
**Evaluation Report on the Regional
Summer Academy (RSA) Programme**
*Learning Democracy and Human
Rights*

**Final Report
With Executive Summary**

Professor David Kerr

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I would also like to thank those in Council of Europe member states who took the time to complete questionnaire responses, respond to queries and conduct skype and telephone interviews within the agreed timescale. They include RSA participants, trainers, ministry officials, teacher trainers, teachers, head teachers and community representatives, as well as regional and country organisers, policy-makers and observers. This report, and its outcomes, would not have been possible without such openness and commitment.

Above all, the production of this report has been a team effort, underlining the continued power and potential of European networking and collaboration in the field of education for democratic citizenship, human rights and intercultural dialogue.

1. Introduction: Aims, Approaches and Outcomes

This first section of the report sets out the **aims, objectives, methodology, timescale** and **proposed outcomes** of the evaluation. It is important to bear these in mind when considering the evaluation's findings and key recommendations concerning the performance of the Regional Summer Academies (RSA) programme and future strategic direction.

1.1 Aims and objectives

With the RSA programme - *Learning Democracy and Human Rights* - coming to an end in 2016 the Council of Europe and the European Wergeland Centre decided to conduct an external evaluation of the programme. The CoE and EWC commissioned Professor David Kerr from the Citizenship Foundation/University of Reading in the United Kingdom (UK) to undertake the evaluation. He has worked closely with the Council of Europe over the past 20 years in its work on intercultural understanding and education for democratic citizenship and human rights (EDC/HRE). He has also supported the work of the European Wergeland Centre (EWC) since its inception and participated in the RSA programme as a keynote speaker at the South East Regional Summer Academy hosted in Montenegro. Professor Kerr has approached the evaluation in the role of an independent, reflective '*critical friend*'.

The **main aim** of the evaluation was to:

- Make an **overall assessment** about the programme performance, paying particular attention to the impact of the project against its' specific objectives and evaluation criteria.

The evaluation had **three main objectives** which support the overall aim, namely to:

- Provide information on **what has worked well** and **what has worked less well** and the reasons why.
- Identify **lessons learnt** and provide **key recommendations** for a future strategy.
- Provide information that is useful to highlight **what works** in terms of applying EDC/HRE policy in practice in line with the EWC evaluation framework and organisational dimensions for change.

The terms of reference for the evaluation also stated that it should pay particular attention to the **impact** the programme has had on **key target**

groups, in line with the EWC four key dimension of changes: individuals, schools, institutions and policies. These key target groups include:

- **Ministries** – the impact of involvement in the RSA programme on regional/national ministries (mostly the Ministry of Education) whose officials were involved in organising the RSA programme in collaboration with the EWC and CoE, planning academies and cascading outcomes, on their professional competence and subsequent actions. Also included were ministries who sent officials as observers to RSA academies with a view to learning more and possibly becoming involved in the programme going forward.
- **Participants** – education professionals and community actors (teachers, school leaders and community representatives) who took part in the RSA programme with a focus on the impact of participation on their professional competence and their subsequent actions in their teaching and learning in classrooms, at whole-school level and through community links and partnerships. The focus also includes their efforts at outreach to wider final beneficiaries beyond their schools and communities.
- **Schools** – the impact on the schools that had staff selected to participate in the RSA programme, in terms of changes in teaching and learning processes, democratic school governance and cooperation with the community and partnerships.

1.2 Methodology

Given the evaluation aims and objectives it was decided that the evaluation was best conducted using a **mixed-methods approach** in order to provide a robust evidence base from which to analyse and draw conclusions and make

recommendations. The mixed-methods approach consisted of **four components**:

- **Quantitative short survey questionnaire** with RSA participants, trainers and key stakeholders
- **Qualitative in-depth interviews** with key stakeholders and RSA trainers
- **Documentation review and analysis** of RSA processes, procedures, systems and internal reports accumulated during the life of the programme
- **Case-study review and analysis** of RSA outcomes collected from participants, key stakeholders, trainers, reports, EWC newsletters and RSA alumni and follow-up events (see Appendix 3).

The analysis undertaken in the report has blended the outcomes of the various approaches in order to provide key findings and recommendations concerning the performance of the Regional Summer Academy programme *Learning*

Democracy and Human Rights. Further details about how these components were approached during the evaluation are contained in Appendix 1.

1.3 Evaluation timescale

The evaluation was conducted between December 2015 and December 2016. It comprised **three interlinked phases** (see Appendix 2).

- **Phase 1 – December 2015 to March 2016** – Start up, document analysis, identification of data/evidence gaps and agreement on plans to plug the gaps through further instrument construction and data collection
- **Phase 2 – April to August 2016** – instrument construction, data collection, analysis of initial new data and follow-up
- **Phase 3 – September to December 2016** – further analysis, draft report writing, revision and completion of final report and executive summary.

1.4 Outcomes

It was agreed that a **40 page final report** would be produced, by December 2016, based on an analysis of the evidence-based information collected through the mixed-methods approach. The report would provide findings and key recommendations concerning the performance of the Regional Summer Academies and future strategic direction and include impact data and case studies concerning RSA participation and reach.

The final report would also include an **executive summary** that would be used as a stand-alone document to promote the main outcomes of the RSA evaluation and a strategic direction going forward. There would also be supporting appendices.

1.5 Evaluation report outline

This evaluation report has **five sections** in line with the main aims and objectives. This **first section** provides an introduction to and overview of the aims, objectives, methodology and outcomes of the evaluation. **Section 2** sets out the context concerning how the Regional Summer Academy programme came about and functioned in terms of its origins and establishment, vision and goal, processes and operating model and evolution, expansion and reach. **Section 3** sets out the achievements and shortcomings (i.e. what worked well and what worked less well) of the RSA programme leading to **Section 4** which identifies and explores the impacts of the programme for those key target groups at whom it was aimed and who engaged with it.

Finally, **Section 5** reviews the lessons learnt from the conduct of the RSA programme and draws on these to offer a number of key recommendations for a future strategy concerning efforts to bolster the application of EDC/HRE policy in practice. These are designed to assist the EWC, CoE and its partners to further strengthen initiatives that seek to promote and democracy, human rights and intercultural dialogue going forward and bridge the implementation gap between policy and practice. There are also a number of supporting appendices.

2. The Regional Summer Academies (RSA) Programme in Context

This section of the report **sets the scene** regarding the Regional Summer Academies (RSA) programme – *Learning Democracy and Human Rights* - by providing **an overview** of its origins and establishment, vision and goal, processes and operating model and evolution, expansion and reach. Taking into account this background information about the RSA programme is crucial in understanding the key findings of this evaluation and the main recommendations concerning future strategy that flow from them.

2.1 Origins and establishment

The Regional Summer Academies (RSA) programme was officially established for a **three-year period** in winter 2011/12 in a partnership between the Council of Europe (CoE), European Wergeland Centre (EWC) and ministries in host countries. However, its origins lie in CoE developments and recommendations around intercultural dialogue and education for democratic citizenship and human rights (EDC/HRE). A number of CoE developments between 2008 and 2011, notably the *White Paper for Intercultural Dialogue* (2008) and *Charter on Education for Democratic Citizenship and Human Rights Education* (2010), led to a recognition by the CoE and its member states of the important role that education plays in promoting such principles and practices, particularly in schools.

Central to successful promotion and embedding into practice of human rights and democratic principles is the **role of educational professionals**, particularly teachers and school leaders working in partnership with parents and community representatives. To ensure sustainable democratic societies, teachers play a crucial role in conveying values, skills, knowledge, understanding and attitudes. Such thinking led to a desire by ministries in member states to bolster the training of teachers and other stakeholders to strengthen their competence to implement CoE recommendations on democracy, human rights and intercultural understanding. There was a particular desire to close the gap in this area between policies and their implementation to inform actual practices.

The intention was to expand the **capacity building and training action** of the Council of Europe to different European regions and beyond. The initial focus, based on prevailing CoE priorities, was predominantly on Eastern and Central Europe and South East Europe (SEE). There was also the possibility, in the framework of the ENP, of an expansion to involve Arab countries neighbouring Europe. This led initially to the CoE and EWC working together with the ministry and teacher training institute in Poland to establish the first regional summer academies in Poland in 2010 and 2011, involving

participants from Armenia, Azerbaijan, Georgia, Moldova, Ukraine, Russia and Poland.

The success of these first academies prompted interest from ministries in other countries in South East Europe, particularly Montenegro and Turkey, to host regional summer academies. Given the increased level of interest in the region the CoE and EWC, with funds via a voluntary contribution from Norway, agreed to officially establish the Regional Summer Academies (RSA) programme in 2011/12, initially for a period of three years. The RSA programme was to be based around two annual academies, the first a continuation of the academy in Poland and the second, the development of a further South East Europe (SEE) academy based in Montenegro, following the interest expressed by the Montenegrin ministry to become involved with the programme. It was also agreed that the RSA model should remain flexible with a view to exploring possibilities for expansion, via ministries, to other countries and regions, as well as the potential for synergies with other CoE projects and programmes beyond the Charter on EDC/HRE.

2.2 Vision and goal

The vision and goal of the RSA programme derive from the ambition and role of the Council of Europe (CoE) and the European Wergeland Centre (EWC) in promoting, supporting and strengthening democratic culture, human rights and intercultural dialogue and getting buy in on this vision and goal from politicians and ministry officials in member states. Both organisations are united in seeking to empower educational professionals and institutions to develop democratic practices and culture and to support them in taking action when they do through a variety of means, including the development of policies, materials, networks, partnerships and training.

The EWC, in particular, encourages and promotes an overall **whole-school, or school-centred approach** to training concerning democracy and human rights, which is in line with the CoE Charter on EDC/HRE. This approach encourages all those who work in and with the school to actively participate to build an inclusive and democratic culture in the classroom, across the school and in the local community, where principles of democracy and human rights can be both learnt and practiced. EWC publicity describes how *'in order for democracy and human rights to become a reality in young people's lives these values need to be evident in the life of the school.'* Therefore, EWC training programmes and activities encompass a wide range of levels and issues from developing teacher competences in and beyond the classroom, to promoting a whole-school ethos and strong governance and encouraging stronger partnerships and collaboration with parents and community representatives. It was described, in a 2015 review of RSA practices as *'an approach that encourages the active participation of all school stakeholders in school life –*

parents and community members as well as students, teachers and school administrators’ (Huddleston, 2015).

The EWC whole-school or school-centred approach also seeks to provide **follow-up** with participants involved in training so as to bolster sustainability and encourage greater impact on practice through sharing and networking with others in and beyond the school. In essence, it is a **multi-dimensional, whole-school approach to the notion of development, change and progress** in relation to the promotion of democracy, human rights and intercultural dialogue.

The EWC whole-school approach, underpinning as it does CoE values, policies and charters, is at the heart of the vision and goal of the RSA programme. The RSA is fundamentally a **whole-school training programme** to promote democracy and human rights for those associated with schools and communities in Central and Eastern Europe and South East European countries. It seeks to work with ministries to: bring together **school teams** of educational professional and community representatives from different countries to learn about EDC/HRE policies and practices; facilitate the sharing and development of practices, informed by policy, so as to strengthen competences; enable participants and teams to return to their schools and communities with new ideas and concrete plans of action to strengthen these areas; and provide on-line, follow-up support and encouragement to assist embedding and sustainability.

The specific objectives of the RSA programme, as set out by the CoE and EWC in the project description, underline this commitment to driving progress and change through a whole-school approach to training and development. Indeed the programme objectives are described as:

- Bridging the gap between **policy and practice** by promoting CoE recommendations and materials among educational professionals.
- Strengthening the **capacity of educational professionals and local community actors** to implement principles of human rights, democracy, intercultural dialogue and conflict resolution through local actions.
- Encourage **partnership and co-operation** between schools and communities across Europe and beyond.
- Provide an open and freely accessible **on-line networking platform** for educational professionals which offers dynamic spaces to share information, to discuss experiences and to learn from each other.

2.3 Processes and operating model

The processes that underpin the RSA programme were based on a **partnership** between the Council of Europe (CoE), European Wergeland Centre (EWC) and ministries in those countries hosting an Academy.

There was a clear recognition of the role and responsibilities of each partner in the setting up and running of the programme.

The role of the **Council of Europe (CoE)** was to provide policies and materials developed by the CoE in the field of EDC/HRE, many of which have been translated into a number of European languages. In addition, the CoE also contributed longstanding expertise in the field of EDC/HRE, particularly through existing networks such as the EDC/HRE National Coordinators network.

The role of the **European Wergeland Centre (EWC)** was to act as the main implementation organisation in the RSA programme, providing expertise on the Academy training model, including planning, preparation, implementation, evaluation and monitoring. This included the recruitment of experts to act as trainers, familiar with CoE policies and materials, and thus to ensure a coherent approach to training and capacity building across Academies. The EWC also set up and managed an online working space or platform – *Share & Connect* - to facilitate the programme activities, particularly in the preparation and follow-up stages. The EWC and the CoE jointly shared coordination of the programme.

The role of the **ministry** in the host country was to agree to host an Academy and to provide local/regional expertise to enable the smooth adaptation of the training programme to meet national/regional needs and tackle pressing EDC/HRE issues. As the host country they were also in charge of local organisation and coordination, including selection of participants, accommodation, meals and transport.

All partners contributed financially and/or with additional human resources to ensure the realisation of the RSA programme.

The RSA programme was also dependent on the successful engagement with and participation of a number of **key target groups**, namely:

- **Ministries** – regional/national ministry officials who are often involved in the hosting of an Academy. They are involved in the setting up and administration of an Academy, often in partnership with a national teacher training institute or national education centre, and may attend the training as interested observers. They may liaise with ministry officials in other countries involved in an Academy and may also help to cascade RSA outcomes to wider networks within and beyond their country.
- **Participants** – school teams of between three and four people who represent key aspects of the functioning of the school in terms of curriculum, democratic culture and community links. Each school team usually comprises a teacher, a school leader/senior manager and a community representative (e.g. someone from the municipal authority, or an NGO or a parent or, on occasion, a student). Each Academy comprised

- school teams selected from participating countries and regions who came together for RSA training.
- **Schools** – that select a team to participate in the RSA programme, because of the potential to bring changes in teaching and learning processes, democratic school governance and cooperation with the community and partnerships.
- **Final beneficiaries** – those reached by RSA participants in the sharing of RSA outcomes in participating schools and beyond to other schools and communities locally, nationally and regionally. These final beneficiaries include head teachers, teachers, students, parents, community representatives, NGO representatives.

These key target groups were the ones that the CoE, EWC and host countries engaged with in the setting up, running and follow up on an Academy.

Meanwhile, there were two other groups who played a key role in the RSA programme in terms of its conduct and expansion, namely:

- **Trainers** – experts who are familiar with CoE policies and materials and who are trained to be facilitators in developing and running the training programme at an Academy.
- **Observers** - Ministry officials from other countries, as well as EDC/HRE national coordinators, NGOs and others, who have an interest in learning more about the RSA programme with a view to hosting and/or participation in programme in the future.

The RSA model was based on a **year-long training and support package** that has three interrelated phases which were present in every Academy namely:

- **Phase 1 – pre Academy set up and preparation** (largely on-line preparatory tasks weeks before an Academy)
- **Phase 2 – Academy training** (face-to-face, residential training of between 3 and 8 days)
- **Phase 3 – post Academy follow up and support** (largely on-line personalised support of up to 9 months)
- **Phase 1 – pre Academy set up and preparation** (largely on-line) included agreement with the ministry in a host country and selection of a venue, identification of a team of trainers, setting up of a training programme, selection of school teams to participate in the Academy within and across participating countries in the region and engaging with selected participants several weeks before the Academy to complete some on-line preparation tasks concerning EDC/HRE.
- **Phase 2 – Academy training** (face-to-face) concerned a period of residential training in a host country where CoE trainers worked with selected school teams on building capacity around EDC/HRE using CoE policies and materials, enabling school teams to draw up action plans for

- how they would take EDC/HRE forward in their schools in the next academic year by the end of the residential training. Training sessions commonly covered:
 - An introduction to EDC/HRE, the CoE and its policies and materials
 - Learning and living EDC/HRE from policy to practice
 - A whole school approach to EDC/HRE
 - Developing teacher competences concerning EDC/HRE in classrooms
 - Teaching and learning for EDC/HRE in the classroom and school
 - How to handle controversial issues in the classroom
 - Democratic governance of schools
 - Involving students and parents in school decision-making
 - Engaging with community partners for sustainable EDC/HRE
 - The role of the school head and senior managers in setting the right culture
 - How to conduct a school-wide EDC/HRE survey
 - How to develop a school action plan for EDC/HRE
 - Implementing a school action plan for EDC/HRE
- **Phase 3 – post Academy follow up and support** (largely on-line) involved personalised support from EWC and trainers via an on-line networking platform to help school teams to progress the school action plan for EDC/HRE, developed during the RSA residential training, during the next academic year (roughly 9 months). School teams had opportunities to request help, report on their progress and to send in a case-study report on the successes and challenges they had faced at the end of the year. There were also opportunities for ministries in participating countries to be involved in these processes and to help with the dissemination of training and outcomes to wider networks in their country and beyond.

2.4 Evolution, expansion and reach

The RSA programme set out with clear aims and goals and a recognisable model for the conduct of an Academy. However, what is clearly evident in reviewing the performance of the RSA programme is the **degree of evolution, expansion and reach** that took place during the lifetime of programme from 2011/12 to 2016. This evolution, expansion and reach took place, because as was noted earlier, it was agreed by the CoE and EWC at the outset that the RSA model should remain flexible with a view to exploring possibilities for expansion to other regions and countries, as well as the potential for synergies with other CoE projects and programmes beyond the Charter on EDC/HRE.

The RSA programme evolved and expanded its reach in relation to a number of **key aspects** from 2011/12 to 2016, notably:

- Academy repetition and expansion** – having started off with two Academies in 2012, in Poland and SEE in Montenegro, there have been a further 12 Academies hosted from 2013 to July 2016, with a further three to be hosted by the end of 2016/early 2017. Figure 1 below details how the repetition of the Academies in Poland and SEE on an annual basis has led to the expansion of Academies at regional, national and local level. This is based on the success of the original Academies and a willingness of ministries in other regions and countries to host an Academy. The Poland and SEE Academies have been joined by further Regional Summer Academies in the Baltic (2015 and 2017), hosted by Estonia, and Slovak-Czech (2016), hosted by Slovakia, by a National Academy in Greece (2015) and a Local Academy in Kosovo (2015). What was originally a three-year programme also stretched into a four-year programme through to 2016 in order to meet demand from ministries in regions and countries.

Figure1: Countries joining the Academy programme by year and those with interest



- Participants** - the number of participants – educational professionals and community partners – trained directly through the RSA programme, as part of school teams, has increased year on year. By July 2016, 457 participants had taken part in RSA training, comprising 183 teachers, 131 school heads, 76 NGO representatives, 41 parents, 11 local authority representatives and a small number of students. Following the training, the teams carry

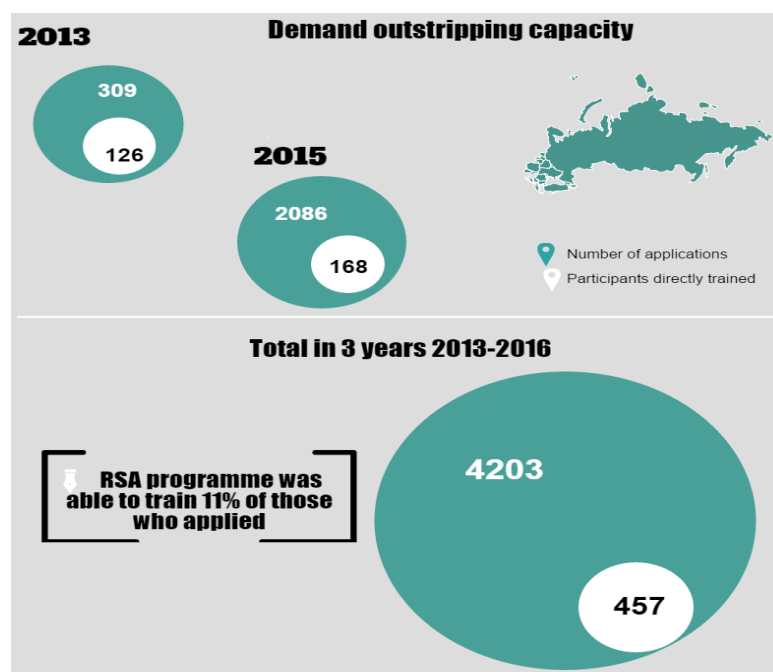
¹ The statistics do not include those engaged in the RSA programme beyond July 2016, notably in the Regional Slovak-Czech Academy in November 2016, Greek Academy in 2017 and Kosovan Academy in December 2016.

out projects that address specific challenges in their schools and communities.

As **multipliers, they teach, train and involve** colleagues, students, parents, community representatives and other stakeholders beyond their school meaning that the RSA training has an impact on a much larger number of **final beneficiaries** beyond those participants directly involved in the training. Academy participants, through their subsequent involvement in the train the trainers events, have gone on to conduct national trainings on EDC/HRE in local languages, thereby equipping new multipliers with the competences to run their own training and initiatives promoting EDC/HRE in their schools and communities.

However, that is only part of the story. The RSA programme has become so popular that the demand for training has outstripped the number of places available. This is shown in Figure 2 below. It has meant the need to apply selection criteria to decide which school teams and individuals are invited to RSA training in each Academy. For example, in 2013 the RSA programme received 103 team applications involving 309 potential participants but was only able to train 126 participants. By 2015, that number had risen sharply to 693 school team applications involving 2086 individuals with room only to train 168 people. To July 2016, the programme had received applications from 1395 school teams comprising 4203 individuals with only capacity to train 457 participants (11 per cent of applicants).

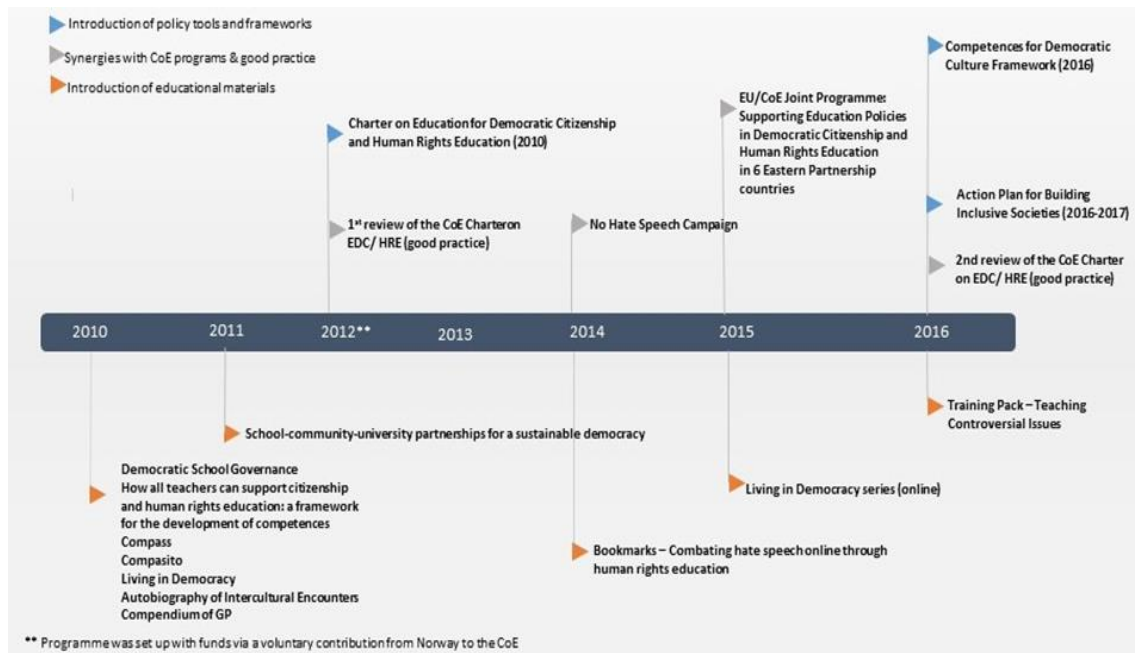
Figure 2: Programme demand – number of applications versus available places



- **Final beneficiaries** – current estimates put the number at approximately 50,000 (based on team self-reporting) final beneficiaries who have had some form of engagement with the RSA programme. They include head teachers, teachers, community representatives, students, parents, NGO officials, policy makers and others. Their engagement and participation ranges from participation in human rights classes and trainings on EDC/ HRE to being actively engaged in actions in the defence and promotion of human rights and democracy at local, national and regional level.
- **Trainers** – the engagement of expert trainers to facilitate Academy training was vital to the success of the RSA model. The programme began in 2011/12 with a small core group of seven trainers. However, as the programme expanded there was a need to identify and train more trainers. Accordingly, the number of trainers expanded to over 20, with a number being recruited from Academy alumni who were identified as having the requisite understanding of EDC/HRE and of regional and national contexts and appropriate language skills.
- **Observers** – the encouragement of those from other countries to attend and observe an Academy was an important means of growing support for Academy hosting and participation from a wider group of countries. During the programme 16 National EDC/HRE Coordinators from the CoE EDC/HRE Coordinators network were involved in different roles, including observer attendance at an Academy, local organiser and supporting the dissemination of information and outcomes within and across member states. As shown in Figure 1 above, seven representatives from ministries in other countries also observed, representing not just Central, Eastern and South East Europe but also the Baltic, Western Europe and North African countries.
- **Academy foci, nature of training programme and on-line support** – the flexibility built into the RSA programme meant that it was able to accommodate both new Council of Europe policy and materials development since 2011/12, the wishes of new regional, national and local Academies to focus on EDC/HRE issues of particular concern to their contexts and the demands of Academy participants for on-line support over time.
- **CoE policies, programmes, tools and materials** - As Figure 3 below highlights the RSA programme successfully shifted its focus to incorporate coverage not just of the Charter on EDC/HRE (2010) but also the No Hate Speech On-line Campaign (2014), the Living in Democracy resource series (2015), the Competences for Democratic Culture Framework

- (2016), the Training Pack – Teaching Controversial Issues (2016) and the Action Plan on Building Inclusive Societies (2016). It accomplished this by reviewing the core training programme and adding either new training sessions or activities that focused on these CoE programmes, tools and materials. For example, new sessions were added on combatting bullying and violence in school and challenging discrimination and prejudice alongside developing a positive school climate from 2014 onwards. Meanwhile, all the Academies in 2015 had a session where participants tested out the descriptors in the Competences for Democratic Culture Framework and provided feedback to the CoE on their utility in relation to school policy and practice. Furthermore, a number of the Academies in 2016 have made use of activities from the Training Pack – Teaching Controversial Issues.
- **Academy foci of new regions, countries and challenges faced by European societies** – while maintaining the core, three phase, RSA programme model the programme was also able to respond to requests from ministry officials in new regions and countries to adjust the emphasis to focus on specific EDC/HRE issues of particular concern in their contexts. Thus, for example, the first Baltic Regional Summer Academy, hosted by Estonia in 2015, had a particular focus on EDC/HRE and History learning in order to help participating countries to deal with differences and open up to dialogue and cooperation. Likewise the Kosovo National Academy had a focus on democracy, combatting corruption and making people aware of their roles and responsibilities as active, responsible citizens. Meanwhile, the Greek National Academy was convened as a valuable way to address growing concerns in Greek society and schools regarding the growth of xenophobia and right wing extremism. In 2016, following requests from countries, all Academies explicitly address issues concerning inclusion, democracy and diversity with a particular emphasis on supporting the integration of refugees/migrants across Europe.
- **On-line support** – as the number of Academies has grown so have the demands from participants for follow up support using the learning platform set up and managed by the EWC. This has led the EWC to provide access to its Connect & Share platform not just to participants of Academies in that year but also to participants of Academies in previous years, building up, what has become known as an RSA alumni network. Continued access to on-line support means that RSA participants present and past continue to receive access to the latest CoE programmes, tools and materials to help them to progress EDC/HRE in their schools and communities.

Figure 3: From Policy to Practice – CoE policies, programmes, tools and materials



- Development of off-shoot features and events** – as the RSA programme has evolved and expanded over the four year period from 2011/12 to 2016 so it has developed a number of off-shoot features and events in response to the needs of the programme and its key audiences and actors. These have included: regular e-newsletters on Academy developments, including case-studies highlighting successes of school teams in embedding EDC/HRE in their local, national and regional contexts following Academy involvement; a conference held in Poland and an accompanying booklet to celebrate and disseminate good practices from five years of the Regional Summer Academies; the setting up of an RSA alumni network on-line; and, a Train the Trainers event bringing together all the RSA trainers, as well as qualified Academy alumni, to share their experiences and be further trained to initiate EDC/HRE training at regional, local and national levels. The RSA programme also provided high-qualified experts/ trainers and resource persons to other EWC and CoE programmes, including the Joint EU/CoE Programme on EDC/HRE in the Eastern Partnership countries.

All the developments noted above have been beneficial in contributing to the expansion and growing reach of the RSA programme in participating regions and countries. They have also helped to build a wider awareness of the programme’s aims, processes and outcomes, and of the activities of the CoE and EWC at political, ministry and school level across regions and countries in Europe and beyond.

3. Achievements and Shortcomings

This section of the report sets out the **achievements and shortcomings** of the Regional Summer Academies (RSA) programme (i.e. **what has worked well** and **what has worked less well**) and the reasons why. This is in line with one of the key objectives of the evaluation. The findings are based on an analysis of evidence and data collected during the evaluation. This evidence and data includes the views and experiences of RSA key target audiences – ministries, participants, schools and final beneficiaries – as well as those of observers, trainers and CoE and EWC staff. It also takes into account internal evaluation reports from each Academy as well as RSA outcomes in the form of case studies, e-newsletters, conference reports and trainer and organiser feedback.

3.1 Achievements

It is clear from the evidence base that the achievements of the RSA programme far outweigh any shortcomings. All those involved with the programme, whether as participants, trainers, observers, ministry organisers or partners, have been extremely complimentary about what the RSA programme has achieved over the course of the four year period from 2011/12 to 2016. They have also been unanimous in identifying the reasons for these achievements, most notably: the opportunity to partner with the CoE and EWC on EDC/HRE; the unique ambition, design and flexibility of the programme; the quality of the processes; the commitment, professionalism and expertise of those who coordinated, planned, trained, facilitated and followed up the programme; the quality of the outcomes for participants and ability to outreach to wider beneficiaries; and, the growing recognition, by policy makers and practitioners of the Academies as a model of good practice in the field of EDC/HRE. The chief achievements of the RSA programme, as highlighted from the evidence base and the reasons for their success are listed and explained, in turn, in what follows. The major achievements have been to:

- **Prove there is a considerable appetite, at political, ministry and school level, in regions and countries for partnership working with the CoE and EWC on EDC/HRE through the RSA programme** – the RSA programme has demonstrated that there is a growing appetite among politicians and in ministries at regional and national level and schools at local level, particularly in Central and Eastern and South East Europe and the Baltic countries for partnership working with the CoE and EWC on EDC/HRE. This appetite has subsequently been confirmed in other regions with the advent of new Academies in the Baltic and Slovak-Czech regions as well as in Kosovo and Greece. Those in regional, national and local contexts have jumped at the chance, provided by the RSA programme, to address EDC/HRE and issues concerning democracy, human rights and intercultural dialogue. This has been through the lens of Council of Europe

policies, programmes, campaigns and materials and with the assistance of the EWC and expert trainers provided by the CoE and EWC. Figure 4 below shows the European countries (dark shading) directly involved in RSA Academy trainings – 26 in total.

This increased involvement is because there has been a recognized need in regions and countries among politicians and policy makers in ministries to raise the profile of EDC/HRE and use the policy and practice expertise of the CoE to help bring improvements to schools, communities and society at large concerning democracy and human rights. It has also been beneficial that CoE policies, programmes, campaigns and materials have been translated into many regional and national languages to assist access through the RSA process. This has led to increased demand from ministries and schools for involvement in the RSA programme at all levels.

Figure 4: Map of countries (dark shading) directly involved in the RSA programme



- **Demonstrate how the implementation gap between policy and practice in EDC/HRE can be bridged through the RSA training model and pedagogical approach** – the RSA programme has demonstrated how through a focus on training educational professionals in school teams and taking a ‘whole-school’ approach to driving change in schools through EDC/HRE, the implementation gap between the generation of policies and initiatives and their impact on actual practice can be bridged. It has succeeded in showing how CoE policies, initiatives, campaigns and materials, in the hands of expert trainers, can be introduced to ministry officials, teachers, school leaders and community actors, through a pedagogical ‘learning by doing’ process, that enables ministry officials and

school teams to understand how they can be used to help address ‘real issues’ concerning EDC/HRE in their countries, schools and communities. Evidence from school team reports shows the further use and dissemination of CoE tools and materials, in particular the Charter for EDC/HRE, Compass and Compasito manuals and Democratic Competences Framework.

This is because educational professionals in participating regions and countries had not had the opportunity to access such a training approach to EDC/HRE previously, either as individuals or as teams. Busy in their schools and communities, the majority have not been exposed to CoE policies, initiatives and materials concerning EDC/HRE before nor been aware of how they might help them to address real issues concerning democracy, human rights and intercultural dialogue in their classrooms, schools and communities. Policy-makers in ministries at regional and local level jumped at the opportunity offered by the CoE and EWC to expose education professionals to such a training approach through the RSA programme.

- **Establish quality partnerships, networks and working practices around EDC/HRE** – the achievements of the RSA programme have been founded on the establishment of quality partnerships, networks and working practices at all levels from European to local. At its core has been a quality symbiotic working relationship between the CoE and EWC and the engagement with politicians and ministry officials in Central and Eastern and South East Europe. The quality of the working practices of the RSA programme has contributed to policy-makers in further regions and countries, particularly in Baltic countries, Greece and Kosovo, wanting to participate in the programme.

This is because the programme has benefited from the presence of existing partnerships and networks concerning EDC/HRE, including the collaborative working and special relationship between the CoE and EWC, the CoE’s Europe wide EDC/HRE National Coordinators network and networks of policy-makers involved in previous SEE region initiatives around EDC/HRE. The existence of such networks has helped to build trust in the CoE and EWC, engagement with their programmes and projects and garner political and ministerial support for such engagement among policy-makers at European, regional, national and local level. This has helped to build the political will to actively engage with the RSA programme.

- **Identify, build and expand a pool of CoE and EWC expert trainers on EDC/HRE** – the RSA programme has been very successful in identifying, building and expanding a pool of CoE and EWC expert trainers on EDC/HRE. It started with a core group of trainers from the Poland and

- SEE Academies. It proceeded to expand that group through a mixture of: identifying further trainers from RSA alumni; providing ‘train the trainers’ sessions on new CoE initiatives and materials, such as the Democratic Competences Framework and Teaching Controversial Issues training pack; and employing experienced lead trainers to work alongside less experienced trainers in new Academies. As a result, the RSA programme has created a pool of experienced, expert trainers on EDC/HRE who are recognized as leading experts in the field at international, European, regional and national level. Indeed, the RSA trainers are increasingly in demand now as EDC/HRE experts/trainers in supporting other EWC and CoE programmes beyond RSA.

The building and expansion of this pool came about through a recognition of the crucial role that trainers play in the RSA model in facilitating the engagement of participants with CoE policies, initiatives and materials and the need to ensure there were sufficient high-quality trainers to work with each academy as numbers expanded.

- **Provide high quality training programmes and experiences concerning EDC/HRE** – the RSA programme has succeeded in providing consistently high quality training programmes on EDC/HRE through both the original academies in Poland and SEE and also the new regional, national and local academies in the Baltic, Slovak-Czech region, Kosovo and Greece. The evaluations of the academies have been consistently high from participants, ministry officials and lead trainers concerning their positive experiences of training about EDC/HRE.

This is because all academies worked to a core, three phase training programme that included consistent core training sessions, facilitated by experienced trainers. The ‘train the trainers’ sessions also allowed trainers to share experiences of what worked best, to learn about new CoE policies and materials and consider how best to introduce education professionals to them. This enabled the trainers to adapt and update RSA training programmes accordingly year on year.

- **Foster a culture of collaborative learning and professional development around EDC/HRE** – the Regional Summer Academies have been very successful in fostering a culture of collaborative learning and professional development around EDC/HRE for all participants. It has not been a one-way process from the CoE, EWC and their trainers down to participants. Rather the training has provided opportunities for participants from across regions and countries to talk about and share the experiences of EDC/HRE in practice in their schools and communities. It has also provided the platform for those experiences to be shared more widely with the support of ministries. This has been one of the most positive features of the training for participants at all academies and led to their strong

engagement with the professional development opportunities provided and desire to share outcomes with others.

This is because, from experience, the CoE, EWC and the trainers recognized that the only way for the RSA programme to drive real change in EDC/HRE practices was for participants to take ownership of their learning about EDC/HRE and share that ownership with others, both during the academies and in their return to their schools and communities.

- **Build successful outreach of the RSA programme from participants to much larger numbers of wider beneficiaries** – the RSA programme has been successful in promoting outreach of the programme’s outcomes via Academy participants and ministry officials so that large numbers of wider beneficiaries, at local, national and regional level, have had engagement with the programme. As noted earlier, current estimates put the number of final beneficiaries at approximately 50.000 (based on team self-reporting) who have had some form of engagement with the RSA programme. They include head teachers, teachers, community representatives, students, parents, NGO officials, policy makers and others.

This is because of the local and national multiplier actions by participants and trained alumni who have put on “school-wide” projects and / or a wider programme of trainings and workshops on EDC/ HRE at local, national and regional level. These have encouraged other education professionals to promote human rights and democracy in their schools and communities in participating RSA countries and beyond.

- **Ensure programme flexibility and adaptability so as to meet European, regional, national and local needs** – one of the recognisable strengths of the RSA programme has been its ability and adaptability to respond to current developments in EDC/HRE, to meet the training requirements of participating regions and countries and to tweak the core training programme to maintain quality training. This has enabled it to respond to new CoE policies, initiatives and materials, such as the Democratic Competences Framework (2016) and training pack on Teaching Controversial Issues (2016) and develop training activities around these new initiatives and materials as part of the 2015 and 2016 Academies. At the same time, the programme has been able to respond to calls from ministries in regions and countries to focus on particular aspects of EDC/HRE that are a priority in their context, such as History teaching in the Baltic RSA and extremism and right-wing groups in the Greek National Academy.

This has been achieved because the RSA programme was originally set up with an in built flexibility to respond to changing policies and priorities concerning EDC/HRE. The quality of the partnership between the CoE

and EWC, the networking with ministries and policy makers in participating countries and regions, and the consistency of the core team of trainers, has ensured that such flexibility and adaptability has been successfully actioned throughout the life of the RSA programme.

- **Establish a dynamic on-line support and learning platform to foster impact and out-reach** – one of the unique features of the RSA programme was its design of an on-line support and learning platform for participants to access prior to the residential training but more especially after the face-to-face Academy training. The idea was for participants, in school teams, to continue to access support from EWC and Academy trainers in taking forward the Action Plans for their schools that they developed during the Academy training and driving change in EDC/HRE policies and practices in their schools and communities. The on-line platform also enabled participants to upload case studies of their successes with their Action Plans that could be shared across the growing RSA alumni network that built through the programme.

This was achieved because the on-line support and learning platform was built into the RSA programme model, EWC were financed to set up and run the platform, the notion of the platform was made clear to participants at all stages of their training and the core team of trainers followed up participants on-line in the nine months following the residential training.

- **Establish Academies as exemplars of good and effective practice in EDC/HRE among policy makers and practitioners at regional, national, local and European level** – over time the RSA programme and its Academies have come to be seen and acknowledged as exemplars of good and effective practice in EDC/HRE by policy makers and practitioners at all levels from grass root to European. At policy level, this has included: reference to Academies in the CoE EDC/HRE Charter review in 2012 and in country reports informing the follow-up Charter review in 2016; mention of Academies in the EURYDICE overview of educational policy development after the Paris Declaration of 2016 on EDC/HRE and intercultural education: and the exemplar of Academies being used to help the CoE to set out its future strategic direction for work on EDC/HRE and in education. Meanwhile, at grass roots level, the good practices coming out of Academy involvement at school level have been getting increasing mention and recognition at European conferences on citizenship education, such as NECE 2016 and in ongoing CoE and EWC programmes in Eastern Partnership and Scandinavian countries.

This is because of the very positive experiences of all those involved in the RSA programme and the keenness of participants, policy makers, ministry officials, trainers and CoE and EWC staff to want to share those positive experiences and strong outcomes with wider audiences. It is also related to

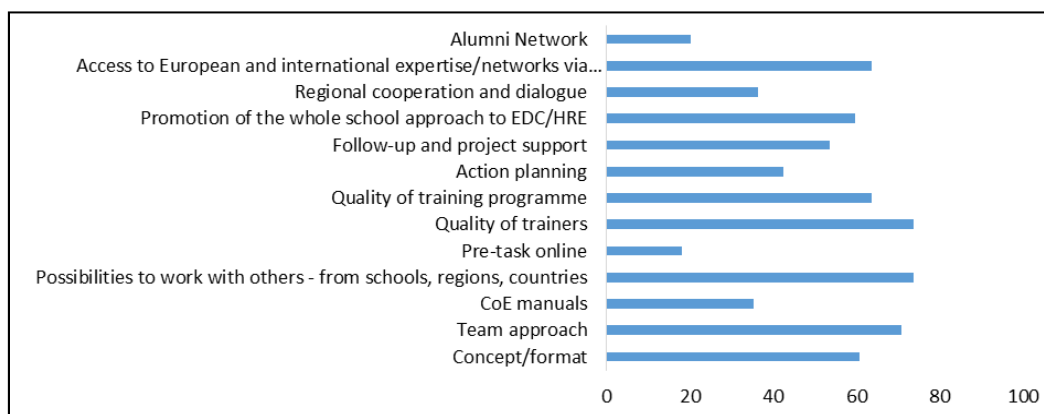
the appetite of policy makers and practitioners to identify and disseminate best practice in EDC/HRE that help to bridge the challenging gap between policy and practice and tackle real pressing social, political and economic issues in regions, countries and communities.

- **Raise the profile and status of the CoE, EWC and EDC/HRE at regional, national, local and European level** – the RSA programme was an important initiative for raising the profile of the CoE and EWC and the work that it does in promoting EDC/HRE, particularly in Central and Eastern and South East Europe. As the programme developed this profile raising carried over into the Baltic region and among observers from Western Europe and North Africa countries. This profile raising took place not only at political, ministerial and policy making level but also at local and school level through the engagement with participants and their sharing of their experiences with others in their schools, communities and beyond. The RSA programme showed how the CoE and EWC could help those in member states across Europe to address urgent issues concerning democracy, human rights and intercultural dialogue through education.

This profile raising was achieved because the CoE had a long track record of creating and implementing policies, campaigns and materials concerning EDC/HRE in response to the needs of its member states. The RSA programme responded to a particular call from those in ministries in Central, Eastern and South East Europe to train educational professionals to bring change to EDC/HRE policies and practices, beginning at school and local level and spreading upward. The CoE, in partnership with the EWC, were able to bring their combined expertise in this area to make the RSA programme a success in this respect.

Interestingly, many of these achievements were also identifiable to RSA programme participants. They were captured in their evaluations of what features made the RSA programme unique, attractive and successful. Table 1 below shows the main features that participants from across all the Academies deemed to make their experiences successful. Participants highlighted the following features as particularly influential in the design, implementation and experience of the RSA programme notably: the quality of the trainers (73 per cent of respondents); the possibilities to work with others from schools, regions and countries (73 per cent); the team approach; the quality of the training programme (64 per cent); the access to European and international expertise/networks via the CoE and EWC (64 per cent); the concept/format (60 per cent); the promotion of a whole-school approach to EDC/HRE (60 per cent); and the follow-up and project support.

Table 1: Features that made the RSA programme successful for participants



Source: On-line survey of participants in RSA programme (n=102)

3.2 Shortcomings

As already mentioned, the achievements of the RSA programme far outweigh the shortcomings. However, there were a number of shortcomings highlighted from the evidence base. They are chiefly related to the: operation of the programme as it expanded; degree of engagement with the on-line dynamic support and learning programme pre and post training; and, the scale and reach of the programme in terms of the numbers trained and their ability to share outcomes. The shortcomings of the RSA programme are set out below including the reasons why they occurred. The shortcomings have been:

- Lack of full access to materials and training because of language issues** – one of the challenges of organising the training that was at the heart of the RSA programme was to find suitable common languages for training materials that participants and trainers from a range of countries could commonly access. A decision was made at the start of the programme to carry out the training largely in English as this was the most common language across the regions involved. Though the CoE and EWC attempted to translate CoE policies, initiatives and materials into the main European and native languages of the participating countries and ensure the team of trainers at each academy included native speakers, the language skills of some participants meant that they could not gain full access to the materials used during the training.

This shortcoming happened because some participants overstated their language abilities in their applications, while the participating regions included a number of countries with a minority language where it was not possible, within the programme timescale, to translate all the materials into those languages.

- **Variability in the process of participant selection and engagement** – the number of school teams applying to participate in the RSA programme meant that selection criteria were applied through an on-line application process. While evaluations highlight that the majority of participants were committed to training about EDC/HRE and becoming champions and trainers on their return to the schools and communities, this was not the case with all participants. Generally teacher participants in schools teams were stronger and more committed than school leader and community representative partners.

This situation arose because it was generally the teachers who drove the application, training and follow up process in schools and were committed to engaging with democracy and human rights through education. A number of teams reported the challenge of finding suitable community representatives to take part in the training because of weaknesses in civil society engaging in education in participating countries. Meanwhile, lead trainers reported that in some instances headteachers had overruled teachers and put in either themselves or senior colleagues to participate in the training because they welcomed the opportunity to visit another country and meet other people rather than through a commitment to EDC/HRE.

- **Variation in impact of training on participants and schools** – this shortcoming is related to the previous one. The RSA training model was based on teams of three or four education professionals from a school attending the training and then devising an Action Plan to foster a democratic school culture through EDC/HRE in the next academic year. Where this model worked well it worked very well. However, in a small number of cases the teams were not as cohesive as they could have been. This meant that, in these instances, the training had more impact on participants as individuals rather than on the school community. It also meant that when they returned to their school participants worked as individuals in applying the lessons of the training without the support and encouragement of other team members.

This occurred through a mixture of a lack of cohesion in teams from the start, which meant that they attended the training as individuals rather than as a functioning team, or where team members were not committed to the training and/or too busy to stay involved on their return to their schools. This happened in cases where the teacher was left to implement learning from the training back in schools as a lone individual either because the school leader was not committed or too busy running the school and/or where the community representative did not engage with the school as envisaged when the team was formed.

- **Level of take up of on-line support and processing of Action Plans** – the majority of school teams welcomed and took advantage of the on-line support and networking platform provided by the EWC to take forward their Action Plans when back in their schools and communities and to continue to receive support and encouragement from the trainers. However, in a small number of cases, school teams did not engage with the on-line platform as regularly and consistently as hoped. As a consequence, contact with the team dwindled when they came to report on progress with their Action Plan at the end of the academic year.

This occurred through a combination of issues over regular ICT access in some schools, alongside a lack of time when back in schools to take the Action Plan forward, particularly where it was left largely to the teacher to do this and a lack of on-going commitment to the Action Plan once back in school.

- **Challenge of balancing numbers trained and their ability to create impact and out-reach** – the RSA programme model is based on a whole-school approach to EDC/HRE. This entails school teams receiving intensive face-to-face training from expert trainers on EDC/HRE which they then take back to their schools and communities in the form of Action Plans. These Action Plans drive change in their school through EDC/HRE policies and practices and involve other key stakeholders in their schools and other schools to reach out as multiplier to teachers, students, parents, school leaders and community representatives from the local area and beyond. Results and outcomes are then shared with others beyond the school. The challenge of the model is balancing the relatively small numbers it is possible to train with their ability to have maximum impact in their schools and then to share their experiences through out-reach with as many other education professionals as possible in their local, national and regional contexts. The issue has been raised as a shortcoming by some key partners. While they recognise that the RSA programme provides quality training for participants, they question the extent to which the programme has been successful in ensuring that participants share their experiences and new found expertise with wider networks beyond their schools and the programme.

This shortcoming arises because of the relatively small numbers of school teams trained and the fact that follow-up is based on an on-line dynamic learning platform which depends on participants continuing to use it on their return to their schools and self-reporting on their outcomes and successes. These are then collected, uploaded and shared by the EWC. There is no financial incentive from the programme for participants to share their experiences and outcomes with others. Rather is down to them and the extent to which ministries and policy-makers nationally and regionally wish to take developments and sharing forward.

- **Inability to meet full demand to participate in the programme from regions and countries** – as was noted in Chapter 2 one of the features of the RSA programme, as it expanded and word of its quality and success spread, was its inability, despite increasing the number of Academies each year, to meet the demand of education professionals in participating countries to get involved with the programme. Through to July 2016, the programme had received applications from 1395 school teams, comprising 4203 individuals, with only capacity to train 457 participants. This meant the RSA programme could only train just over 11 per cent of those who applied to participate. Demand far outstripped capacity.

This occurred because of programme funding and staffing constraints. There were only sufficient funds available to hold a certain number of Academies year on year and to cover the costs of the EWC, teams of trainers and follow-up. Therefore, tough choices had to be made concerning the selection of participants, the number of Academies to run and the extent of on-line support and follow-up available.

4. Impact on Key Target Groups

This section of the report focuses on the **impact** of the RSA programme. Impact was written into the **aim and objectives** of this evaluation. Indeed, the terms of reference for the evaluation stated that it should pay particular attention to the impact the programme has had on **key target groups**. Drawing on data and evidence collected through a mixed-methods approach this section explores the impact of the RSA programme on its key target groups notably, ministries, participants, schools and final beneficiaries. It includes evidence of impact in both written and visual form through case studies, tables and charts. It also picks up evidence of impact on others involved with the programme, including trainers, observers and representatives of the CoE and EWC.

4.1 Impact on ministries

The interviews carried out with ministry officials as part of the evaluation contain strong evidence of the impact of involvement in the RSA programme on regional/national Ministry officials and organisers, EDC/HRE national coordinators and others from participating regions and countries in terms of their professional competence and subsequent actions. There were a number of common themes concerning impact that came through the feedback and which echo those provided by participants. They include the impact on:

- Improved competences of education professionals – ministry officials, school leaders, teachers and community representatives – individually and collectively in relation to democracy, human rights and intercultural dialogue.
- Increased awareness at ministry level of the need to connect policies and practices concerning teaching and learning, school culture and community links in order to build and sustain strong and effective EDC/HRE approaches in and across schools and communities.
- Recognition in ministries of the importance of awareness raising on EDC/HRE and the active involvement of school partners – staff, students, parents and community representatives – working together in partnership to move things forward.
- Raised awareness about and improved status of EDC/HRE in participating regions and countries among politicians, ministry officials and education professionals.

As one ministry official at policy level and involved in the SEE Academy over a number of years commented:

‘Involvement in the RSA programme has succeeded in raising awareness about EDC/HRE in the region and highlighted the crucial role that school leaders, teachers and their partners through school

networks can play in raising the level of democracy in society. The RSA programme has helped the region to recognise and adopt European standards in EDC/HRE and led to better regional, European and international co-operation. I hope more school teams and countries can have access to the programme so that they too can experience the powerful benefits of participation, networking and sharing.

(Ministry official – SEE Academy)

4.2 Impact on participants

There is considerable evidence from the education professionals and community actors (teachers, school leaders, NGO representatives, parents and other community representatives) who took part in the RSA programme of the profound impact of participation on their personal and professional competence, particularly in relation to teachers and school leaders who attended an Academy training.

Table 2 below highlights the variety of reasons why participants chose to sign up for participation in the RSA programme and training. Chief amongst these is the opportunity for professional development (76 per cent of respondents) and to exchange experiences with other practitioners/stakeholders from the region (66 per cent). This shows how many participants approached their involvement in the RSA Academy as a positive opportunity for developing their professional competence through engagement with others.

Table 2: Reasons for involvement in the RSA programme

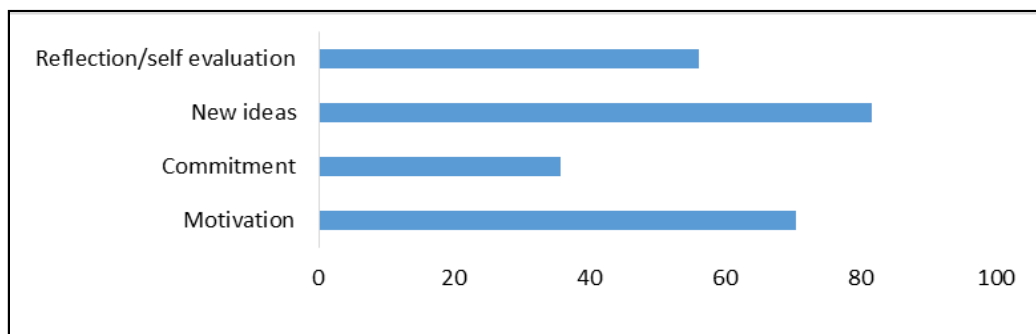


Source: On-line survey of participants in RSA programme (n=102)

Tables 3 and 4 below highlight the considerable overall impact that involvement in an RSA academy had on participants in relation to their knowledge, skills, values, attitudes and behaviours concerning EDC/HRE. It shows how it impacted them not only at a personal level as people but also at a professional level as educators – teachers, schools leaders and community representatives.

Table 3 highlights how their involvement in an Academy gave education professionals a boost as people in terms of exposure to new ideas (82 per cent of respondents, motivation (70 per cent) and opportunity for reflection/self-evaluation (56 per cent).

Table 3: Impact of RSA involvement at a personal level



Source: On-line survey of participants in RSA programme (n=102)

Table 4: Impact of RSA participation at a professional level



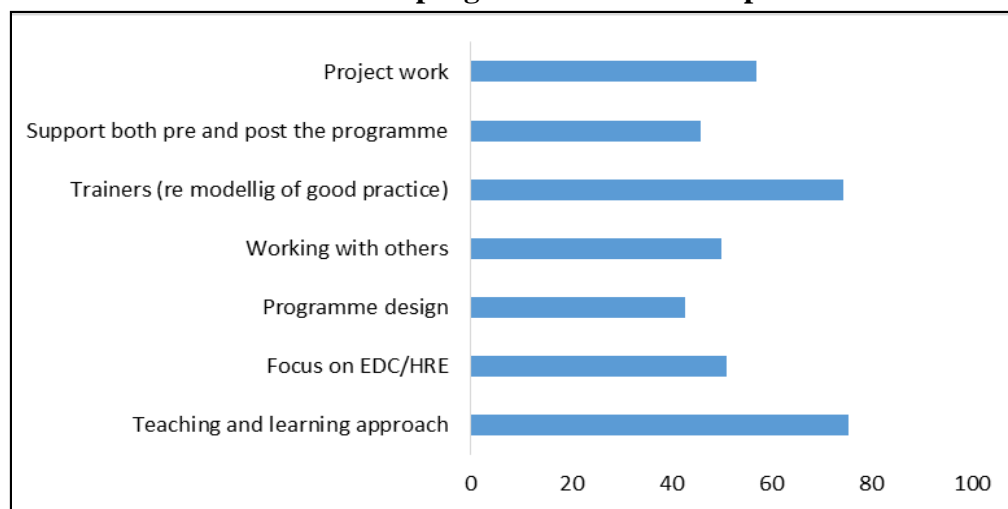
Source: On-line survey of participants in RSA programme (n=102)

Meanwhile, Table 4 above provides strong evidence of the impact of participation in the RSA programme on education professionals in relation to their subsequent skills, attitudes and behaviours concerning EDC/HRE in their teaching and learning in classrooms, at whole-school level and through community links and partnerships. It underlines an increase in their motivation towards EDC/HRE (60 per cent of respondents), their skills as a teacher (55 per cent), co-operation with colleagues (54 per cent), change in their practice (53 per cent) and improved communication skills (52 per cent). There are also signs of changes in their engagement with different school partners.

Table 5 shows that participants were very clear as to what features, in relation to their involvement in an Academy, had a combined impact in bringing

changes to their personal and professional competence in relation to EDC/HRE.

Table 5: Features of the RSA programme that had impact



Source: On-line survey of participants in RSA programme (n=102)

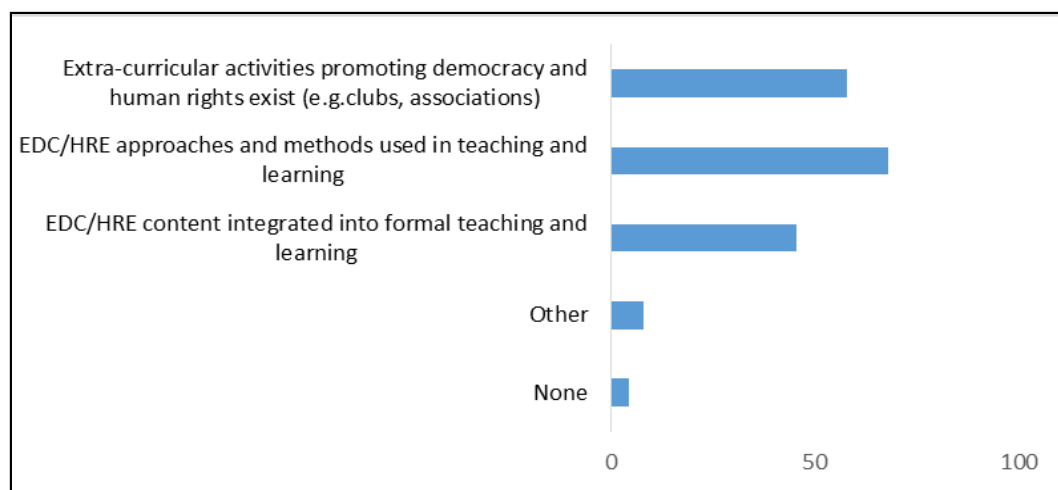
The main features of the Academy experience that brought personal and professional change in relation to EDC/HRE were the ‘learning by doing’ teaching and learning approach (76 per cent of respondents), the trainers and their modelling of good practice (75 per cent), the project work on the Action Plan (57 per cent), the focus on EDC/HRE (51 per cent) and the opportunity to work with others and be supported pre and post the face-to-face training.

4.3 Impact on schools

There is also evidence of the impact of the RSA programme on the schools that had staff selected to participate in programme. This comes both through the evaluations of members of school teams as well as through case-study examples that highlight the outcomes of Action Plans. Together these sources provide evidence of changes at school level in terms of teaching and learning processes, school culture and democratic governance and cooperation with the community and partnerships. What is hard to disentangle from the evidence is the extent to which these changes were at whole-school level or just in certain parts of the schools and whether they involved all staff or just certain groups and individuals.

Table 6 below highlights the impact of RSA participation on teaching and learning and classroom practice concerning EDC/HRE. It shows that it impacted on the use of EDC/HRE approaches and methods in teaching and learning (68 per cent of respondents), on the promotion of EDC/HRE extra-curricular activities, such as clubs and associations (58 per cent), and on the integration of EDC/HRE content into teaching and learning (46 per cent).

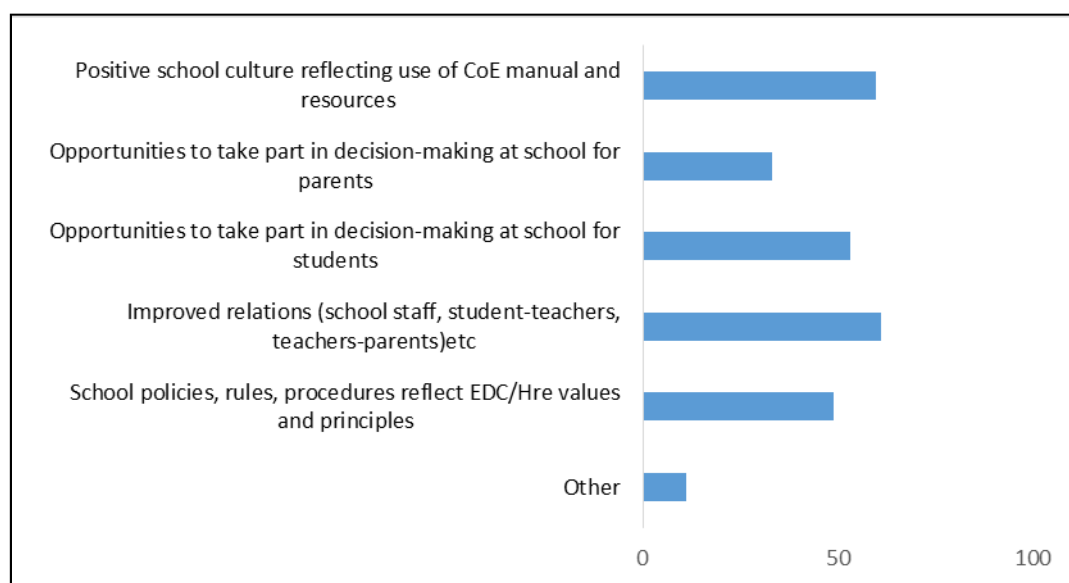
Table 6: Impact of RSA participation on classroom practice



Source: On-line survey of participants in RSA programme (n=102)

Table 7 outlines the impact of participation in an Academy on school culture and democratic governance. It demonstrates that involvement impacted on a number of aspects of school life concerning democracy and human rights notably on: improved relations in the school between staff, students and parents (61 per cent of respondents); the development of a positive school culture reflecting the advice and guidance in CoE manuals and resources; and, opportunities for students (53 per cent) and parents (33 per cent) to take part in decision-making at school.

Table 7: Impact of RSA participation on school culture and democratic governance

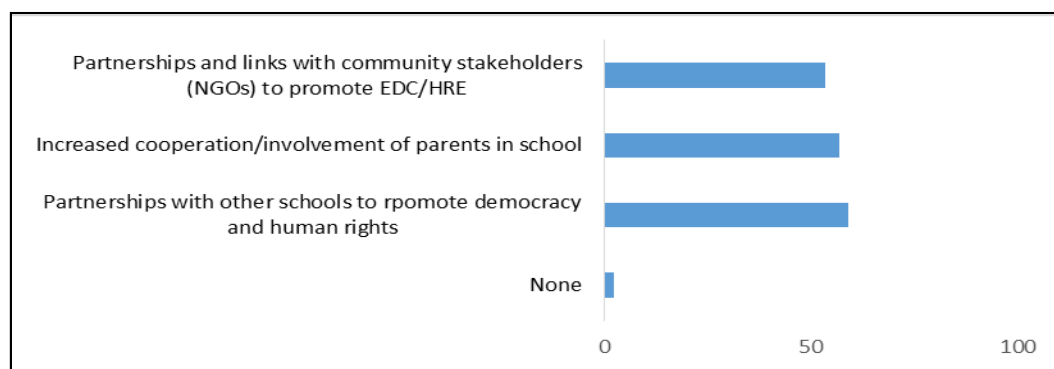


Source: On-line survey of participants in RSA programme (n=102)

Table 8 reveals the impact involvement in an Academy had on partners and community links in relation to EDC/HRE. It highlights how participation

impacted on: partnerships with other schools to promote democracy and human rights (59 per cent of respondents); increased co-operation/involvement of parents in school (57 per cent) and partnerships and links with community stakeholders (NGOs) to promote EDC/HRE (53 per cent).

Table 8: Impact of RSA participation on partnerships and community links



Source: On-line survey of participants in RSA programme (n=102)

This evidence on the impact of RSA involvement on improved approaches to EDC/HRE in schools in terms of curriculum, school culture and community relations post face-to-face training is also present in the considerable number of school case studies collected through the on-line learning platform. These report the results of Action Plans on EDC/HRE developed during the training and put into operation the next school year. They have been disseminated in a variety of ways including via the on-line platform, through EWC e-newsletters, via conferences and through local, national and regional events.

School Case Study: 4th Primary school in Varaždin, Croatia

A Regional Summer Academy team wanted to change election process for the students' council at their school which was superficial and did not have any influence on decision-making.

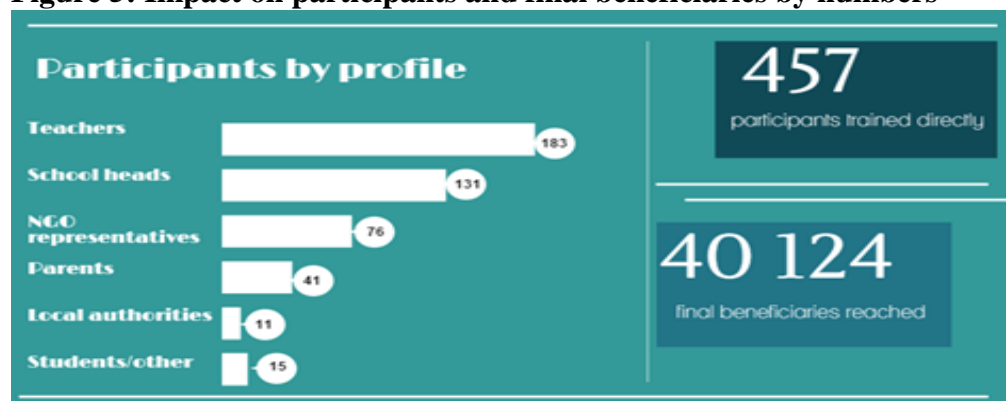
Three lesson plans were developed and information about what a real Student Council should be and how students should be involved in everyday school life was disseminated. Recommendations on how to organize an election campaign and the Election Day itself were also provided. Thus, the elections were successfully carried out and even covered by the local news. The Regional Summer Academy team has later shared their experiences at the Teachers' County Academic Council.

<http://www.theewc.org/Content/Results/Student-elections-on-TV>

4.4 Impact on final beneficiaries

There is considerable evidence from school reports, newsletters and case studies of the impact of participation and engagement on direct participants in the RSA Programme as well as the wider key beneficiaries reached. Figures 5 and 6 below show the impact on participants and wider beneficiaries in terms of numbers (Figure 5) and impacts/benefits on different target key groups (Figure 6).

Figure 5: Impact on participants and final beneficiaries by numbers



School and Final Beneficiaries Case Study: Milja Nikčevi School in Niksic, Montenegro

The school team from Niksic School took part in the SEE Summer Academy to learn how to teach their students about democracy and human rights and eventually involve the whole community. Back at school, the team ran workshops, conducted a student survey on human rights and included lessons on EDC/HRE as part of the school's annual plans. Moreover, a local survey on human rights issues was conducted interviewing a number of local officials. The results of the survey were presented at a public debate with a wide range of community representatives, including: the Municipality, Ministry of Education, Bureau for Education Services, Police Department, School Board, Parents' Council, Teachers' Council, Students' Parliament, School Peer Mediation Club, local media and civil society organizations and other schools. As those from the school team noted at the end of this process:

'We support this project as it contributes to development of democracy and human rights. It recognizes the necessity of involving local stakeholders'

A representative from the local assembly in Niksic

'I realized that all changes start with us. In order to promote human rights in our community, we need first to be informed about our rights'

8th grade student

'This project brings out the importance of promoting true life values through education.'

Teacher

<http://www.theewc.org/Content/Results/School-as-a-community-hub>

Figure 6: Impact/benefits of RSA on key target groups

Impacts/benefits of RSA Programme Participation and Engagement
(Mentioned most frequently in school reports/newsletters from Academy school teams)

Impact/benefits for Programme Participants:

- ✓ Increased professional capacity to provide EDC//HRE among teachers, with increased use of new methods, manuals and strategies for classroom management.
- ✓ Increased confidence and interest to apply citizenship and human rights education among teachers.
- ✓ Changes in teaching practice among teachers across subjects, with more use of interactive learning methods.
- ✓ Increased awareness about the importance of team work among school leaders and teachers.

Impact/benefits for Final Beneficiaries:

- ✓ Increased interest and motivation to participate in classroom and school life among students, including low-achieving students
- ✓ Increased civic engagement and responsibility among students
- ✓ Stronger self-confidence and empowerment to express ones' opinion among students
- ✓ Increase in empathy among students
- ✓ Increased awareness among parents about problems their children are facing
- ✓ Stronger interest of parents to take a more active part in school life.

Impact/benefits for Schools:

- ✓ More classes with an EDC/HRE component including use of new methodology for teaching and learning
- ✓ New elective courses on human rights/citizenship issues
- ✓ Better quality of teaching
- ✓ Improved collaboration among stakeholders including students and teachers and teachers-teachers relations
- ✓ Improved communications with parents
- ✓ Better climate at school with more openness, trust and listening
- ✓ Access to NGOs resulting in trainings/ workshops for school staff, human rights expertise and help with dissemination of information.
- ✓ Partnership with local authorities resulting in funds for EDC/ HRE, and possibilities for students to experience how local democracy works in practice.
- ✓ Stronger links with neighborhood schools through local networks allowing information and resource sharing.

Impact/benefits on Community/wider Society:

- ✓ Increased visibility of schools at local and national level through media coverage.
- ✓ Institutions such as Universities and teacher training institutions integrate an EDC/HRE component into their programming.
- ✓ Local authorities and other community stakeholders gain insights into the views of children / and young people.
- ✓ Increased awareness about the problems of young people in local communities through public debates, etc.

4.5 Impact on trainers

The evidence collected from trainers during the evaluation also highlights the considerable impact that involvement in the RSA programme had on their professional competences as trainers and experienced EDC/HRE professionals. The trainers were central to the successful implementation of the RSA programme model in facilitating the engagement of participants with CoE policies, campaigns and materials and their ability to transfer the advice, guidance and experiences to their own school and community contexts. Many of the trainers were already experienced both as trainers and in working with the CoE and EWC before their involvement in the RSA programme. Their number was supplemented by new trainers identified both from the RSA alumni and through regional networks as the programme expanded.

A number of common themes emerge from the experienced and newer trainers about the impact of their involvement in the RSA programme. These include the impact on:

- Reinforced collective belief in the strength of the whole-school training model which brings schools teams of teachers, school leaders and community representatives together and their ability, as trainers, to make the model work in practice.
- Improved knowledge about EDC/HRE and facilitation skills as trainers both individually and collectively as a team. As the programme expanded so the trainers valued the opportunities to work more as a team and in the Train the Trainer events to share, hone and learn from others about best practice. This enabled them to make adjustments to the Academy training approach, individually and collectively, year on year.
- Added knowledge and understanding, through ‘learning by doing’ themselves, of how to help facilitate participant engagement with CoE policies, campaigns and materials in order to drive change in EDC/HRE at school, local, national and regional level. This was particularly in relation to how to work with newer CoE materials on EDC/HRE, such as the Democratic Competences Framework (2016) and training pack on Teaching Controversial Issues (2016) and make them relevant to participants and their contexts.
- Increased awareness of the need to remain open to new ideas and developments in relation to EDC/HRE. This was particularly the case if EDC/HRE was to help those in education respond to new and on-going challenges in society such as those concerning the movement of peoples, the rise of xenophobia, on-line bullying and hatred and increased violence in schools and society. Trainers valued the opportunity involvement in the Academies had given them to experience new contexts, re-evaluate their

approach to existing EDC/HRE topics and develop approaches to new EDC/HRE contexts and issues.

4.6 Impact on observers

Observers, from ministries of other countries in and beyond Europe, and from the CoE EDC/HRE National Coordinators network, were a key component in raising awareness of and interest in the RSA programme beyond participating regions and countries. Their role was to attend an Academy, observe the training programme and its processes first-hand and then report back on the outcomes to politicians and policy-makers in their country and/or region. There is strong evidence from the responses of observers that their presence had a considerable impact not only on their professional development but also, in turn, on the expansion of the RSA programme across the years. Observers reported their positive engagement with the Academies, particularly in Poland and SEE, and the improved, first-hand, knowledge and understanding they gained about EDC/HRE, how to bridge the gap between EDC/HRE policies and practices and how to engage those in schools in this process on the ground. This led them to report positively about the RSA programme within their own country and to recommend to those in ministries consideration of involvement in the programme going forward.

Much of the expansion of the RSA programme into new regions and countries can be attributed to the key role that observers played in spreading positive messages based on their experiences. This has seen Academies spread into new regions such as SEE and the Baltic, new countries such as Greece and Kosovo and areas beyond SE, Central and Eastern Europe,

4.6 Impact on CoE and EWC

Involvement with the RSA programme has also impacted on the two organisations involved in the strategic partnership with policy-makers in the region to get the programme established, namely the Council of Europe (CoE) and the European Wergeland Centre (EWC). For the Council of Europe (CoE) the RSA programme has provided a practical vehicle for raising awareness in its member states and beyond of CoE policies, campaigns and materials. It has also served to underline their usefulness in helping those in member states to engage with and drive change in the area of democracy and human rights at policy, school and community level. The programme has also afforded a creative professional space for improved regional cooperation in SE, Central and Eastern Europe concerning EDC/HRE and enabled the CoE to facilitate greater dialogue and exchange of experiences and ideas in this area at regional, national and local level.

Meanwhile, RSA involvement for the European Wergeland Centre (EWC) has contributed significantly to the EWC's mandate in promoting a 'whole-school'

or ‘school-centred’ approach to training for democracy and human rights and following up on such training to increase impact and sustainability. It has strengthened the EWC capacity to promote and implement such an approach at local, national, regional and European level. Furthermore, the programme has strengthened the promotion and use of the whole-school approach across EWC activities and programmes. It has also added considerably to EWC organizational expertise and capacity, in relation to managing such a programme, particularly in the facilitation with partners and the setting up and running of the on-line, dynamic support platform for RSA participants.

Involvement in the RSA has also had a positive impact on the EWC in increasing the organisation’s visibility across Europe through the wider networks and partnerships developed as part of the programme (26 countries). The EWC has become synonymous with good practices associated with the RSA programme and has been cited by individual countries, in CoE reports, conferences and events and in European Commission and CoE policy for those good practices. This, in turn, has strengthened programme design and implementation at the EWC related to linking policy to practice and ensuring that decision and processes are policy informed.

Overall, following their engagement with the RSA programme, the CoE and EWC are in a much stronger position, in understanding how both organisations, working in tandem, can have impact in relation to promoting EDC/HRE with policy-makers, ministry officials and education professionals across Europe and beyond.

5. Lessons Learnt and Recommendations for Future Strategic Direction and Action

This section of the report pulls together the **lessons learnt** from the external evaluation of the RSA programme against the evaluation's terms of reference and the four EWC organisational dimensions of change. This enables an overall judgement to be reached concerning the performance of the RSA programme. It then takes those lessons learnt and the overall judgement as the basis for **four recommendations for future strategic direction and action**, dependent on decisions concerning finance, demand, capacity, impact and reach.

5.1 Lessons learnt

The lessons learnt about the RSA programme draw on the detailed evidence and findings in the other sections of this report. They are accumulated and set out here succinctly in relation to: the main aim of the evaluation and supporting objectives; and, the four EWC organisational dimensions of change: individual, school, institutions and policies.

This evaluation has highlighted the following key lessons learnt from the conduct of the RSA programme between 2011/12 and 2016.

Lesson 1: The RSA programme has proved beneficial for its key target groups. It has met and, in many cases, surpassed their expectations concerning development of personal and professional competence in EDC/HRE.

- **Ministries** – involvement has generated improved competence in relation to EDC/HRE among politicians, ministry officials and policy makers and emphasised the importance of connecting policies and practices in this area within and across schools and communities. It has raised awareness of the CoE and EWC and the help they can offer to boost the status of EDC/HRE. It has also underlined to ministries how EDC/HRE can be a positive vehicle for change in schools and communities in participating regions and countries.
- **Practitioners** – involvement has had a profound impact on their personal and professional competence, particularly for teachers and schools leaders. It has boosted them as people and education professionals and provided them with new ideas, knowledge, understanding, skills and attitudes in relation to EDC/HRE. They have taken all this refreshed back to their classrooms, schools and communities. It has increased their motivation for EDC/HRE, their

- teacher and communication skills and willingness to cooperate with others.
- **Schools** – involvement has brought positive changes in schools and communities in terms of teaching and learning processes, school culture and democratic governance and cooperation with the community and partnerships. There has been wider promotion of EDC/HRE within and across schools associated with increased involvement of students and parents in decision-making processes and increased cooperation with parents and community partners.
- **Final beneficiaries** – engagement with the programme through the outreach efforts of Academy participants, and those alumni trained as EDC/HRE trainers/experts, supporting by policy-makers and ministries at local, national and regional level has raised awareness of EDC/HRE across countless schools and communities and increased the competence and confidence to address EDC/HRE issues as part of the daily lives of schools and communities for the benefit of students and wider society.

Lesson 2 – the RSA programme has enabled the CoE and EWC to raise awareness and build capacity and expertise in EDC/HRE particularly in SE, Central and Eastern Europe. It has helped to raise the status and profile of EDC/HRE among politicians, policy-makers, ministry officials and practitioners in participating regions and countries.

For the Council of Europe (CoE), the RSA programme has been an important vehicle in showing how the CoE can assist policy implementation in EDC/HRE in regions and countries. It has also offered a platform to encourage increased regional cooperation, exchange of ideas and experiences and dialogue at ministerial level among regions and countries in this area.

Meanwhile, for the European Wergeland Centre (EWC), the RSA programme has helped to boost the implementation of the EWC vision for whole-school led change in relation to democracy and human rights. It has also significantly added to EWC programming and organisational capacities in this area and considerably raised the profile of the organisation with ministries and practitioners across Europe in championing good and effective practice in EDC/HRE that helps to bridge the gap between policy and practice.

Lesson 3 – the RSA programme has highlighted very effectively what works in terms of applying EDC/HRE policy in practice. It has offered a clear core model of how to successfully bridge the gap between policy and practice in EDC/HRE.

It has developed and honed an approach that succeeds in translating Council of Europe policy, campaigns and materials on EDC/HRE so that they can help to drive change and improvement in democracy, human rights and intercultural

dialogue on the ground through ministries and in schools and communities across regions and countries. This approach involves: a clear three-phase model of pre- on-line training, face-to-face residential training and post on-line support; strong working with key ministerial partners in regions and countries; access to translated CoE policies and materials; the training of expert trainers to facilitate the application of policy to practice; the recruitment of school teams to participate in the training; the devising of Action Plans and the offer of follow-up support and training via an on-line dynamic platform.

Lesson 4 – the RSA programme has underlined the appetite and capacity for regions and countries in Europe to promote democracy and human rights through education as a means to address pressing societal issues and concerns. The RSA programme has proved very flexible and adaptable in addressing a range of societal issues and concerns across regions and countries.

It has shown that politicians and ministry officials in regions and countries are keen on working on EDC/HRE with partners where there is a clear link between the focus of that and its impact in addressing pressing issues and concerns in society in those regions and countries. The flexibility and adaptability of the RSA model has also greatly assisted this process in enabling those at ministerial level in regions and countries to tweak the main foci to fit with particular EDC/HRE issues. This was the case, for example, in the Baltic region with the academy focus on history teaching as a way of getting to grips with relations between countries and in Greece in addressing the influence of extremism and tight-wing groups. In 2016, given the context of migration issues in Europe, all Academies were addressing how to build an inclusive school environment through EDC/ HRE.

Lesson 5 – the RSA programme has successfully trained a growing pool of ‘expert trainers’ who, using CoE policy and materials can help practitioners successfully bridge the gap between policy and practice in EDC/HRE.

One of the real successes of the RSA programme model has been the role and influence of the ‘expert trainers’ who have facilitated the academies. The trainers have been highly praised by all key groups involved in the process, particularly participants and ministry officials. The expansion of the programme has led to the increase in the number of these trainers and their formation, through Train the Trainer events, into a recognisable pool of expert trainers on EDC/HRE generally and particularly in relation to CoE policy and materials.

Lesson 6 – the RSA programme has shown how through a whole-school approach to EDC/HRE and the training of EDC/HRE multipliers can reach, engage and inspire large numbers of final beneficiaries in schools

and communities and thus build greater reach and impact for EDC/HRE beyond the Academy trainings.

What started out as an initiative in Poland and then in SEE, Montenegro has rapidly spread to other regions and countries. In doing so, it has underlined the power of a whole-school approach to EDC/HRE and the training of EDC/HRE multipliers to empower participants to spread the training and outcomes in and beyond their schools and communities to wider final beneficiaries – teachers, head teachers, students, parents, community representatives. This has meant that although places on the RSA programme have been limited the participants have been able to spread the messages from the training to many others, with the benefit of doing so in their local/native languages. At last estimate there were over 50,000 final beneficiaries that had had some form of engagement with the RSA programme.

The RSA programme has also scored highly in relation to the four areas defined in the terms of reference for this evaluation. There is clear evidence from this evaluation that on:

- **Impact/effectiveness** – the RSA programme has achieved its goals and specific objectives. It has had particular impact and effectiveness in bridging the gap between EDC/HRE policy and practice in the residential training and consequently, in schools and communities where key stakeholders and school teams have been fully engaged in and committed to all parts of the training from pre to post on-line support.
- **Relevance** – the RSA programme has been highly relevant in terms not only of the political needs of regions and countries, via ministries, in using EDC/HRE to address pressing societal issues, but also of its founding partners, the CoE and EWC. It has also been highly relevant for the school teams that have participated in relation to their improved personal and professional competence in EDC/HRE.
- **Efficiency** – the RSA programme has been highly efficient in streamlining and adapting the structure, systems and procedures that supported programme implementation. This has resulted in strong partnerships with ministries and politicians, the identification of a model that works, the training of a pool of expert trainers and demand outstripping capacity.
- **Sustainability/Replicability** – the RSA programme has considerable potential for continuation of impact at the end of the programme, as long as participants take advantage of the on-line support that is available. There is strong evidence of the sustainability of the programme in the strong ministerial support behind the repetition of the academies in Poland and SEE, Montenegro and also of its replicability in spreading to new regions and countries such as the Czech-Slovak, Greek and Kosovan academies. However, sustainability and replicability is ultimately tied up

with the issue of funding. Core funding has supported the programme to date but there remains a question mark as to its continued sustainability and replicability by ministries in participating regions and countries if that funding is subsequently withdrawn or significantly reduced

5.2 Recommendations for Future Strategic Direction and Action

The recommendations for future strategic direction and action in relation to the RSA programme and the bridging of the gap between EDC/HRE policy and practice that follow are based on an accumulation of evidence collected during the evaluation. They take into account the experiences and opinions of key target groups – ministry officials, participants, schools and final beneficiaries – as well as of trainers, observers and CoE and EWC staff. The extent to which they are considered and acted on is dependent on issues which are beyond the remit of this evaluation, such as size of funding, range of key partners, evolving remits of the CoE and EWC and competing priorities and political agendas at national, regional and European level. Nevertheless, they are posited by the evaluator in the spirit of a *'critical friend'* in looking to maintain RSA programme momentum and success and build on the potential for the programme to deliver even more quality outcomes concerning EDC/HRE to wider audiences.

There are **four recommendations for future strategic direction and action** which offer a range of alternatives for taking the lessons learnt from the RSA programme forward positively. The recommendations are made on a continuum or scale of change from the more conservative continuing the programme as it is and improving it at one end, to the more radical maximising key elements and expanding it in a more cohesive and integrated way at the other.

Recommendation 1: A Continuation Approach to EDC/HRE policy and practice using the RSA programme lessons

- Secure funding for the RSA programme going forward
- Keep the programme as it is
- Secure existing Academies
- Look to continue to grow Academies into new regions, countries and contexts
- Continue to build and expand the pool of expert trainers for EDC/HRE

This model is supported by ministries, schools, participants and trainers.

Recommendation 2: An Improvement Approach to EDC/HRE policy and practice using the RSA programme lessons

- Review existing RSA processes and components in order to maximise coordinated improvement across the programme via its approach, outcomes and impact
- Look to improve RSA selection criteria to get the best school teams to participate
- Look to improve the Academy preparation phase with a more comprehensive on-line introduction to CoE, EWC, EDC/HRE policy and practice and the programme model
- Maintain the quality of the Academy residential training component and build in training on new aspects of EDC/HRE in relation to region and country issues as well as on new CoE policy and practice in EDC/HRE
- Look to improve the Academy post support phase by using EWC and trainers to target school teams with on-line and face-to-face support.
- Use RSA participant alumni more proactively in the programme to pass on experiences and support current participants
- Collect together RSA outcomes more comprehensively and systematically through e-books of material and compendium outcomes and make these widely available
- Build in more Train the Trainers events both on new CoE policy and materials and to train more Academy alumni as EDC/HRE multipliers
- Consider having a one-day Academy follow up conference for participants at the end of the process to pull outcomes and experiences together
- Devise stronger ways to share processes and outcomes from across Academies so as to build a stronger evidence base for how to bridge the gap between EDC/HRE policy and practice in schools and communities.

This approach is supported by participants, ministries, schools and trainers

Recommendation 3: A Targeted Approach to EDC/HRE policy and practice using the RSA programme lessons

This approach builds on the improvements in Recommendation 2 above

- Have RSA programme components as stand alones that can be mixed and matched to suit different contexts and situations at regional, national and European level depending on interest and demand
- Make the pre-course a stand-alone introduction to EDC/HRE that is translated into numerous European languages and available on-line
- Share the RSA seminar training components with the Expert Trainers who can then train more trainers who, in turn, become multipliers for greater cascading of EDC/HRE across regions in Europe and beyond

- Capture the key learning points from the RSA programme as to what makes successful post-support and brings the best outcomes and share these messages more widely through on-line and face-to-face support, maximising the experience and expertise of RSA alumni
- Train the trainers on new CoE policy and materials and get them to share their knowledge and expertise in face-to-face trainings on those particular policies and materials so that there are up-to-date attempts to close the gap between EDC/HRE policy and practice.

This approach is supported by some trainers, ministries and CoE staff

Recommendation 4: A Connected and Integrated approach to EDC/HRE policy and practice using the RSA programme lessons

This approach is a combination of all of the other recommendations

- Develop a more systematic and connected approach to EDC/HRE policy and practice across Europe and beyond
- Maximise the potential of all resources currently available on EDC/HRE from the CoE and EWC in a tiered approach
- Develop a comprehensive on-line support platform for EDC/HRE run by EWC and CoE bringing all training, support and outcomes from the RSA and other programmes/initiatives together in one place
- Develop a tiered road map for EDC/HRE policy and practice training and support
- Ensure more expert trainers are trained in EDC/HRE as teams to use the on-line support platform as part of on-line and face-to-face training on EDC/HRE to bridge gap between policy and practice.
- Train trainers to facilitate a three-tiered approach to EDC/HRE comprising:
 - **Tier 1** – comprehensive on-line introduction to EDC/HRE policy and practice via CoE policy and materials including up-to-date developments
 - **Tier 2** – expert trainers go in on the ground in countries and regions to deliver EDC/HRE training to teams dependent on needs and intended outcomes
 - **Tier 3** – on-line support platform for EDC/HRE which is dynamic and functioning and emphasises targeted follow up and collection and wider sharing of outcomes from trainings
- Once completion of all 3 Tiers consideration to be given to forming a dedicated and expanding pool of EDC/HRE expert trainers to disseminate experiences and outcomes across local, national and regional contexts
- Constant review by CoE and EWC to monitor all 3 Tiers and ensure linkage between them and also the feeding through of changes in policy and practice in EDC/HRE so that all tiers (i.e. the whole

process) remains up-to-date, connected and vibrant on EDC/HRE developments in policy and practice

- Make increased use of RSA alumni, e-books, compendium of RSA outcomes to share and disseminate RSA outcomes to even larger numbers of final beneficiaries via EDC/HRE multipliers.

This approach is supported by some trainers, ministries, observers and CoE staff.

The central message that came through the conduct of this evaluation from all key target groups was to do everything possible to ensure that the momentum and achievements of RSA programme over the past four years would not be lost. All agreed that the programme is flexible, highly effective and has impact in spreading awareness and understanding about EDC/HRE to wider audiences who do not normally have access to such awareness raising and training. The challenge going forward is one of balancing and maintaining the quality of the RSA programme and its accomplishments while striving for increased quantity and reach.

5.3 Final comment

There are many **positive overall findings** in this report concerning the performance of RSA programme in relation to bridging the gap between EDC/HRE policy and practice and empowering those in schools and communities to develop their own effective policies and practices for EDC/HRE and to share these with large numbers of other education professionals.

However, the report also contains **reminders** of how far the CoE and EWC still have to travel if they are to continue to work with key partners to foster and promote democracy, human rights and intercultural dialogue. This includes assisting those at regional, national, local and school level to take increased ownership of EDC/HRE and drive initiatives that seek to deliver real change and bring lasting improvements. The report also highlights the tough choices that will have to be made about the scale, direction and pace of such travel in relation to the lessons learnt from the RSA programme.

It is perhaps fitting that in a report such as this that the **last word** should go to those who have engaged closest with the RSA programme the participants from school teams, or RSA alumni as they are known and wider final beneficiaries to whom they reached out. Their responses highlight both the profound impact of involvement in an Academy and the considerable work still to be done for this impact to reach others in schools, communities and contexts beyond their own at local, regional and national level.

The Regional Summer Academy is helping to promote human rights on the local level at school and by doing so it changes the mentality of teachers, students and parents. (RSA participant)

Following involvement in the RSA programme I came to better understand the role of teachers and parents at school and the importance of EDC/HRE in our collaborative work. (RSA participant)

The Regional Summer Academy has increased my knowledge, skills and attitudes to EDC/HRE principles. The self-reflection about EDC/HRE principles helped me to assess where I am and what I need to do in order to embed those principles at work in school and in my daily life. (RSA participant)

The RSA programme is a shining example of how the implementation gap between EDC/HRE policy and practice can be bridged by a programme which is carefully planned, well supported politically and educationally, fit for purpose, expertly and flexibly managed and delivered by expert trainers who eschew a ‘*learning by doing*’ approach that engages and inspires participants. There are two related challenges going forward. The first is to secure sufficient funding that will enable the RSA model to be continued in some form in existing regions and countries and extended to further regions and countries. The second is to find even more effective ways to engage key target groups through the whole process and capture and disseminate the impacts and outcomes to more training multipliers and wider audiences.

The Regional Summer Academy gave us an opportunity to look at problems of our society from a different perspective and gave us a chance to understand them and find solutions together. (RSA participant)

Following the RSA I’m a better person and more aware of human rights and democracy at school. (RSA participant)

Participation in the Regional Summer Academy was a very important experience for our team as was the whole-school approach. The experience empowered us to be more courageous, innovative and committed in supporting EDC/HRE. (RSA participant)

I think that the RSA programme MUST CONTINUE in the future. I hope that many others have the opportunity to take part in an Academy. (RSA participant)

Appendix 1 - Evaluation Methodology Components

Qualitative in-depth interviews with key players

These in-depth interviews, using semi-structured schedules, helped to garner evidence-based knowledge about the RSA programme from key target groups. The interview schedules were drawn up in collaboration with the Council of Europe and European Wergeland Centre. The interviewees were guaranteed anonymity in terms of analysis and final reporting so as to encourage them to be open and honest in their thoughts about and experiences of participation and engagement with the RSA programme. The following people and groups were included in the in-depth interviews. The interviews were conducted through a mixture of face-to-face and on-line (using Skype or video conferencing), dependent on the location of participants and ease of access to them.

- Ministry officials from countries that hosted and/or participated in the RSA programme
- Ministry officials who were observers in the RSA programme
- Lead trainers and trainers from the RSA programme
- Key CoE and EWC staff involved in the RSA programme
- EDC/HRE Co-ordinators in member states who have worked closely with the RSA programme of activities
- Government representatives from member states who have worked directly with the RSA programme.

A quantitative questionnaire for RSA participants

A short quantitative questionnaire was developed to help to provide evidence-based knowledge about the nature of the participation and engagement of those who had participated as members of school teams in the RSA programme. It enabled the collection of information concerning the extent of awareness about the RSA programme, the personal and professional reasons why participants signed up to participate, the impact of the different phases of the RSA programme, including pre- residential training and post- online support. The questionnaire also probed the impact of RSA involvement on participants' personal and professional development and on the nature of the impact of RSA participation on their actions, individually and as a team, on their schools and communities in the year following participation in the residential training. Finally, the questionnaire asked for their views on how the RSA programme experience could be improved going forward. All this

provides a useful, critical juxtaposition to the evidence collected in the in-depth qualitative interviews.

The questionnaire was drawn up in collaboration with the EWC and sent out to RSA alumni by the EWC. Respondents were guaranteed anonymity in the analysis and reporting of outcomes. The questionnaire comprised a mixture of closed and open questions in order to minimise the costs and time taken for analysis and to provide rich data.

The aim of the questionnaire was to get a response from participants from every country that had been involved in the RSA programme and from every Regional Summer Academy in the programme. It was also hoped to get the views of all team members including teachers, school leaders and community representatives. The questionnaire was sent to all registered RSA participants from 2011/12 to 2016.

Document review and analysis

This was necessary in order to better understand the functioning, activities, ambition and outputs of the RSA programme. It also assisted in the evaluation of the outcomes and impact of the Centre's activities with key target groups. The key documentation associated with the RSA programme was accessed, scrutinised and analysed at the beginning of the evaluation. Such key documentation included:

- Cooperation Agreement between CoE and EWC along with founding key aims and objectives
- Reports on academy activity and outcomes from Lead Trainers and other trainers.
- Ministry reports on the outcomes of RSA participation
- Resources and publicity materials produced by the EWC and ministries for key target groups
- RSA impact and dissemination activities as recorded by participants and collected and collated by EWC
- Documentation relating to any impact evaluation of RSA activities at local, national, regional and European level.

Case-study development

In order to provide a flavour of the range of activities carried out by school teams and schools associated with the RSA programme Centre some short, vignette case-studies were created. These case-studies encompass the main activities of participant involvement in the RSA programme.

The case-studies have been developed to be included in the final report and short executive summary in order to provide depth and colour alongside the main findings and key recommendations. They help the reader to better understand the mission and impact of the RSA programme on its key target groups and the various ways in which those groups impacted on other education professionals to provide outreach from the RSA programme to wider final beneficiaries.

Appendix 2 - Evaluation Timetable

Phase and Date	Schedule of Activities
Phase 1	December 2015 to March 2016
December 2015	<ul style="list-style-type: none"> • Scoping aims and objectives
January 2016	<ul style="list-style-type: none"> • RSA document review and analysis
February	<ul style="list-style-type: none"> • Identification of analysis data strengths
March	<ul style="list-style-type: none"> • Identification of analysis data weaknesses
Phase 2	April to August 2016
April	<ul style="list-style-type: none"> • Strategy devised to plug analysis gaps
May	<ul style="list-style-type: none"> • Interview schedule and on-line questionnaire designed and piloted
June	<ul style="list-style-type: none"> • Instruments out in the field and data collected
July	<ul style="list-style-type: none"> • Instruments out in the field and data collected
August	<ul style="list-style-type: none"> • Chasing up missing interviews and questionnaire returns
Phase 3	September to December 2016
September	<ul style="list-style-type: none"> • Chasing up missing interviews and questionnaire returns
October	<ul style="list-style-type: none"> • Data analysis and report writing
November	<ul style="list-style-type: none"> • Draft report written and reviewed
December	<ul style="list-style-type: none"> • Final report written

Appendix 3 – RSA School Case Studies

School Case Study: Melitopol Specialized School, Ukraine

Following involvement in the Summer Academy the school team focused on developing the skills and classroom practices of their teaching colleagues concerning EDC/HRE. They did this through a series of teaching workshops. Teachers worked together in groups to develop ways of incorporating elements of EDC/HRE into their specialized subjects.

As a result of the workshops, 54 specialized subject lesson plans were developed, leading to 36 integrated pilot lessons being taught in a variety of subjects – from Ukrainian and World literature, English and Geography to Biology, Chemistry and History – involving 36 teachers and 366 school students. Many of their teaching colleagues noted how using the sort of active learning techniques that characterize democracy and human rights education helped to improve the working atmosphere in their classrooms.

<http://www.theewc.org/Content/Results/Applying-new-knowledge>

School Case Study: Milja Nikčevi School in Niksic, Montenegro

The school team from Niksic School took part in the SEE Summer Academy in Montenegro to learn how to teach their students about democracy and human rights and eventually involve the whole community. Back at school, the team ran workshops, conducted a student survey on human rights and included lessons on EDC/HRE as part of the school's annual plans.

Moreover, a local survey on human rights issues was conducted interviewing a number of local officials. The results of the survey were presented at a public debate in the presence of a wide range of community representatives, including from: the Municipality, Ministry of Education, Bureau for Education Services, Police Department, School Board, Parents' Council, Teachers' Council, Students' Parliament, School Peer Mediation Club, local media and civil society organizations and other schools. As those from the school team noted at the end of this process:

'We support this project as it contributes to development of democracy and human rights. It recognizes the necessity of involving local stakeholders'

A representative from the local assembly in Niksic

'I realized that all changes start with us. In order to promote human rights in our community, we need first to be informed about our rights'

8th grade student

'This project brings out the importance of promoting true life values through education.'

Teacher

<http://www.theewc.org/Content/Results/School-as-a-community-hub>

School Case Study: Surami № 2 Public school in Georgia

The focus of their school project was to increase parent involvement in the school community. In order to change the situation when parents are only attending the formal class meetings and usually are not involved in school activities, the seminars for parents and students were arranged and a parent's club at the school was established. The seminars covered four topics: aims and purposes of EDC/HRE; parents' involvement in school life; bullying; domestic violence.

The seminar on bullying was perceived as the most successful. Parents and students learned how they could prevent, detect and react to bullying and use this new knowledge to deal with real situations at the school.

The project team believes that the project helped parents change their opinion about the school. Whereas they before the project started did not see any reason to cooperate with the school, they now see how the children benefit from their involvement.

<http://www.theewc.org/Content/Results/Children-and-Parents-for-School-Democracy>

School Case Study: Makedonitissa B Primary School, Cyprus

Working on the project inspired children to make their own set of classroom rules. As a part of the project, children watched a movie about an elephant with no friends at school. After watching the movie, the students talked about how the elephant might feel and their ideas about how to make the elephant feel better.

Afterwards they went on the write down things which made them happy or uncomfortable at school. This made a good basis for agreeing upon classroom rules which were posted on a board. Now the rules are discussed whenever a problem needs to be resolved in the classroom environment.

<http://www.theewc.org/Content/Results/An-elephant-with-no-friends>

School Case Study: 4th Primary school in Varaždin, Croatia

A Regional Summer Academy team wanted to change election process for the students' council at their school which was superficial and did not have any influence on decision-making.

Three lesson plans were developed and information about what a real Student Council should be and how students should be involved in everyday school life was disseminated. Recommendations on how to organize an election campaign and the election day itself were also provided. Thus, the elections were successfully carried out and even covered by the local news. The Regional Summer Academy team has later shared their experiences at the Teachers' County Academic Council.

<http://www.theewc.org/Content/Results/Student-elections-on-TV>