, Belarus, Georgia, Russia, Ukraine		
Southeast-Eastern Europe	38 projects	20,76 %
Bulgaria, Cyprus, Moldova, Romania, Turkey		
Southeast-Western Europe	35 projects	19,13 %
Albania, Bosnia and Herzegovina, Croatia, Greece, Macedonia, Serbia (and) Montenegro		
Central-Eastern Europe	26 projects	14,21 %
Czech Republic, Hungary, Poland, Slovakia, Slovenia		
South-Western Europe	15 projects	8,20 %
Andorra, Holy Sea, Italy, Malta, Portugal, San Marino, Spain		
North-Eastern Europe	10 projects	5,46 %
Estonia, Latvia, Lithuania		
Central-Western Europe	11 projects	6,01 %
Austria, Belgium, France, Germany, Liechtenstein, Luxembourg, Monaco, Netherlands, Switzerland		
Central-Northern Europe	03 projects	1,64 %
Denmark, Finland, Iceland, Norway, Sweden		
North-Western Europe	03 projects	1,64 %
Ireland, United Kingdom		

2.2 Geographical distribution of cancelled projects

Of the 202 human rights education pilot projects which were granted financial support between 2002 and 2005, 7 projects with a financial volume of 32.000 Euro were cancelled. This represents in absolute numbers 3,5% of all projects, and in financial figures 3,4% of the available budget.

According to Balducci, the “physiological” limits of comparable programmes are considerably higher: “The average cancellation rate in similar cases is about 20%.” (Balducci (2003): p. 14)

The reasons for the few cancellations vary from organisations having become (intermittently) inactive to unsuccessful co-funding applications.

In similar dimensions, 6 projects were paid a reduced balance than originally foreseen (usually because the actual budget had been lower than the estimated one) and 11 projects were paid no balance at all (usually because the report was not handed in or arrived too late).

All in all, a comparatively small percentage of less than one eighth (11,88%) of all supported projects brought about irregularities from a managerial perspective.

The following chapters are based on the pilot project's reports which should be handed in by the funded organisations two months after the completion of their project. The evaluators had access to the reports of the years 2003, 2004 and 2005. Of the 132 projects granted financial support, 118 reports (89,4%) were available and accessible, constituting a representative sample for the period 2003-2005.

3. Level, adequacy and importance of EYF support

3.1 Level of financial support

As indicated in chapter 1.4, a total amount of 952.000 € was spent on the human rights education pilot projects since 2002. On average, a human rights education pilot project was supported with the amount of 4.712,87 €.

The smallest granted amount was 2.000 €, the highest granted amount 7.000 € - with both cases appearing once each between 2003 and 2005. The maximum possible grant is fixed at 7.600 €, a sum which has so far not been approved for any pilot project.

<i>Grant</i>	7.000 €	6.500 €	6.000 €	5.500 €	5.000 €	4.500 €	4.000 €	3.500 €	3.000 €	2.000 €
<i>Cases</i>	01	01	20	06	42	16	23	01	07	01

Over the four years under evaluation, the average amount per project increased by 12% (in absolute numbers 550 €) from 2002 until 2005.

<i>Year</i>	2002	2003	2004	2005
<i>Average Grant</i>	4.550 €	4.728 €	4.688 €	5.100 €

3.2 Adequacy of financial support

Part VIII of the standard report form for human rights education pilot project organisers contains the following (dichotomous, i.e. closed-ended) question:

The level of financial support received was...

Sufficient

Insufficient

Of 118 reports, 29 stated that the level of financial support had been insufficient (24,6%). A majority of these organisations had not foreseen an alternative source of financial support other than their own work and similar contributions in kind.

Under such conditions, a grant allocation lower than the original application and the organisation's expectation tends to have a larger impact compared to projects which rely on a diversified range of sources for potential financial support.

The clear majority of 89 respondents (75,4%) considered the level of financial support provided by the European Youth Foundation for their pilot project on human rights education sufficient.

3.3 Importance of the EYF support

The standard report form also contains a closed-ended question on the significance of the financial support provided by the European Youth Foundation to human rights education pilot project organisers:

Would you have implemented the project without the support of the European Youth Foundation?

Yes No Yes but differently

Only 7 respondents (5.9%) said they would have implemented the project also without the EYF support. 19 beneficiaries (16,1%) stated they would have organised the project, but differently; mostly through exploring other funding opportunities.

A clear majority of almost four fifth (78 %) indicated they would not have implemented the project had they not received the European Youth Foundation's support. In other words: For nearly 80% of the users of this programme, its existence and the support it provides was essential for the realisation of their project.

A second question in the same part of the report form seeks to explore the importance of the EYF support in more detail by asking:

The support from the Council of Europe / EYF was important for (multiple answers possible?):

- 1 – the feasibility of the project
- 2 – essential for the project
- 3 – important for political/institutional purposes
- 4 – to secure additional funding
- 5 – complementary to other grants
- 6 – other reasons

This is how the 118 pilot project organisers answered:

<i>Option</i>	1	2	3	4	5	6
<i>Choices</i>	62,7 %	78,0 %	31,4 %	26,3 %	11,0 %	5,1 %

For 78 % of the organisations having received a grant for their pilot project, this support has been essential for the project. Almost precisely the same number of respondents had stated in response to the question above, that their project had not taken place without the foundation's support.

For almost two thirds of the beneficiaries, the grant has been imported in relation to the feasibility of the project. In other words: 62,7 % of the users of the programme believe that the probability of their project being realised had decreased considerably without the support of the pilot project scheme.

4. Characteristics of beneficiaries

4.1 Geographical scope of organisations

The standard report form records some information about the organisations having used the programme, among other matters of interest referred to later in this chapter also the geographical scope of the organisation in question.

Geographical scope of the organisation/s:

- 1 – local / regional
- 2 – national
- 3 – international / European
- 4 – other

Please refer to the table for a detailed overview of the responses:

<i>Option</i>	1	2	3	4
<i>Choices</i>	39,0 %	44,1 %	16,9 %	---

A minority of organisations (16,9%) consider themselves an international and/or European organisation. The majority of respondents (44,1%) stated that their organisation's geographical scope is national. An almost equal proportion (39,0%) of pilot project organisers come from local and/or regional organisations.

4.2 Types of organisations

Similar to the geographical scope, the report form offers a multiple choice question regarding the type of organisation. The options for the respondents are:

Type of the organisation/s (multiple answers possible):

- 1 – youth organisation
- 2 – general non-governmental organisation
- 3 – human rights organisation
- 4 – school-based organisation
- 5 – minority organisation
- 6 – network of organisations
- 7 – other organisation

The distribution of organisational types of the programme's user is like follows:

<i>Option</i>	1	2	3	4	5	6	7
<i>Choices</i>	56,8 %	54,2 %	50,8 %	3,4 %	14,4 %	11,0 %	7,6 %

Almost 57 % of the organisations benefiting from the European Youth Foundation's Human Rights Education Pilot Project Programme refer to themselves as youth organisations. Notably, only 16,4 % of these have indicated that their association is a youth organisation only.

More than half consider their organisation to be a general non-governmental organisation (54,2%). Similar numbers refer to their organisation as a human rights organisation (50,8%), and 14,4 % describe their association as a minority organisation.

In connection with the specific focus of the pilot project programme, it seems worthwhile to have a closer look at the profile of these 50,8 % of human rights organisations.

	youth organisations	general non-governmental organisations	both youth and general non-gov. org.	human rights education org.	only human rights org.
<i>Among the human rights organisations, there are</i>	41,7 %	28,3 %	13,3 %	3,3 %	13,3 %

Thus, the largest proportion of beneficiaries are youth organisations with a special focus on human rights issues and human rights organisations with a special focus on young people – or simply: human rights organisations with, for and/or by young people.

It is also noteworthy that all except one organisation, when opting for “other”, indicated they considered themselves to be a human rights *education* association.

4.3 Relation of organisations with the EYF

The fifth and last question of part VIII of the standard report form inquires about the relationship of the funded organisation and the European Youth Foundation.

Your organisation and the EYF:

- 1 – This was the first time you applied to the EYF.
- 2 – This was the first time you received a grant from the EYF.
- 3 – This is the first time you received money for a pilot project.
- 4 – You already received grants from the EYF for other projects.
- 5 – The EYF is one of your regular partners.

- 6 – This was the first time you applied and the first time you got a grant.⁵

As you can see from the following tabular overview, a solid majority (62,7%) of the organisations who have benefited from the pilot project scheme are new partners of the European Youth Foundation:

<i>Option</i>	1	2	3	4	5	6
<i>Choices</i>	---	11,9 %	17,8 %	7,6 %	5,9 %	62,7 %

⁵ This option was added by the author to reflect that a statistically significant part of the responses chose both options 1 (first time application) and 2 (first time grant). Yet, since the question was not intended nor indicated to be multiple choice, the introduction of this additional category does not allow the conclusion that beneficiaries who have indicated option 2 only had to apply several times for a grant.

5. Characteristics of projects

5.1 Geographical dimension of projects

Similar to the organisational information about beneficiaries, the standard report form also collects relevant and statistically evaluable data about the projects which were organised with the financial support of the Human Rights Education Pilot Project Programme. One of these aspects is the geographical dimension of the project.

Geographical dimension of the project:

- 1 – local or regional
- 2 – national
- 3 – international / European

Please refer to the table for a detailed overview of the responses:

<i>Option</i>	1	2	3
<i>Choices</i>	42,4 %	29,6 %	28,0 %

The largest proportion of projects is described as local or regional (42,4%). Similar numbers of respondents characterise their project as national or international (29,6% and 28,0% respectively).

5.2 Type of project

The report form invites organisers as well to specify the type of project they organised:

Type of project (maximum 2 choices):

- 1 – training project
- 2 – seminar, conference or meeting
- 3 – awareness-raising project

- 4 – information campaign
- 5 – policy reform activity
- 6 – educational project
- 7 – leisure-time activity
- 8 – extra-curriculum school activities

<i>Type of project</i>	<i>Quantity</i>	<i>Quota</i>
<i>Two choices (in descending order of proportion)</i>		
Educational training project	28	23,7 %
Training and awareness-raising project	23	19,5 %
Educational awareness-raising project	16	13,6 %
Information campaign and educational project	06	5,1 %
Seminar, conference, meeting and awareness-raising project	05	4,2 %
Training project and information campaign	04	3,4 %
Training project and extra-curricular school activities	04	3,4 %
Seminar, conference, meeting and educational project	04	3,4 %
Awareness-raising and information campaign	04	3,4 %
Educational project and extra-curricular school activities	04	3,4 %
Training and policy reform activity	02	1,7 %
Seminar, conference, meeting and policy reform activity	02	1,7 %
Awareness-raising project and policy reform activity	02	1,7 %
Seminar, conference, meeting and awareness-raising project	01	0,8 %
Awareness-raising project and leisure-time project	01	0,8 %
Awareness-raising project and extra-curricular school activities	01	0,8 %
Information campaign and policy reform activity	01	0,8 %
Policy reform activity and educational project	01	0,8 %
<i>Single choices (in descending order of proportion)</i>		
Training project	03	2,5 %
Seminar, conference, meeting	03	2,5 %
Educational project	03	2,5 %
Awareness-raising project	02	1,7 %

Clearly, education, training and/or awareness-raising are the heart of the majority of the undertaken projects. The next tabular overview on the following page highlights this importance by means of an alternative arrangement:

Option	1	2	3	4	5	6	7	8
Choices	52,5 %	16,1 %	44,9 %	10,2 %	6,8 %	51,7 %	0,8 %	7,6 %

For easier referencing the choices are shown again in this context:

Type of project (maximum 2 choices):

- | | |
|-------------------------------|--|
| 1 – training project | 2 – seminar, conference or meeting |
| 3 – awareness-raising project | 4 – information campaign |
| 5 – policy reform activity | 6 – educational project |
| 7 – leisure-time activity | 8 – extra-curriculum school activities |

5.3 Educational context of projects

With a brief question the report form aims to register, whether organisations are building their project in formal education, non-formal education or both. The multiple choice question is like follows:

Your project was based on:

- 1 – non-formal education
- 2 – formal education
- 3 – formal and non-formal education
- 4 – non-formal education in school

Option	1	2	3	4
Choices	64,4 %	---	19,5 %	16,1 %

Remarkably, almost two thirds of all pilot project organisers based their educational approach solely on non-formal learning, while about one fifth combined approaches of formal and non-formal education. Roughly one sixth of the projects were based on non-formal education in schools.

5.4Main human rights themes

Leaning on the thematic organisation of the Human Rights Education Manual “Compass” published by the Council of Europe’s Directorate of Youth and Sport in 2003, the report form also intends to map the themes addressed by the projects financed under the pilot project scheme.⁶

Which were the main human rights themes addressed through the project (maximum three choices)?

- 01 – General human rights
- 02 – Children
- 03 – Citizenship
- 04 – Democracy
- 05 – Discrimination and xenophobia
- 06 – Education
- 07 – Environment
- 08 – Gender equality
- 09 – Globalisation
- 10 – Health
- 11 – Human security
- 12 – Media
- 13 – Peace and violence
- 14 – Poverty
- 15 – Social rights
- 16 – Sport
- 17 – Others

Strikingly, all of these thematic areas have been covered more or less intensely by the pilot project scheme with the exception of sport. With the project’s thematic foci being so diversified, a complete mapping seems to provide no added value to the evaluation.

⁶ This question was included in the form in 2004, so that not all reports provide an answer based on the organiser’s view. In order not to distort the result, the author has refrained from mapping the other reports on the basis of the project’s description. In total, 70 reports of the available 118 contained an answer to this question, a proportion of 59 %:

In extracts, the thematic sequence recurring most often is the combination of “1 - General human rights” and “5 – Discrimination and xenophobia”. 30% of respondents (n=70) have indicated this particular thematic array to be the focal point of their project.

Other thematic priorities of statistical significance are:

<i>Thematic priorities</i>	<i>Percentage</i>
General human rights & discrimination and xenophobia	30,0 %
General human rights & citizenship	18,6 %
General human rights & gender equality	10,0 %
General human rights & discrimination and xenophobia & peace and violence	8,6 %
General human rights & children	7,1 %
General human rights & citizenship & discrimination and xenophobia	5,7 %

As can be seen, most projects approach human rights holistically as a general theme within their project, and additionally chose one or two more specific priorities which obviously are highly dependent on the specific context.

Of the more specific topics, the area “discrimination and xenophobia” is a clear priority amongst the programme users.

The clarity of preferences and priorities diffuses and fades quickly from here. Gender equality and citizenship are two other priorities, though less strong. Democracy, peace and violence, social rights and children are further areas of interest, but less distinctive again.

<i>Thematic area</i>	<i>%</i>						
Human Rights	77,1	Discrimination	50,0	Globalisation	1,4	Peace violence	15,7
Children	14,3	Education	12,9	Health	7,1	Poverty	4,3
Citizenship	22,9	Environment	1,4	Human sec.	7,1	Social rights	14,3
Democracy	18,6	Gender equal.	24,3	Media	5,7	Sport	---

5.5 Usage of Compass

In response to the question, whether or not the organisation had used Compass (the manual on human rights education with young people), 94 respondents equalling 79,7 % answered that they had done so indeed.

The majority of the 24 organisations (20,3%) indicating they had not used Compass explained that this was due to the manual's non-existence in their own language. For most of the languages concerned, a translation of Compass is available in the meantime.

3 respondents drew attention to what they considered to be deficits of Compass in particular subject areas, in which the manual is thought to be developable, namely in the fields of interreligious dialogue, AIDS and HIV prevention as well as socio-cultural animation, more specifically the theatre of the oppressed.

6. Impact of projects

6.1 Persons directly involved in projects

Obviously, the standard report form also needs to collect some data on the persons directly involved in the project, in particular the participants.

In the 118 projects for which this information is available, 21.276 persons have been involved directly, an average of 180 people per project. In extrapolation, this implies that 36.400 persons have been involved directly in human rights education pilot projects since the beginning of the programme in 2002.

Again on average, there were persons from 2,8 countries involved in any given project. Almost half of all projects (47,5%) were not international in its participant's constellation. In international projects, there were typically participants from 4,6 countries involved. The highest number of countries involved in any project was 13.

Among the 21.276 persons which can be verified directly as participants on the basis of the accessible reports, the age distribution looks like follows:

<i>Age group</i>	< 16	16 – 20	21 – 25	26 – 30	> 30
<i>Proportion</i>	58,3 %	24,1 %	7,3 %	4,3 %	6,0 %

Leaving the three largest projects aside, which constitute more than half (54,3%) of all project participants, the age distributions changes considerably:

<i>Age group</i>	< 16	16 – 20	21 – 25	26 – 30	> 30
<i>Proportion</i>	20,7 %	48,6 %	15,5 %	8,1 %	7,1 %

Across all projects, approximately 47,7 % of the participants were male and 52,3 % of the participants were female.

6.2.....Persons indirectly reached through the projects

The report form contains one field at its very end, inviting pilot project organisers to estimate the number of people they have reached indirectly through their project.

While the form specifically requests to clearly identify and explain the applied method of calculation, hardly any organisation has done so in a satisfactory way. This means in consequence, that the provided numbers cannot be verified with the means available to the author.

Having said that, it also is clear from Balducci's evaluation report of 2003, in which he assessed the entire work of the European Youth Foundation, that the multiplier effect of the Foundation's activities including its pilot projects⁷ is exceptionally strong. (Balducci (2003): p. 4)

Altogether, the 118 projects for which the reports, and with them an estimation of the number of persons reached indirectly are available, have had an impact of some kind on 701.570 persons – through their work and the resulting repercussions in different kinds of media as well as working environments, socio-political contexts and families.

On average, a pilot project on human rights education then has reached 5.945 persons. This seems to be a lot, but can be comprehended better by explaining that there were a couple of projects with very strong and far-reaching media resonance. Leaving these projects aside, the number of people reached indirectly condenses to 2.354 persons – still quite an impressive number.

Yet, media is part of our society today more than ever, and it therefore seems realistic that among more than 200 pilot projects there would always be a few with very successful media coverage.

Taking it from here, it can be extrapolated that since its inauguration, the Human Rights Education Pilot Project Programme has reached more than 1,2 million people in Europe.

⁷ The European Youth Foundation also operates a general pilot project programme, usually referred to as Category D – in distinction to the human rights education pilot projects, which are operationalised under Category D-HRE. The Category D-scheme was introduced in 2000.

E. Observations and conclusions

The programme is still comparatively young and already fairly successful. It seems therefore arbitrary that in 2005 merely 30 projects could be financially supported with just 52% of the originally allocated financial means (which had been very modest from the outset). Despite its effectiveness, which seems to be well appreciated by all stakeholders, the programme has been manoeuvred into a situation rendering it almost meaningless as a programme in its own right.

Endow the programme with meaningful financial resources in correspondence with its effectiveness, its user and stakeholder appreciation and its high relevance.

For the majority of the programme users, the pilot project scheme constitutes the only source of financial support next to the limited resources of the own organisations and contributions in kind through voluntary work. Consequently, any change in the budget has a much bigger impact compared to larger projects. It should therefore be an aim to limit the fluctuations of budgetary allocations and to clarify expectations beforehand.

Decrease the gap between the publicly declared maximum grant of 7.600 € and the real average grant of ~ 5.000 €. Make applicants aware of the fact that their planned amount will very (!) likely decrease.

With the introduction of the obligatory electronic application procedure, the participation of organisations from lesser developed countries and regions has decreased. The smoothness of the operational management of the programme should not neglect the de facto existing 'digital divide'.

Announcements and information should be made available through other media than exclusively electronic channels. Likewise, the application procedures should be open to paper for those who have no other choice.

The programme aims “to increase the recognition and visibility of local level human rights education projects on European level”. Hitherto, no effective measures have been taken to accomplish that ambition.

Develop measures, building on previous experiences, to increase the recognition of the pilot projects on European level. Take the suggestions made by pilot project organisers during their evaluation meeting into account.

The programme aims to “support local NGOs and groups to undertake action related to human rights education with young people”. So far, any educational support of pilot project organisers going beyond the provision of “Compass” happens randomly, it at all.

Include a section in the application form, where applicants can indicate whether and which kind of training they would need and appreciate. Connect the pilot programme in a more structured way with the educational programme of the Directorate of Youth and Sport.

The programme aims to “encourage innovative practices and partnerships”. To date, little attention has been paid to this aspect in the advertisement and the management of the programme.

Develop and publicise concrete ideas on what innovative practices and partnerships could and should be. Include separate sections and more precise questions in the application and reporting procedures and forms.

The programme aims to “increase the impact and visibility of the Human Rights Education Youth Programme on local level”. At the same time, the users of the programme have – with few exceptions – tremendous difficulty in successfully dealing with the media.

Develop a targeted training offer for organisers of pilot projects in a local context, which sufficiently deals with local and regional media and public relations work.

The programme’s aims, objectives, target group and geographical scope overlap profoundly with the European Union’s South East Europe Pilot Project Scheme, operated in the framework of the Youth Programme and the SALTO network.

Explore possible synergies with EU SEE Pilot Project Scheme and the SALTO SEE Resource Centre. Investigate joint operation of both programmes in the framework of the already existing institutional partnership.

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**Evaluation of pilot projects
on human rights education**

Evaluation Report

Part 3

Examples of Pilot Projects

**Short summaries of
16 exemplary projects**

YOUTH COMPETITION ON HUMAN RIGHTS

The «Martin Luther King Organisation» is a local youth and human rights organisation based in Budapest, Hungary that supported school students of local secondary schools in organising «Tolerance Days» in their schools in complete self-responsibility and independence.

In combination with a European human rights competition, the organisation successfully encouraged school students, parents and teachers to engage with human rights issues.

The «Tolerance Days» were a great accomplishment for the organisation, the students and schools involved and their communities in raising awareness on human rights, initiating discussions (often against fundamental resistance) and stimulating further action to fight discrimination and promote tolerance.

The «Tolerance Days» were widely reported in local, regional and student media.

SUPPORTED ORGANISATION

Martin Luther King Organisation

ACTIVITY DATES

April 2003 – January 2004

ACTIVITY VENUE

Budapest, Hungary

PROJECT BUDGET

14.000 Euro

EYF GRANT

4.000 Euro

PEOPLE REACHED

3.600

«LET'S BREAK THE WALLS»

«Slovo 21» is a national non-governmental organisation based in Prague in the Czech Republic that organised an educational and awareness-raising project on women's rights.

Through a series of workshops the project addressed the roles and rights of women from a human rights perspective, aiming at empowering women in particular in Roma communities.

The women directly involved in the project and their families and communities considered the project educational, relevant and supportive.

The project has provided a substantial contribution to the emancipation and empowerment of women and, in the long run, to increasing gender equality and raising awareness about domestic violence.

The project was embedded in the programme «Education, Self-confidence, Emancipation.»

SUPPORTED ORGANISATION

Slovo 21

ACTIVITY DATES

January 2005 – July 2005

ACTIVITY VENUE

Various cities, Czech Republic

PROJECT BUDGET

14.300 Euro

EYF GRANT

5.000 Euro

PEOPLE REACHED

570

TRAINING ON HUMAN RIGHTS EDUCATION

«Youth Solidarity for Human Rights» is a national non-governmental organisation based in Azerbaijan that organised a training and awareness-raising project for youth leaders.

The course aimed at increasing and developing the competence and awareness of youth leaders and educators in working with human rights education at national and local level and wanted to enable participants to act as multipliers of human rights education.

The course was evaluated very positively by the participants who developed, and later on, implemented local human rights projects. An education pack developed during the course supported the local work of participants.

Through the course, a network of human rights trainers has been established and the organisations involved established a system of internships exchanges in the region.

SUPPORTED ORGANISATION

Youth Solidarity for Human Rights

ACTIVITY DATES

February 2005 – April 2005

ACTIVITY VENUE

Masally, Azerbaijan

PROJECT BUDGET

9.300 Euro

EYF GRANT

6.000 Euro

PEOPLE REACHED

300

HUMAN RIGHTS IN EUROPE

The organisation «Bund Europäischer Jugend Österreich» is a member of the European Federal Movement of Austria and organised a youth meeting on «Fundamental and Human Rights in Europe» with 60 participants from 10 European countries.

The meeting offered participants the unique opportunity to experience living together in Europe and to explore Europe and Human Rights conceptually and practically.

This reproduction of 'Europe in a nutshell' implied that participants had to 'walk the talk' and take immediate responsibility for their words and actions – in that way the course used the potential of intercultural learning skilfully.

The course was a strong impulse for the work of the European Federal Movement and provided many inputs and ideas for future projects and activities. It was well covered in different media in many of the participating countries.

SUPPORTED ORGANISATION

Bund Europäischer Jugend Österreich

ACTIVITY DATES

February 2003 – July 2003

ACTIVITY VENUE

Neumarkt, Austria

PROJECT BUDGET

48.200 Euro

EYF GRANT

6.000 Euro

PEOPLE REACHED

600

THEATRE IN HUMAN RIGHTS EDUCATION

«Theatre Tsvete» is a national non-governmental organisation in Bulgaria that organised a trilateral theatre workshop and performance about human rights at the annual «Apolonia Festival of Arts».

By working with young disabled people the organisation courageously chose a societal taboo topic as an entry point to human rights.

Participants said about the project that it was "the right place and time to open cultural space for equal presentation of people from minority groups". A professional team approached the sensitive topic professionally and profoundly.

The thoughtful and provocative performance at the art festival was appreciated by participants and spectators alike. As a result of the workshop, the organisation published an extensively used and widely acknowledged handbook on theatre and drama techniques.

SUPPORTED ORGANISATION

Theatre Tsvete

ACTIVITY DATES

January 2004 – September 2004

ACTIVITY VENUE

Sozopol, Bulgaria

PROJECT BUDGET

10.900 Euro

EYF GRANT

5.500 Euro

PEOPLE REACHED

150

TRAINING «HUMAN RIGHTS EDUCATION»

«Accao para a Justica e Paz» is a national youth NGO in Portugal that organised an educational and training project on human rights in co-operation with actors from formal education.

Their training course aimed at developing participants' knowledge, skills and attitudes in relation to key areas and concepts of human rights.

The course utilised COMPASS very well and applied a multitude of adequate methodological approaches, including theatre of the oppressed, human rights laboratories, role plays, thematic portfolios and simulation exercises.

As a result of the training, a growing network of youth trainers in human rights education was established and several Compass seminars happened across the country.

The course was widely published in national, regional and youth media.

SUPPORTED ORGANISATION

Accao para a Justica e Paz

ACTIVITY DATES

February 2005 – June 2005

ACTIVITY VENUE

Coimbra, Portugal

PROJECT BUDGET

10.550 Euro

EYF GRANT

6.000 Euro

PEOPLE REACHED

1.200

CHANGING LANES

The «Change Lanes Foundation» is a national human rights NGO based in Budapest, Hungary that works with young offenders.

As part of an ongoing effort, the organisation wanted to reduce the gap between different social and minority groups inside the prisons of Budapest and prepare young criminals for life after their jail sentences through human rights education.

Through a series of workshops the foundation helped to deconstruct stereotypes and prejudices between inmates and supported the creation of a communitarian atmosphere in which young offenders could better prepare for being and act as responsible citizens.

The project has given attention to an often-neglected area of youth and social work. It established constructive partnerships and initiated new projects and programmes.

SUPPORTED ORGANISATION
Change Lanes Foundation

ACTIVITY DATES
May 2003 – February 2004

ACTIVITY VENUE
Budapest, Hungary

PROJECT BUDGET
13.500 Euro

EYF GRANT
6.000 Euro

PEOPLE REACHED
45

«HUMAN RIGHTS MESSENGERS»

«Service Civil International» is an international youth NGO. Their German member organisation organised an educational and awareness-raising project on human rights.

Several volunteers were trained as multipliers, so-called «human rights messengers», who received training enabling them to address human rights with young people in formal and non-formal education contexts.

After the training, the «human rights messengers» travelled across Europe with a mobile exhibition and a series of workshops shown and run during summer camps and festivals.

As a result of the project, a handbook was published and a minibus was transformed into a human rights mobile. This bus remained operational to the day, and a growing network of human rights messengers successfully travels across Europe to summer camps and music festivals, engaging with hundreds of young people on human rights and related issues.

SUPPORTED ORGANISATION
Service Civil International

ACTIVITY DATES
January 2005 – July 2005

ACTIVITY VENUE
Leipzig, Germany

PROJECT BUDGET
21.600 Euro

EYF GRANT
4.500 Euro

PEOPLE REACHED
800

MULTICULTURALISM AGAINST CONFLICTS

The «West Foundation for Regional and Euroregional Journalism» is a non-governmental organisation based in Timisoara, Romania that organised a project bringing together journalism and multiculturalism to address local and regional conflicts as part of a longer-term programme of the foundation.

A wide range of activities aimed at consolidating the Euro-regional community, preventing violence, promoting human rights and finding common answers to societal problems.

Journalists debated and reported about violence, conflicts and their causes in the region as well as possible conflict solutions, approaches and preventions. The project established a framework and network for ongoing training of and co-operation between the hundreds of young journalists involved. Naturally, it received wide media coverage.

SUPPORTED ORGANISATION
Foundation for Journalism

ACTIVITY DATES
April 2003 – September 2003

ACTIVITY VENUE
Timisoara, Romania

PROJECT BUDGET
27.500 Euro

EYF GRANT
6.000 Euro

PEOPLE REACHED
1.000

CREATIVE HUMAN RIGHTS WORKSHOPS

The «Youth Human Rights Movement» is an international youth NGO based in Voronezh, Russia. They organised a series of creative human rights workshops targeted at young people.

In several training modules for school students, students and civil society activists entitled «Act now! Know how!» the participants prepared three action days - the «Day of Human Rights», the «Day against Intolerance» and the day of «Youth – for Human Rights».

The action days were part of a larger campaign named «Human Rights – more than you think» and were a great success in the region – also thanks to the Council of Europe's Human Rights Education Manual «COMPASS», upon which this project has been built (similar to many other pilot projects).

Through the project, contacts were established with schools, universities and ministries.

SUPPORTED ORGANISATION
Youth Human Rights Movement

ACTIVITY DATES
August 2003 – August 2004

ACTIVITY VENUE
Voronezh, Russia

PROJECT BUDGET
11.300 Euro

EYF GRANT
4.500 Euro

PEOPLE REACHED
2.100

HUMAN RIGHTS – THROUGH EDUCATION

«Youth of JAZAS» is a national youth organisation based in Belgrade, Serbia that conducted two workshops to address the human rights situation of homosexual youth in the country.

The project aimed at identifying human rights violations of young homosexuals and wanted to use non-formal education to empower participants to demand and argue for the respect of their human rights.

At the same time, the organisation focused public attention to these human rights violations through youth as well as mainstream media and managed to raise considerable awareness on the often-upsetting realities of gay, lesbian, bisexual and queer youth in Serbia.

Most importantly, the project combined these two efforts in developing long-term strategies to continuously fight homophobia, intolerance, racism, stigmatisation and discrimination.

SUPPORTED ORGANISATION

Youth of JAZAS

ACTIVITY DATES

January 2005 – April 2005

ACTIVITY VENUE

Belgrade, Serbia

PROJECT BUDGET

10.200 Euro

EYF GRANT

6.000 Euro

PEOPLE REACHED

600

EMPOWERMENT OF RURAL YOUTH

The «Human Rights Foundation» is a national human rights youth network based in Kiev, Ukraine that developed a human rights empowerment leadership initiative for rural youth.

Through an advanced training course the project aimed to promote equal rights and opportunities for young people in rural areas of the Ukraine.

The project managed to raise awareness on human rights and democracy in several rural areas and increased the participation of young people in civic life.

Through means of non-formal education, the project also sustainably developed the capacities of local and regional youth organisations in rural areas to advocate for and promote human rights and democracy.

As a result of the project, a manual of 250 pages was developed and widely distributed.

SUPPORTED ORGANISATION

Human Rights Foundation

ACTIVITY DATES

January 2005 – April 2005

ACTIVITY VENUE

Kiev, Ukraine

PROJECT BUDGET

11.300 Euro

EYF GRANT

6.000 Euro

PEOPLE REACHED

450

EXHIBITION «DIRETTI AI DIRITTI»

«Arciragazzi Ferrara» is a national human rights organisation based in Ferrara, Italy that developed a playful, interactive exhibition on «human rights» together with school students from the city.

During a period of five months, the organisation co-operated with the municipality, several schools, teachers, parents and hundreds of students to develop the different elements of the human rights exhibition.

The approach of the exhibition, which aimed at the promotion of human rights of children and adolescents, focused on the possibility to let the visitors experience human rights and connected themes directly and personally.

The opening of the exhibition on May 27 – the anniversary of Italy's ratification of the «Convention of the Right of the Child» - gained broad local and regional media attention.

SUPPORTED ORGANISATION

Arciragazzi Ferrara

ACTIVITY DATES

November 2004 – September 2005

ACTIVITY VENUE

Ferrara, Italy

PROJECT BUDGET

10.800 Euro

EYF GRANT

5.500 Euro

PEOPLE REACHED

30.000

CONFERENCE «YOUTH IN ACTION»

«CASAZ» is a regional youth NGO based in Tivat, Montenegro that hosted an international conference on the prevention of AIDS and sexually transmitted diseases among youth.

The conference aimed at expanding a network of educators, activists, researchers and policy-makers working on the development of strategies and activities on AIDS, STD and substance abuse prevention.

The participants of the conference adopted the joint «Declaration on Understanding and Commitment of Youth NGOs for the fight against AIDS/HIV, STD and Substance Abuse.»

The declaration called for active participation and involvement of young people in all programmes and projects related to the prevention of sexually transmitted diseases (STD). Since 2005, the organisations and networks involved in the conference have worked hard and successfully to bring the agreements of the declaration to life.

SUPPORTED ORGANISATION

CAZAS Association against AIDS

ACTIVITY DATES

April 2005 – July 2005

ACTIVITY VENUE

Tivat, Montenegro

PROJECT BUDGET

20.000 Euro

EYF GRANT

10.000 Euro

PEOPLE REACHED

500

«NEW HORIZONS»

The «European Network for Integration and Development» is an international network of NGOs based in Sheffield in the UK that organised an intercultural human rights education project aimed at young people and entitled «New Horizons».

The organisation brought together a group of young Roma – a group that has settled in Europe for hundreds of years but still suffers social exclusion and abuses of human rights – and a group of young refugees – a group of new arrivals to different European countries suffering from social exclusion and experiencing violations of human rights.

Through the project, ENIDE managed to initiate an intercultural learning process that provided participants with a better understanding of each other and helped them to identify human rights abuses in their contexts and become community advocates for human rights.

SUPPORTED ORGANISATION

ENIDE - European Network for Integration and Development

ACTIVITY DATES

May 2004 – January 2005

ACTIVITY VENUE

Sheffield, Brussels, Budapest - Europe

PROJECT BUDGET

16.000 Euro

EYF GRANT

5.000 Euro

PEOPLE REACHED

270

TRAINING FOR TEACHERS

The «Legal Information Centre for Human Rights» is a national non-governmental organisation based in Tallinn, Estonia that ran a set of training modules for teachers aiming to promote human rights education for youth.

Over a period of four months, the organisation empowered more than twenty teachers from Estonian secondary schools to inform, educate and train school students for, with and by human rights.

The organisation co-operated with several international NGOs, such as the «Moscow School of Human Rights», several authors of the Russian edition of the Council of Europe's Human Rights Education Manual «Compass» and experienced trainers from the trainers' pool of the Directorate of Youth and Sports.

The modules developed during the project have been used in Estonian schools ever since.

SUPPORTED ORGANISATION

LICHR – Legal Information Centre for Human Rights

ACTIVITY DATES

June 2003 – December 2003

ACTIVITY VENUE

Tallinn and Narva, Estonia

PROJECT BUDGET

18.700 Euro

EYF GRANT

5.500 Euro

PEOPLE REACHED

2.200



**Evaluation of pilot projects
on human rights education**

Evaluation Report

Part 4

Presentation

Overview



„The Human Rights Education Pilot Project Programme“

Descriptive scrutiny and analysis

Empirical and statistical indicators

„Observations and Recommendations for the future“

Provisions and actions to further develop

the quality and sustainability of pilot projects

Historical and political context

Discussed in 2000 and 2001. **Introduced in 2001**, operational as of Jan 1, 2002.

Embedded in „**Human Rights Education Youth Programme**“

Integral, essential and **complementary** element: local work with European context

2003 Youth promoting human rights and social cohesion

2006 Youth programme on human rights education and intercultural dialogue

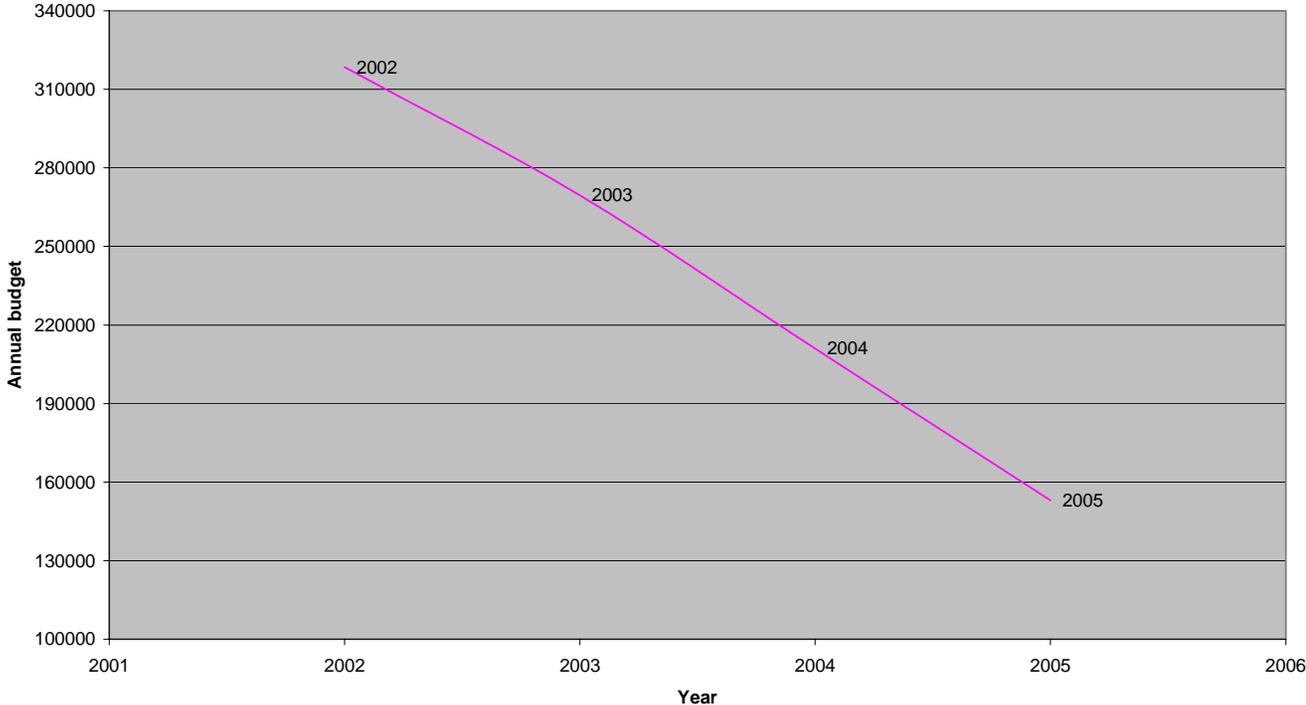
Aims and objectives

- ⊙ to motivate local NGOs to undertake action related to human rights education with young people;
- ⊙ to support local NGOs to undertake action related to human rights education with young people;
- ⊙ to actively contribute to the inclusion of human rights education in youth work practice;
- ⊙ to encourage innovative practices and partnerships, both in formal and non-formal education contexts;
- ⊙ to increase the impact and visibility of the Human Rights Education Youth Programme on local level;
- ⊙ to increase the recognition and visibility of local level human rights education projects on European level;
- ⊙ to allow for new initiatives to be set up on local level and
- ⊙ to facilitate the development of networks and opportunities to share expertise and experiences.

Financial investment

8% EYF annual budget. 0,14% COE yearly resources. Since 2002: **52% decrease** in available funds.

Allocated Funds



Management and administration

- ⊙ very professional, supportive, competent and adequate. but also:
- ⊙ understaffed (small projects do not take less time!) and investment thus limited to minimum;
- ⊙ procedures and conditions carry a certain disregard to the de-facto digital divide;
- ⊙ gap between maximum possible grant (7.600 €) and average grant (4.700 €) is problematic;
- ⊙ very little time and resources available to support applicants educationally and/or conceptually;
- ⊙ no access for organisations to other areas of work such as training, policy reviews, research;
- ⊙ no access for other areas of work to the experiences and potential of pilot project organisers;
- ⊙ significant overlap with similar programme initiative of the European Union.

Statistical and empirical co-ordinates

- ⊙ Since 2002: 202 pilot projects supported with 952.000 €, on average ~ 4.700 € per project.
- ⊙ 36.400 young people directly involved. More than 1,2 million people indirectly involved.
- ⊙ Financial support predominantly sufficient – and **essential** for the project's realisation.
- ⊙ Majority of users are **new** to the European Youth Foundation.
- ⊙ Users in general are very satisfied with the quality of support, but suggest improvements.

Project co-ordinates



Project co-ordinates

- ⊙ Strong geographical focus in Eastern and Southern Europe. Mostly local projects.
- ⊙ Organised mainly by human rights organisations with/for/by young people.
- ⊙ Priority: Education, training, awareness-raising. Predominantly non-formal education.
- ⊙ Main human rights themes: general and (discrimination/xenophobia, citizenship, gender equality...).
- ⊙ Covering the entire spectrum of human rights education as in Compass – except sport.
- ⊙ Average involvement: 180 persons per project, mainly 20 years or younger. 36.400 people so far.

Recommendations

- ⊙ Provide meaningful financial resources for the programme.
- ⊙ Decrease gap between official maximum grant and unofficial average grant.
- ⊙ Extend information and procedures beyond purely electronic channels.
- ⊙ Develop measures to increase recognition of pilot projects. Use proposals by organisers.
- ⊙ Develop targeted training offers for pilot project organisers. Collect demands and needs.
- ⊙ Explore synergies with similar programme of EU. Merge both into existing Partnership?