"Youth for Human Rights"

THE PERSPECTIVE OF PARTICIPATING TRAINERS AND YOUTH WORKERS: FINAL SURVEY REPORT

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1. INTRODUCTION

The Youth for Human Rights project in a nutshell

The aim of the **project "Youth for Human Rights"** is to foster social inclusion through making use of the full potential of youth work and of human rights education (HRE) in the context of youth work and young people's non-formal learning. The project is a three-year action supported by the European Commission in the context of the Erasmus+ Programme Key Action 3 (Initiatives for policy innovation – social inclusion trough education, training and youth), and is part of the consortium of social inclusion projects tackling radicalisation. More about the project can be found on its website at noored.ee/human-rights-education/.

The objectives of the Youth for Human Rights project

The objectives of the project "Youth for Human Rights" are:

- To improve the understanding of HRE in the field of youth and supporting young people's acquisition of social, civic and intercultural competence;
- To support youth workers, trainers and other practitioners in the field of youth in using HRE to address issues that directly affect social cohesion, such as inclusion and diversity;
- To improve the quality of youth practice, and of activities undertaken as part of young people's non-formal learning (such as, volunteering), through networking and capacity-building.

Key activities of the Youth for Human Rights project

The project kicked off with a series of national reports on human rights education in the field of youth and a common mapping synthesis report, which are available at noored.ee/human-rights-education/mapping/. Informed by these mappings, human rights education training modules for local, regional, national and transnational youth workers and youth leaders were developed. These modules were tested in three different formats for capacity building, and complemented by transfer and networking seminars:

- A transnational training of trainers, consisting of two seminars and a practice phase in between
- A series of national trainings of youth workers, all conducted as sole 3-day (weekend) seminars
- A transnational staff training of Erasmus+ National Agency staff, conducted as a sole 3-day course

Research strand of the Youth for Human Rights project

Embedded in the *Youth for Human Rights* project, participants of the *Training of Trainers* as well as participants of all national training courses have been invited to respond to pre- and post-course online surveys. The methodology is leaning on the research project on competence development and capacity building of the *RAY Research Network (RAY-CAP)*. More about RAY and RAY-CAP can be found online at researchyouth.eu.

The main research questions were:

- *What are the learning needs of youth workers and youth trainers wishing to train for human rights education?*
- *In which ways can training activities best respond to these learning needs?*
- *Which additional support would youth workers and youth trainers need in their human rights education work?*

The scope and purpose of this report

This summary report provides an overview of key findings from the participant surveys of the transnational and national trainings, contains recommendations based on these survey findings, and finally provides all answers to the final surveys (post-activity) as well as the surveys used.

2. OVERVIEW OF RECOMMENDATIONS

Recommendation 1

Based on their experience, youth workers have different learning needs at different times of their engagement with human rights education. Those new to human rights education especially require introductory knowledge and skills; more experienced youth workers additionally expect the exploration of attitudes in relation to human rights education; and youth workers with substantive experience expect specialist human rights and human rights education knowledge. These learning needs should be considered more strongly in future training modules and curricula.

Recommendation 2

There is a need to consider human rights education beyond its educational dimension, and develop a comprehensive approach that takes the multi-faceted character of human rights education fully into account. The youth sector, with its rich tradition of non-formal learning, has an understandable focus on the educational dimension of human rights education. Trainers as well as youth workers would benefit from embracing the multi-dimensionality and complexity of human rights, and address intellectual, societal, juridical, political, programmatic and digital aspects of human rights education more systematically. Existing competence models should be reviewed and broadened to take this complexity into account.

Recommendation 3

Several dimensions of human rights education need to be strengthened in youth work on human rights, as well as human rights education, among them programmatic and digital aspects of human rights education. It should also be explored whether specific dimensions, such as educational aspects of human rights education, are addressed *indirectly* for a conceptual reason, or out of necessity (such as lack of skills to address the aspect directly). Existing educational materials should be reviewed and extended accordingly.

Recommendation 4

Comprehensive human rights education needs new formats – the youth-sector-typical thematic weekend course seems not sufficient to approach human rights education in its complexity. Youth workers should be able to leave a training on human rights education with a level of security and confidence that allows them to address human rights education at the level of knowledge, skills, attitudes and values – as well as through the lens of several thematic dimensions, as discussed in the context of the 2nd recommendation.

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3. RESEARCH DESIGN

Overall context

The **project "Youth for Human Rights"** aims to foster social inclusion through maximising the potential of human rights education in youth work and non-formal education. The project set out to explore why, despite an abundance of available human rights education approaches, concepts and resources, projects in Erasmus+ that do human rights education, increasingly tend to do so unaware that they are actually doing human rights education. The project sought to develop a common, European training and support approach to human rights ed- ucation in the context of Erasmus+. On the way to such a common approach, the project undertook a range of capacity building activities. A transnational training of trainers aimed to empower participants to conduct human rights education activities in their own context, framed by two residential seminars. In paral- lel, and in complementarity, staff members of Erasmus+ National Agencies were trained.

Research questions

The consortium of the **"Youth for Human Rights"** project agreed on the following three research questions:

- *What are the learning needs of youth workers and youth trainers wishing to train for human rights education?*
- *In which ways can training activities best respond to these learning needs?*
- *Which additional support would youth workers and youth trainers need in their human rights education work?*

Survey design

Against the overall backdrop and based on the three research questions, surveys were designed for the par- ticipants of the European-level training of trainers as well as the participants of the national training courses that took place across Europe and were implemented by the participants of the European-level training of trainers. In total, five surveys were designed:

- *For the European-level training of trainers*
    - *One survey to be conducted before the first of two residential seminars (pre-course)*
    - *One survey to be conducted between the first and second residential seminar (mid-course)*
    - *One survey to be conducted after the second of two residential seminars (post-course)*
- *For the national-level training of youth workers*
    - *One survey to be conducted before the training activity (pre-course)*
    - *One survey to be conducted after the training activity (post-course)*

All surveys were conducted in full anonymity: no identifying information – such as names, countries, organi- sations or, at technical level, IP-addresses, browser identities, user location – was collected.

The English language versions of all five surveys are attached to this report in Annex A.

Survey response rates

Response rates for the transnational training were 88% for the pre-course survey (before the first of two seminars), 70% for the mid-course survey (between the first and the second seminar) and 56% for the post-course survey (after both seminars).

Response rates for the national trainings were 76% for the pre-course survey (before the sole course) and 30% for the post-course survey (after the sole course).

The drop in response rate between pre- and post-course surveys is well within range of what we expected, as well as the higher response rate of the participants of the transnational training, who have been involved in their course for a longer and more intense period of time.

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4. KEY RESEARCH FINDINGS

1. **We asked participants of all training courses whether the focus on knowledge, skills, attitudes, and values had been too strong, sufficient, or too weak, in their opinion.**

Participants of the transnational training were particularly keen on strengthening their skills (86%) and knowledge (76%) on human rights education, and to a lesser extent wanted to explore their values (57%) and attitudes (52%) on human rights education. In combination, the two seminars of the transnational training managed to balance these four aspects well: 82% of all responding trainers thought that the course had focused sufficiently on three out of four aspects (knowledge, skills, values), and 73% thought the same was true for attitudes. Differences between trainers with different levels of experience were not discernible, as the majority of participating and responding trainers had very similar levels of experience.

Participants of the national trainings were particularly keen on strengthening their skills (82%) and knowledge (78%) on human rights education, and to a lesser extent wanted to explore their attitudes (60%) and values (57%) on human rights education. Overall, the courses managed to strike the balance between these four aspects well: After their national training, more than two thirds of all responding youth workers thought that their course had focused sufficiently on each of the four aspects. 21% thought their course had focused too little on attitudes, and 18% each that their course had focused too little on knowledge, skills, and values.

A more nuanced picture emerges when clustering responses by level of experience. Responding youth workers who are new to human rights education (working less than a year on human rights education in youth work) considered the focus on **knowledge and skills** in their courses as too weak (25% each). Youth workers with some experience (working between 1 and 5 years on human rights education in youth work) considered the focus on **attitudes** in their courses as too weak (25%). And finally, youth workers with substantive experience (working 5 years or more on human rights education in youth work), considered the focus on **knowledge** in their courses as much too weak (50%).

Recommendation 1

Based on their experience, youth workers have different learning needs at different times of their engagement with human rights education. Those new to human rights education especially require introductory knowledge and skills; more experienced youth workers additionally expect the exploration of attitudes in relation to human rights education; and youth workers with substantive experience expect specialist human rights and human rights education knowledge. These learning needs should be considered more strongly in future training modules and curricula.
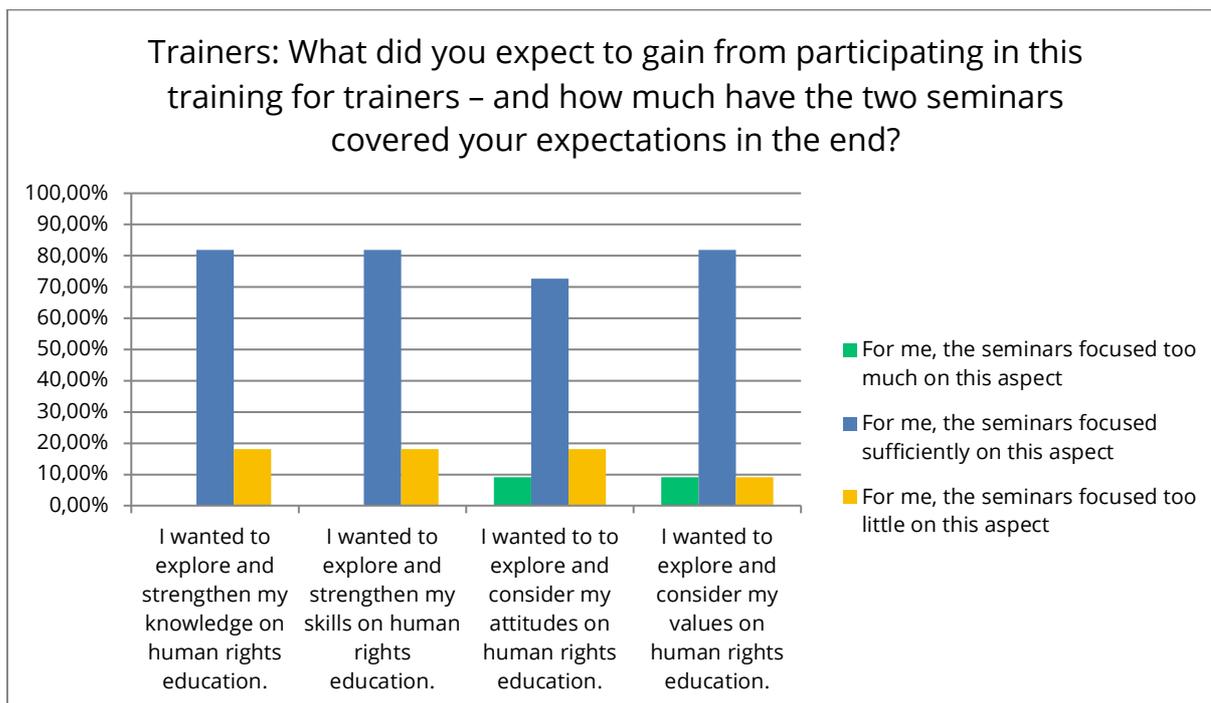
Illustration 1: Assessment of trainers participating in the transnational training for trainers

Illustration 2: Assessment of youth workers participating in the national trainings

2. **We asked participants before each training, in which of seven dimensions they wanted to learn more about human rights education – and then after their training, whether this dimension had been focused on too strongly, sufficiently, or too weakly.**

Purposefully, these seven dimensions deviate from and complement the characteristic quadruple of planning and analysing learning processes in the youth sector (knowledge, skills, attitudes, values). They are (in survey sequence, with explanations as provided in the surveys):

- *intellectual aspects of human rights education, such as concepts and research;*
- *educational aspects of human rights education, such as methods and challenges;*
- *societal aspects of human rights education, such as inclusion and impact;*
- *juridical aspects of human rights education, such as conventions and rights;*
- *political aspects of human rights education, such as discourses and tensions;*
- *programmatic aspects of human rights education, such as funding and support;*
- *digital aspects of human rights education, such as tools and apps.*

Participants of the transnational training were particularly keen on knowing more about educational aspects of human rights education (86%) and societal aspects of human rights education (81%), followed by political and digital aspects of human rights education (both 62%). Following the two seminars, 70% of responding trainers thought the seminars had focused too little on digital aspects, 64% thought the seminars had focused too little on societal aspects, and 60% that the seminars had focused too little on political aspects. In other words: **Out of the four dimensions the trainers had been particularly interested in, three were not covered sufficiently in their opinion.**

Participants of the national trainings were particularly keen on knowing more about educational aspects of human rights education (79%) and societal aspects of human rights education (70%), with all other dimensions receiving relatively even and considerably less initial interest (between 36% and 44%). After their national training, three quarter of all responding youth workers thought that their course had focused sufficiently on these two dimensions of particular interest to them. 49%, however, thought that their course had focused too little on political aspects of human rights education, and close to one third of the responding youth workers considered the focus of their national training on four additional dimensions (digital aspects, juridical aspects, programmatic aspects, and intellectual aspects) as too weak.

In comparison, the trainers involved in the project at transnational level had a clearer expectation than the youth workers involved at national level of tackling human rights education beyond its educational aspects. After their trainings, both trainers and youth workers thought that a number of dimensions had not been covered sufficiently in their courses – with the trainers being considerably more critical in their assessment.

Recommendation 2

There is a need to consider human rights education beyond its educational dimension, and develop a comprehensive approach that takes the multi-faceted character of human rights education fully into account. The youth sector, with its rich tradition of non-formal learning, has an understandable focus on the educational dimension of human rights education. Trainers as well as youth workers would benefit from embracing the multi-dimensionality and complexity of human rights, and address intellectual, societal, juridical, political, programmatic and digital aspects of human rights education more systematically. Existing competence models should be reviewed and broadened to take this complexity into account.

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Illustration 3: Assessment of trainers participating in the transnational training for trainers

Trainers: In which areas and aspects of human rights education did you hope to improve – and how much have the two seminars helped?

Legend:
- For me, the seminars focused too much on this aspect
- For me, the seminars focused sufficiently on this aspect
- For me, the seminars focused too little on this aspect

Illustration 4: Assessment of youth workers participating in the national trainings

Youth workers: In which areas and aspects of human rights education did you hope to improve – and how much has the training helped?

Legend:
- For me, the training focused too much on this aspect
- For me, the training focused sufficiently on this aspect
- For me, the training focused too little on this aspect

3. **We asked participants of national trainings how they typically address the various dimensions of human rights education in their youth work.**

Youth workers address societal aspects of human rights education, such as inclusion and impact, by far most frequently *directly* in their youth work: 38% address this particular aspect of human rights education typically directly and extensively, and 35% typically directly but rather briefly. The second most frequently directly addressed dimension of human rights education is the juridical aspect, such as conventions and rights (47% – 9% typically directly and extensively, 38% typically directly but rather briefly).

The most frequently indirectly addressed dimensions are intellectual aspects, such as concepts and research (50% – 15% typically indirectly yet extensively, 35% typically indirectly and briefly), and educational aspects (also 50% – but 35% typically indirectly yet extensively and 15% typically indirectly and briefly).

The dimension that is by far most frequently not addressed at all is the programmatic dimension, including aspects such as funding and support – 55% of responding youth workers stated they do not address this aspect directly or indirectly. In particular with a view to the ambition of the "Youth for Human Rights" project to further distribute good human rights education practices, this omission seems problematic.
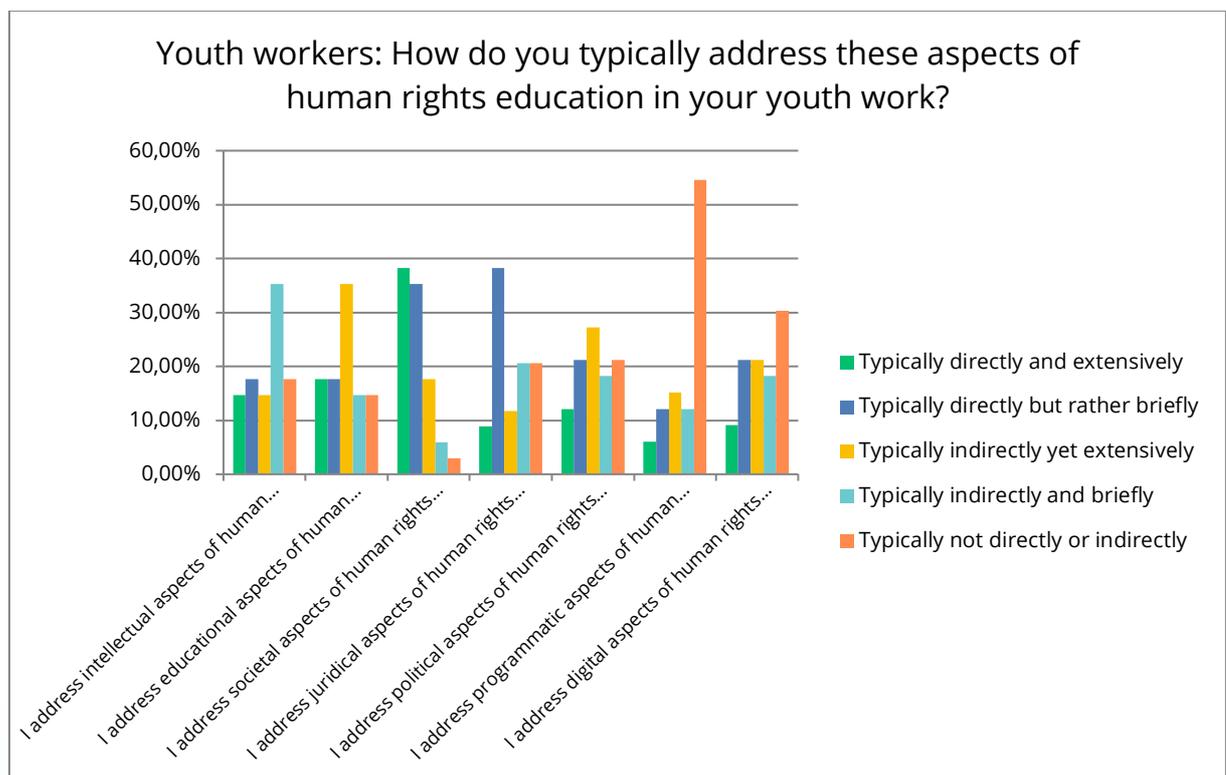

Illustration 5: Responses of youth workers participating in the national trainings

Recommendation 3

Several dimensions of human rights education need to be strengthened in youth work on human rights, as well as human rights education, among them programmatic and digital aspects of human rights education. It should also be explored whether specific dimensions, such as educational aspects of human rights education, are addressed *indirectly* for a conceptual reason, or out of necessity (such as a lack of skills to address the aspect directly). Existing educational materials should be reviewed and extended accordingly.

4. **We asked participants of the national and transnational trainings how secure they feel when it comes to applying their knowledge, skills, attitudes and values on human rights education in youth work.**

Trainers: In which area(s) do you feel most and least secure in your work as a trainer on human rights education? Remember: we cannot trace these answers to any one individual, so feel free to respond honestly:
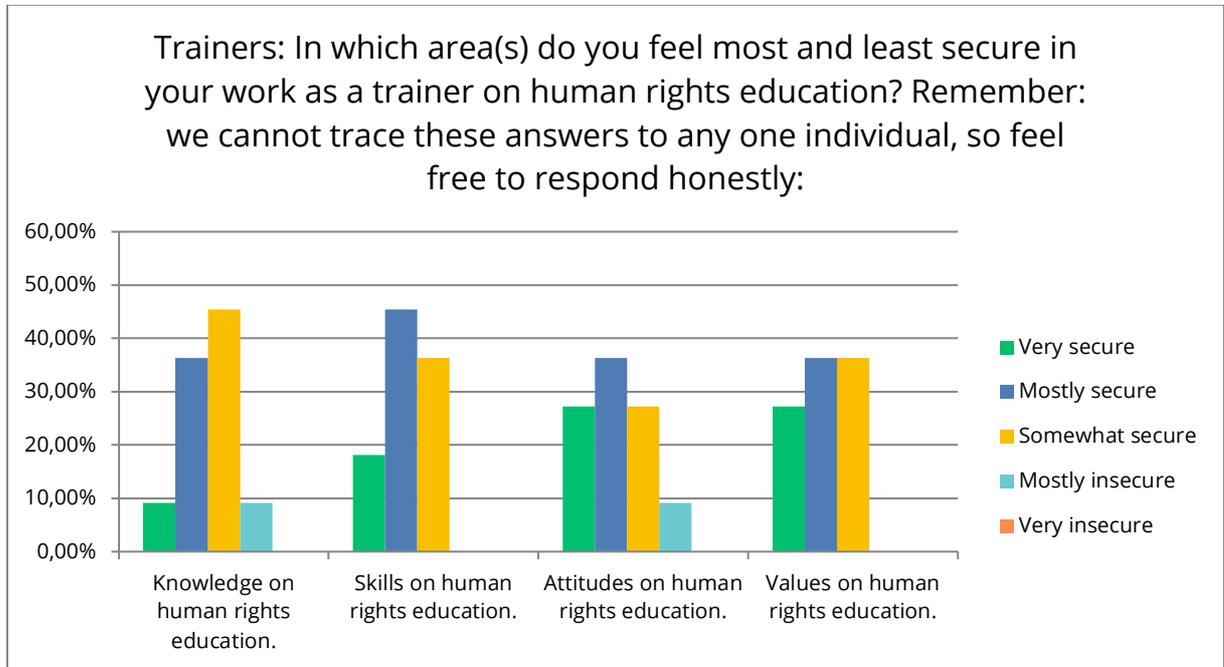
Illustration 6: Responses of trainers participating in the transnational training for trainers

Youth workers: In which area(s) do you feel most and least secure about integrating human rights education in your own work? Remember: we cannot trace these answers to any one individual, so feel free to respond honestly:
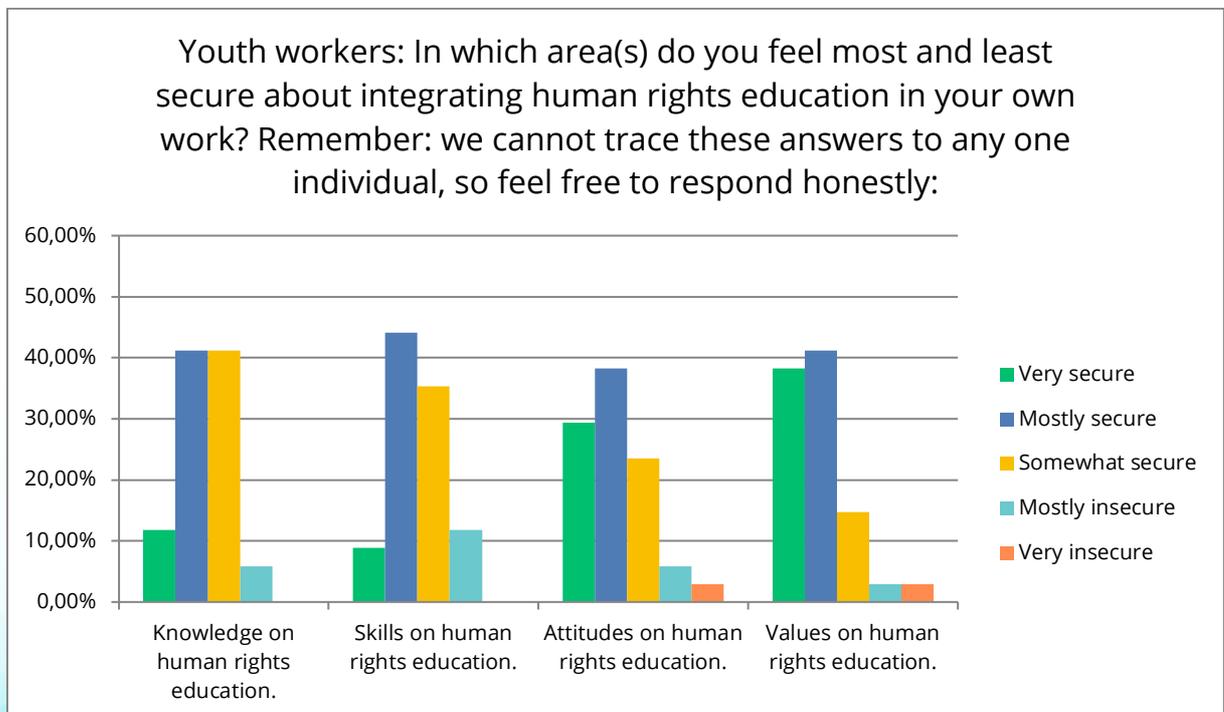
Illustration 7: Responses of youth workers participating in the national trainings

The level of security differs considerably between the participants of the transnational training (two seminars, with six and three training days respectively, and a practice phase between those two seminars) and the participants of the national trainings (one seminar spanning three calendar days, typically over a weekend, resulting in two training days).

Recommendation 4

Comprehensive human rights education needs new formats – the youth-sector-typical thematic weekend course seems not sufficient to approach human rights education in its complexity. Youth workers should be able to leave a training on human rights education with a level of security and confidence that allows them to address human rights education in their youth work equally at the level of knowledge, skills, attitudes and values – as well as through the lens of several thematic dimensions, as discussed in the context of the 2nd recommendation above.

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5. NATIONAL TRAININGS OF YOUTH WORKERS ON HUMAN RIGHTS EDUCATION

5.1. Responses to question 1

Q1. How long have you worked on human rights education, approximately?	
Answer Choices	Responses
< 1 year	42,11%
1-2 years	21,05%
3-4 years	26,32%
5-6 years	5,26%
7-8 years	0,00%
9-10 years	0,00%
> 10 years	5,26%

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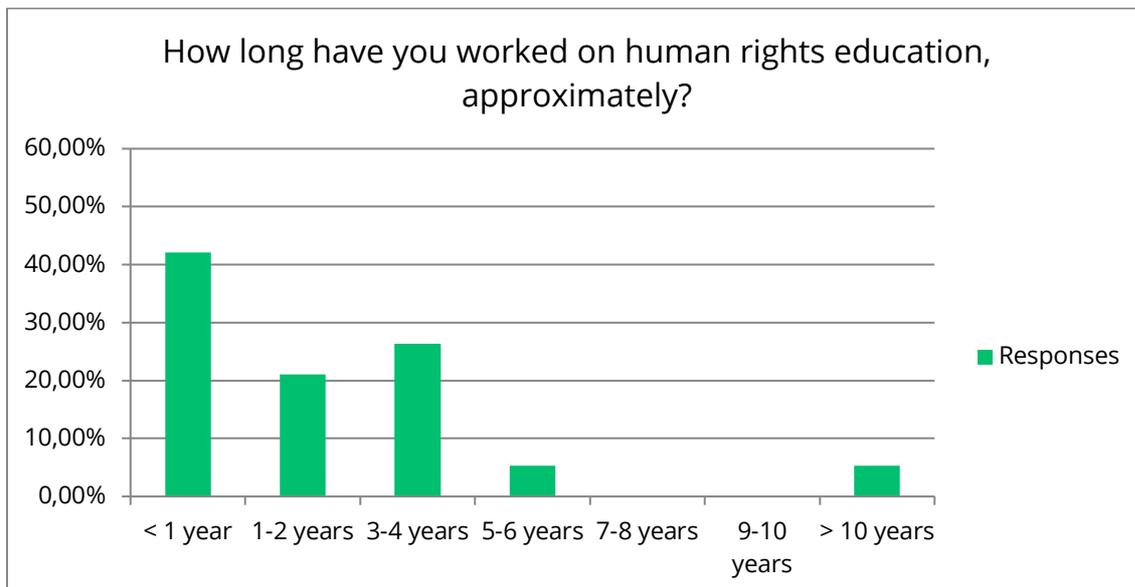
5.2. Responses to question 2

Q2. Which of the following best captures your professional network on human rights education? (Choose as many as apply)	
Answer Choices	Responses
I work mostly on my own on human rights education.	47,37%
I am part of a relatively loosely knit network on human rights education.	21,05%
I am part of a relatively closely knit network on human rights education.	15,79%
I am part of an organisation that focused on human rights education.	31,58%

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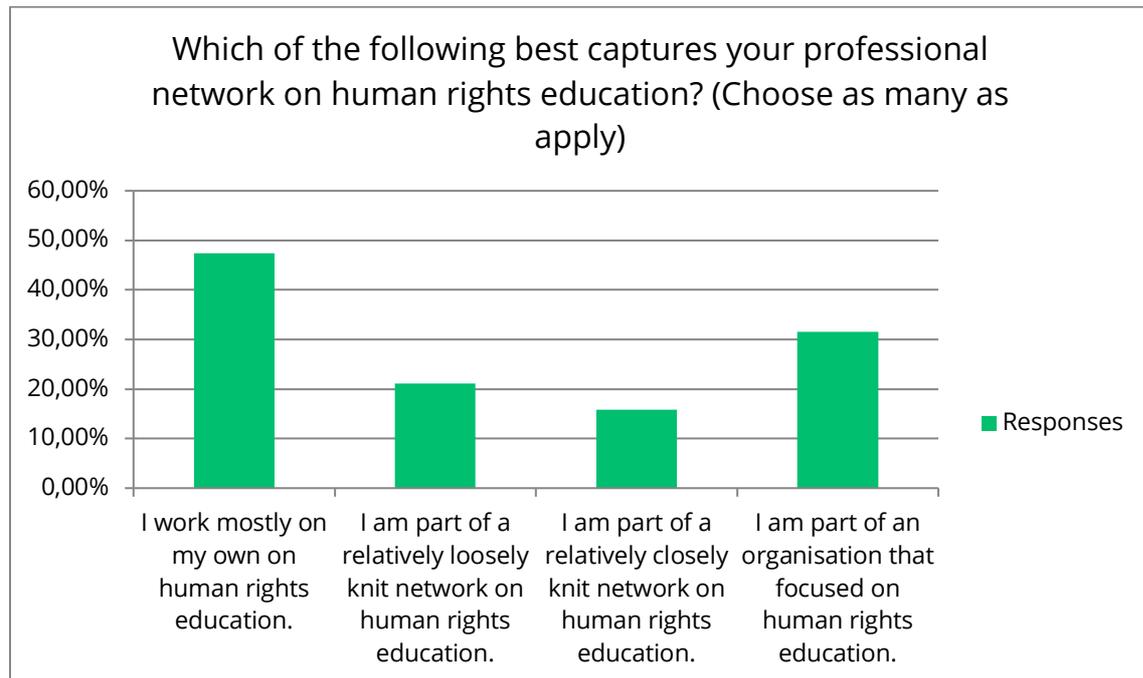
5.3. Responses to question 3

Q3. On which levels do you mostly engage in human rights education? (Choose as many as apply)	
Answer Choices	Responses
At local level	78,95%
At regional level	31,58%
At national level	36,84%
At European level	26,32%
At global level	21,05%

On which levels do you mostly engage in human rights education? (Choose as many as apply)

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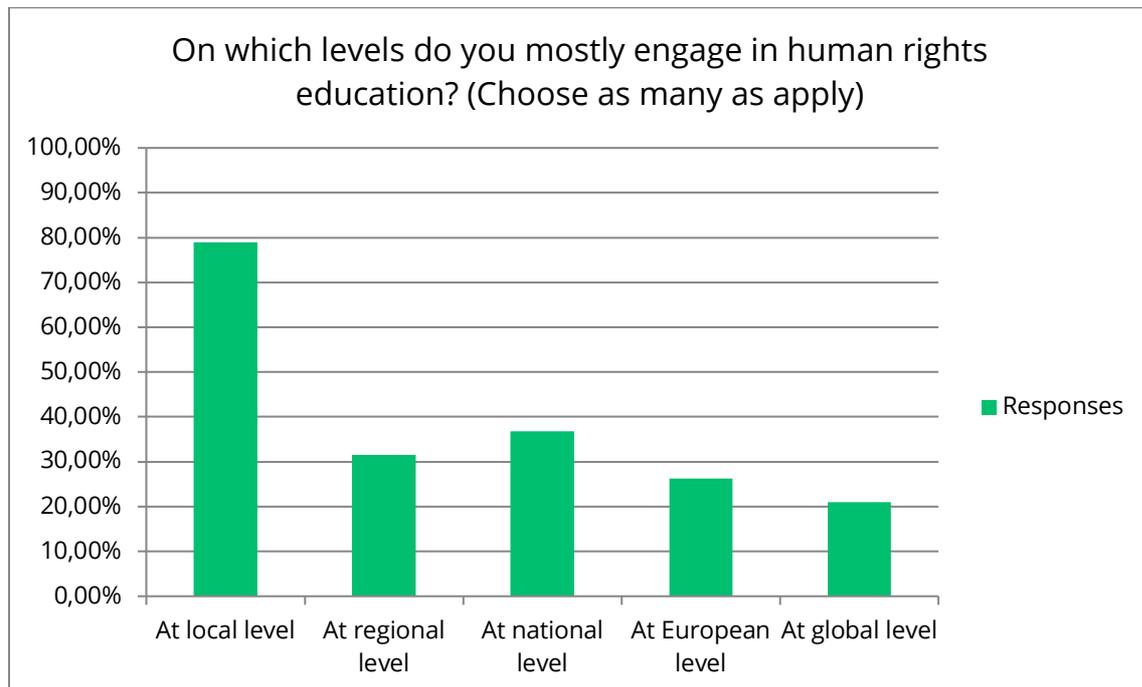
5.4. Responses to question 4

Q4. What priority has human rights education in your youth work at the moment?	
Answer Choices	Responses
Human rights education is the most important priority in my youth work.	10,53%
Human rights education is a top priority in my youth work, but not the most important.	21,05%
Human rights education is one of several priorities in my youth work.	57,89%
Human rights education is not (yet) a priority in my youth work.	10,53%

5.5. Responses to question 5

Q5. How have you learned what you know about human rights education?				
	Strongly agree	**Somewhat agree**	**Somewhat disagree**	**Strongly disagree**
I have learned about human rights education through formal learning (at universities, for example).	21,05%	26,32%	36,84%	15,79%
I have learned about human rights education through nonformal learning (in trainings, for example).	68,42%	31,58%	0,00%	0,00%
I have learned about human rights education through informal learning (through projects, for example).	52,63%	36,84%	5,26%	5,26%

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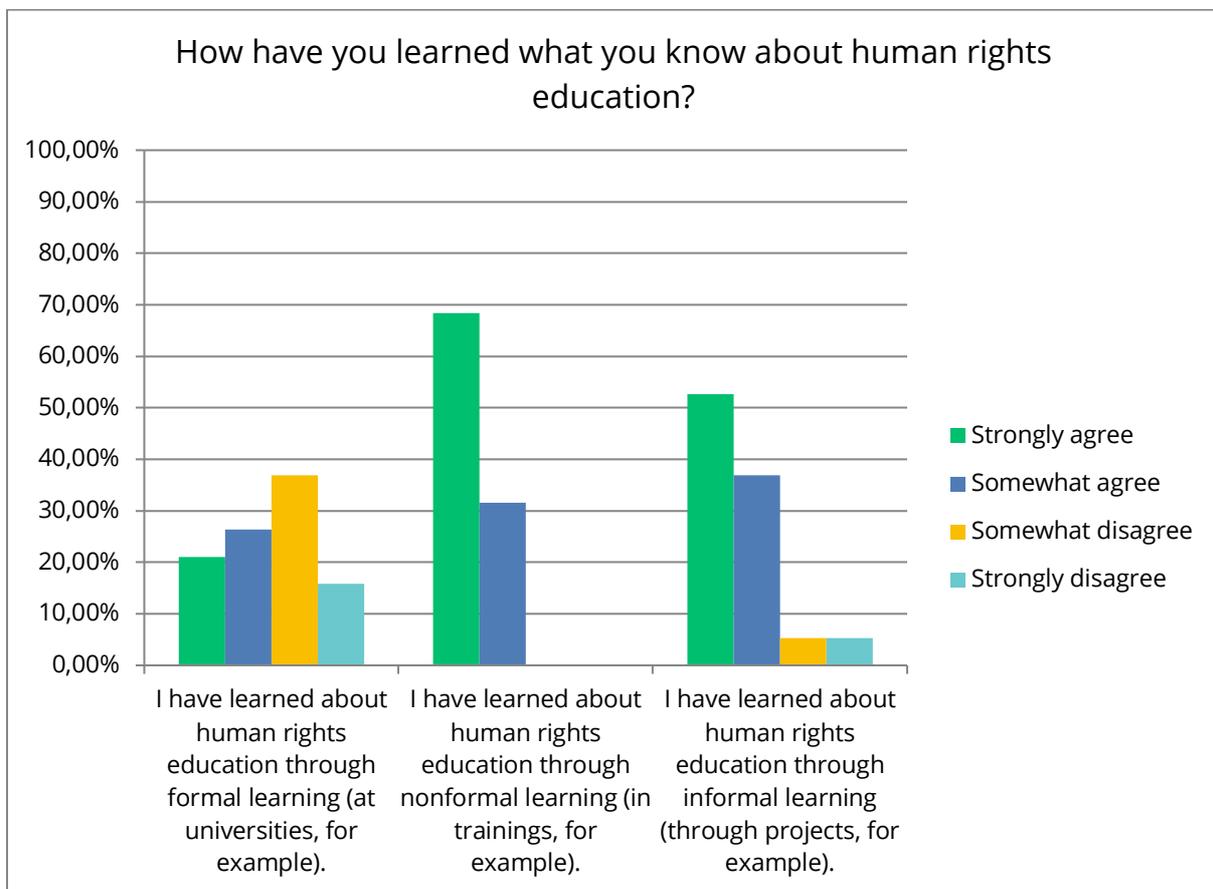
5.6. Responses to question 6

Q6. When did your training take place?	
Answer Choices	Responses
in September 2018	15,79%
in October 2018	52,63%
in November 2018	15,79%
in December 2018	0,00%
in January 2019	5,26%
Prefer not to say	10,53%

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5.7. Responses to question 7

Q7. What did you expect to gain from participating in the training – and how much has the training covered your expectations in the end?			
	For me, the training focused too much on this aspect	For me, the training focused sufficiently on this aspect	For me, the training focused too little on this aspect
I wanted to explore and strengthen my knowledge on human rights education.	12,82%	69,23%	17,95%
I wanted to explore and strengthen my skills on human rights education.	11,11%	77,78%	11,11%
I wanted to to explore and consider my attitudes on human rights education.	5,13%	74,36%	20,51%
I wanted to explore and consider my values on human rights education.	10,26%	71,79%	17,95%

What did you expect to gain from participating in the training – and how much has the training covered your expectations in the end?

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5.8. Responses to question 8

Q8. In which areas and aspects of human rights education did you hope to improve – and how much has the training helped?			
	For me, the training focused too much on this aspect	For me, the training focused sufficiently on this aspect	For me, the training focused too little on this aspect
I wanted to know more about intellectual aspects of human rights education, such as concepts and research.	5,13%	66,67%	28,21%
I wanted to know more about educational aspects of human rights education, such as methods and challenges.	2,56%	76,92%	20,51%
I wanted to know more about societal aspects of human rights education, such as inclusion and impact.	2,56%	74,36%	23,08%
I wanted to know more about juridical aspects of human rights education, such as conventions and rights.	5,13%	64,10%	30,77%
I wanted to know more about political aspects of human rights education, such as discourses and tensions.	7,69%	43,59%	48,72%
I wanted to know more about programmatic aspects of human rights education, such as funding and support.	5,13%	64,10%	30,77%
I wanted to know more about digital aspects of human rights education, such as tools and apps.	0,00%	66,67%	33,33%

## In which areas and aspects of human rights education did you hope to improve – and how much has the training helped?

Legend:
- For me, the training focused too much on this aspect
- For me, the training focused sufficiently on this aspect
- For me, the training focused too little on this aspect

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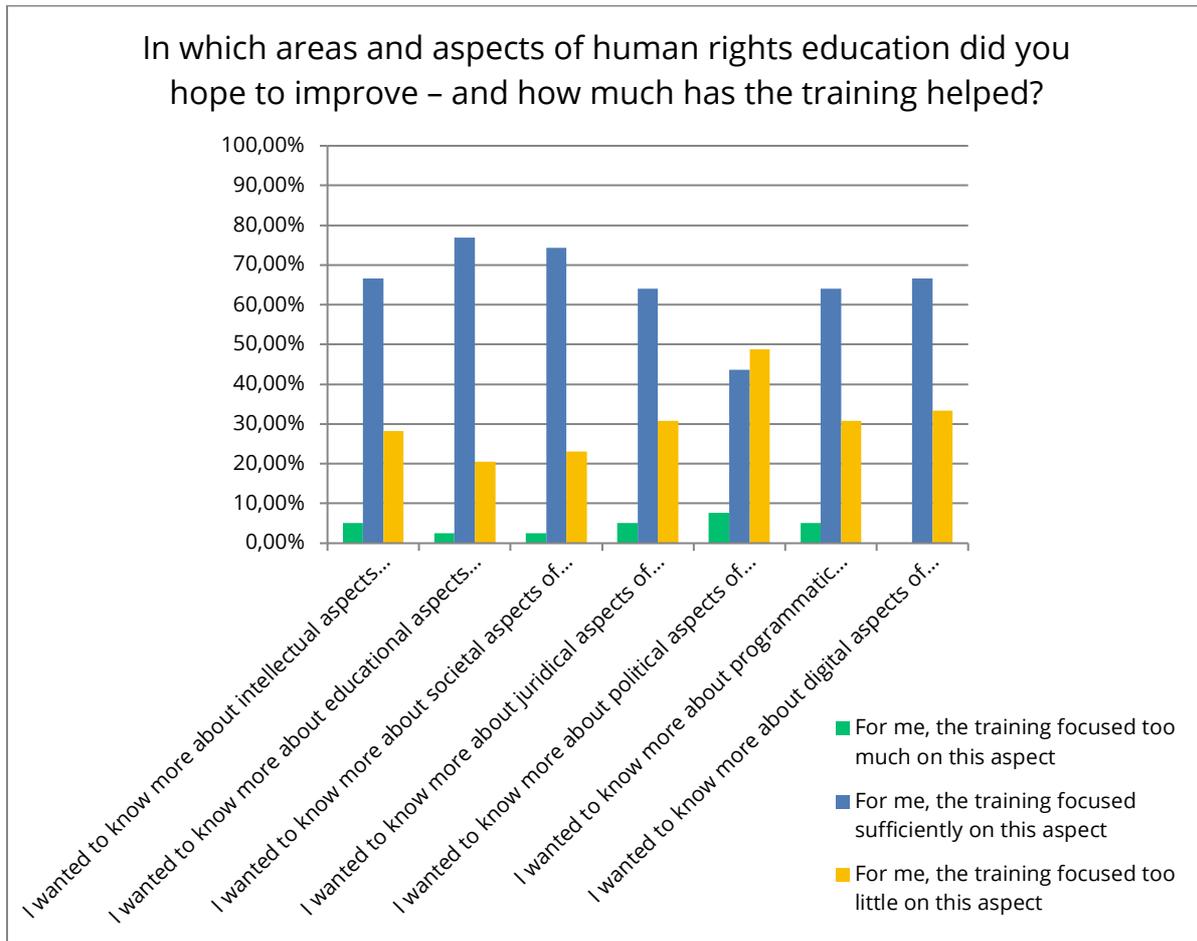
5.9. Responses to question 9

How often have you used human rights education in your youth work since your participation in the training, approximately?	
Answer Choices	Responses
I have not yet done so	11,11%
1-2 times	44,44%
3-4 times	27,78%
5-6 times	2,78%
7-8 times	0,00%
9-10 times	0,00%
> 10 times	8,33%

How often have you used human rights education in your youth work since your participation in the training, approximately?

5.10. Responses to question 10

|	Presentations or similar formats (<1 hour)	Workshops or similar formats (<4 hours)	Training days or similar formats (<1 day)	Training courses or similar formats (>1 day)
Q10. Which formats do you use to address which age-groups through your youth work on human rights education? (Multiple answers possible)				
Age group <6 years	50,00%	41,67%	8,33%	0,00%
Age group 6-10 years	46,15%	53,85%	0,00%	0,00%
Age group 11-15 years	31,82%	54,55%	9,09%	4,55%
Age group 16-20 years	21,21%	51,52%	21,21%	6,06%
Age group 21-25 years	24,14%	37,93%	24,14%	13,79%
Age group 26-30 years	19,23%	46,15%	23,08%	11,54%
Age group >30 years	33,33%	37,04%	18,52%	11,11%

Which formats do you use to address which age-groups through your youth work on human rights education? (Multiple answers possible)

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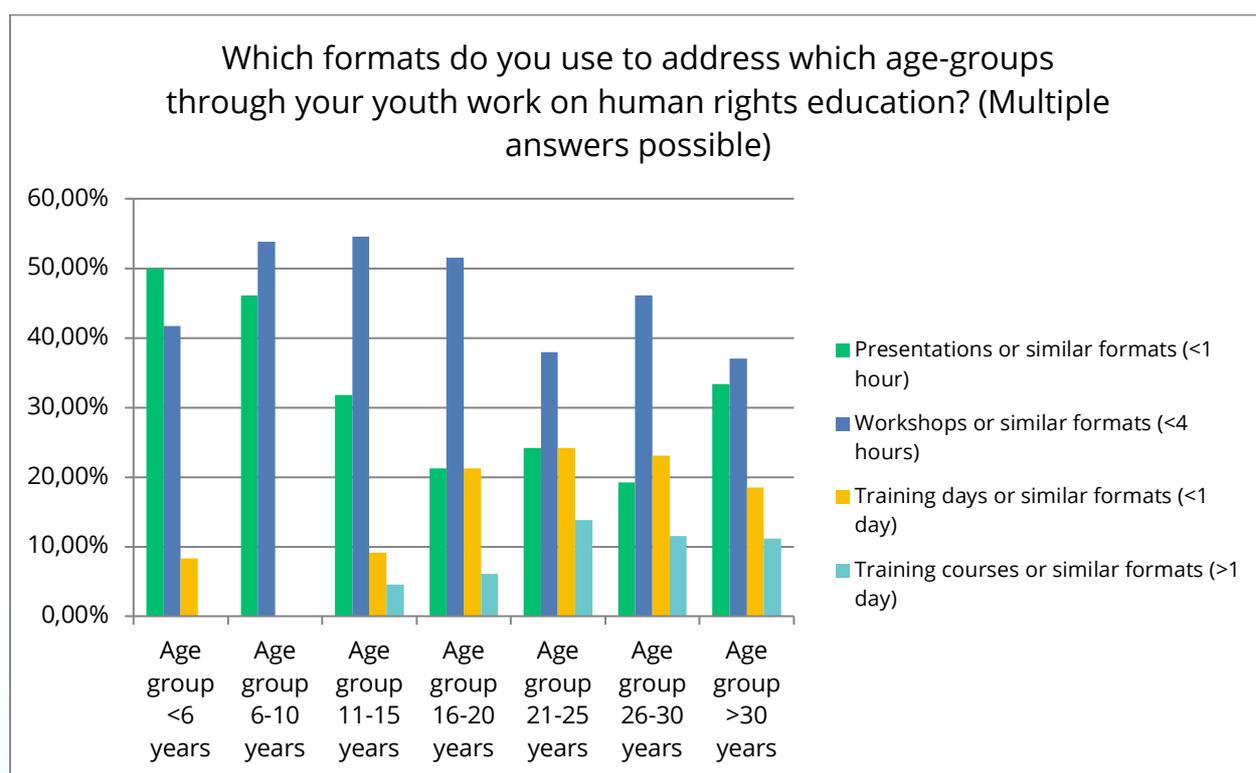
5.11. Responses to question 11

Q11. How do you typically address these aspects of human rights education in your youth work?					
	Typically directly and extensively	Typically directly but rather briefly	Typically indirectly yet extensively	Typically indirectly and briefly	Typically not directly or indirectly
I address intellectual aspects of human rights education, such as concepts and research.	14,71%	17,65%	14,71%	35,29%	17,65%
I address educational aspects of human rights education, such as methods and challenges.	17,65%	17,65%	35,29%	14,71%	14,71%
I address societal aspects of human rights education, such as inclusion and impact.	38,24%	35,29%	17,65%	5,88%	2,94%
I address juridical aspects of human rights education, such as conventions and rights.	8,82%	38,24%	11,76%	20,59%	20,59%
I address political aspects of human rights education, such as discourses and tensions.	12,12%	21,21%	27,27%	18,18%	21,21%
I address programmatic aspects of human rights education, such as funding and support.	6,06%	12,12%	15,15%	12,12%	54,55%
I address digital aspects of human rights education, such as tools and apps.	9,09%	21,21%	21,21%	18,18%	30,30%

How do you typically address these aspects of human rights education in your youth work?

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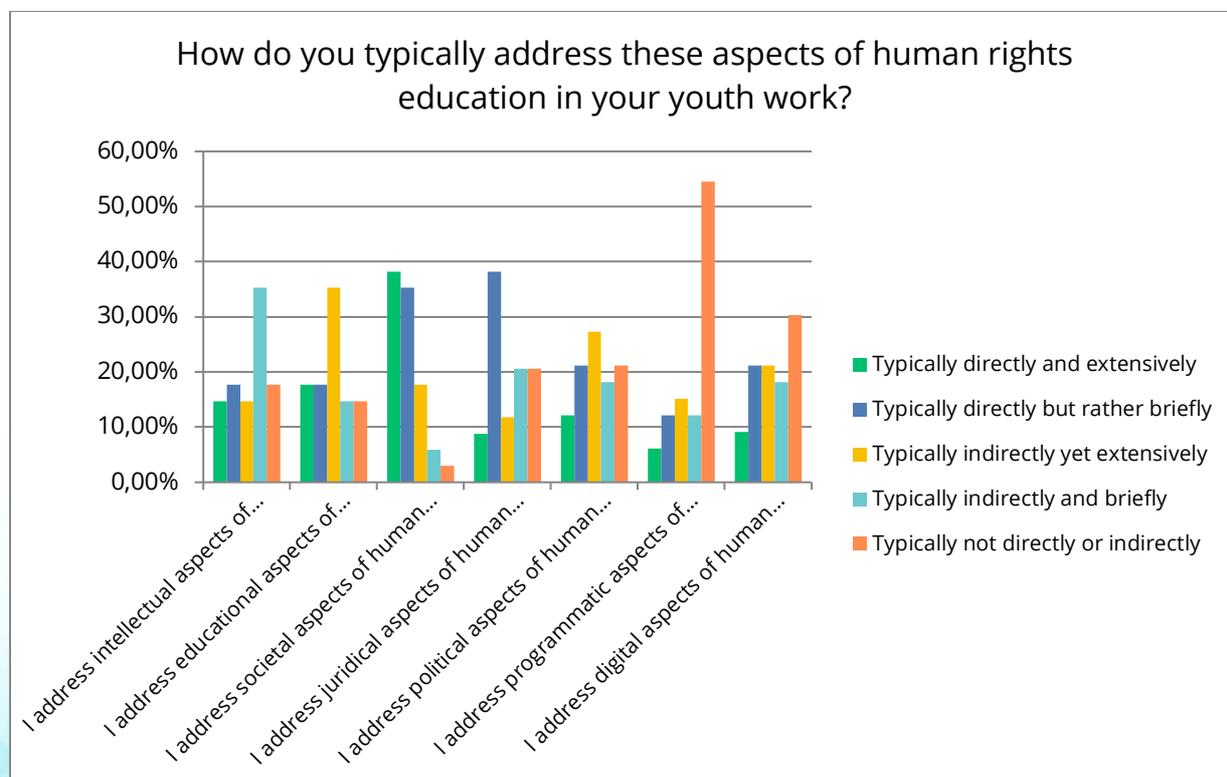
5.12. Responses to question 12

Q12. In which area(s) do you feel most and least secure about integrating human rights education in your own work? Remember: we cannot trace these answers to any one individual, so feel free to respond honestly:					
	Very secure	Mostly secure	Somewhat secure	Mostly insecure	Very insecure
Knowledge on human rights education.	11,76%	41,18%	41,18%	5,88%	0,00%
Skills on human rights education.	8,82%	44,12%	35,29%	11,76%	0,00%
Attitudes on human rights education.	29,41%	38,24%	23,53%	5,88%	2,94%
Values on human rights education.	38,24%	41,18%	14,71%	2,94%	2,94%

In which area(s) do you feel most and least secure about integrating human rights education in your own work?
Remember: we cannot trace these answers to any one individual,
so feel free to respond honestly:

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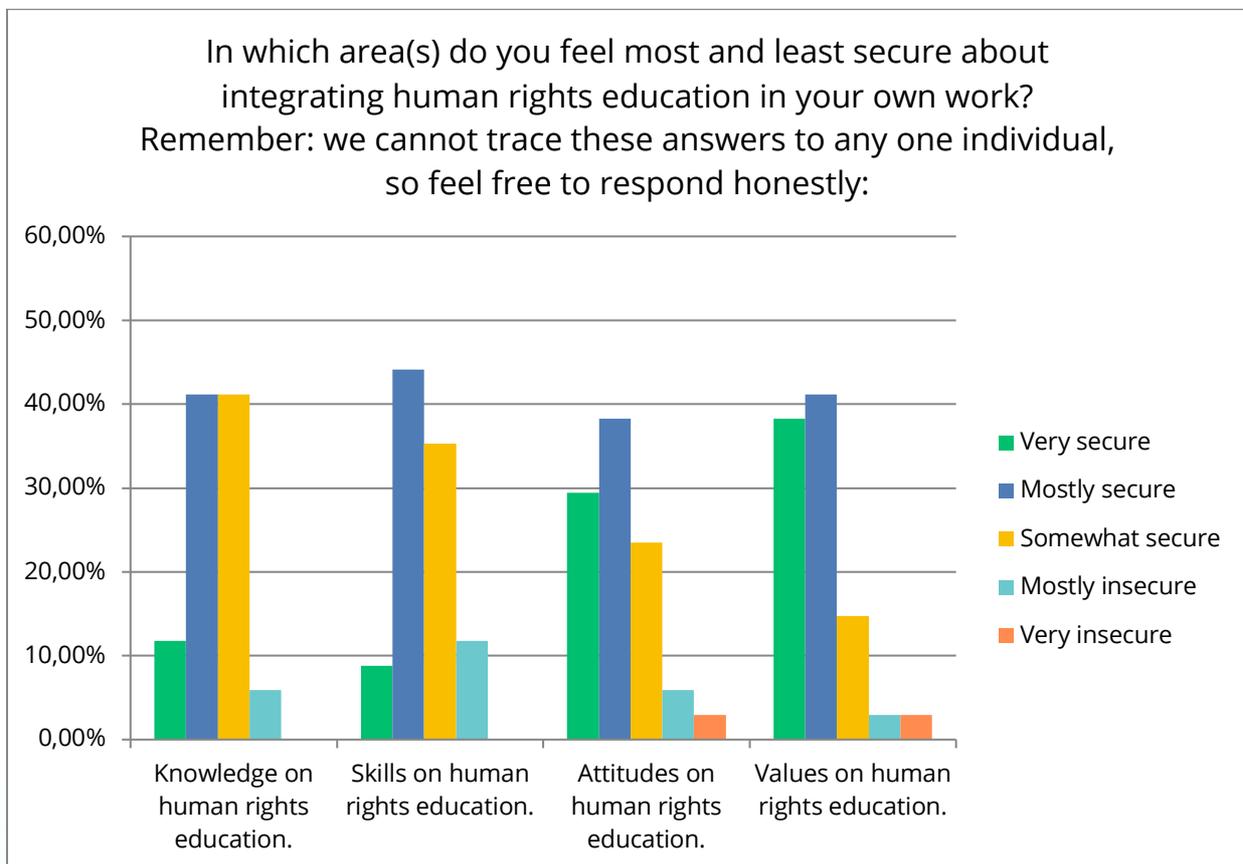
5.13. Responses to question 13

Q13. And in which of these same area(s) do participants of youth work activities in your context typically feel most and least secure, in your opinion?					
	Very secure	Mostly secure	Somewhat secure	Mostly insecure	Very insecure
Knowledge on human rights education.	5,88%	17,65%	44,12%	26,47%	5,88%
Skills on human rights education.	2,94%	14,71%	38,24%	35,29%	8,82%
Attitudes on human rights education.	2,94%	35,29%	44,12%	14,71%	2,94%
Values on human rights education.	2,94%	32,35%	44,12%	14,71%	5,88%

And in which of these same area(s) do participants of youth work activities in your context typically feel most and least secure, in your opinion?

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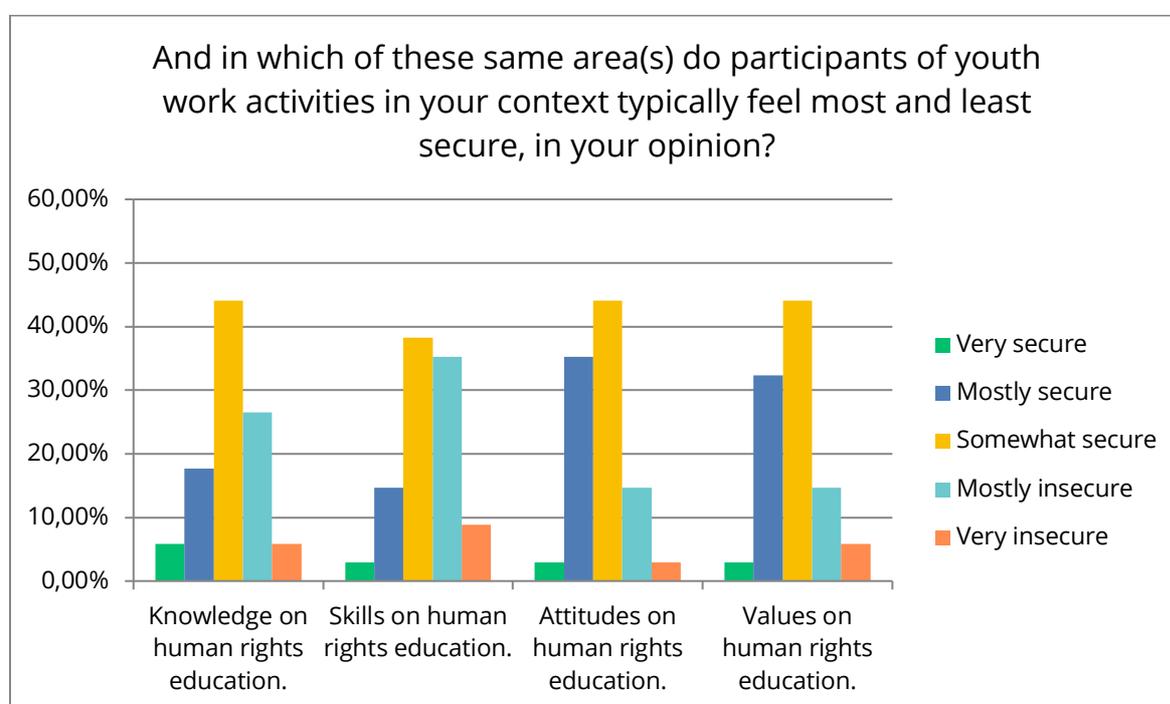
5.14. Responses to question 14

Q14. Which three features/aspects of the training helped you most to strengthen your youth work on human rights education? (They don't have to be in order of importance: we will not defer any meaning from their sequence.)

This was an open-ended question. The answers are presented in their original wording, with spelling mistakes corrected and translations by the authors:

- Conceptual features/aspects
  - different ways on how to work with youth so they can hear you
  - good theory about human rights
  - human values and areas linked to human being
  - background information about HRE
  - psychological aspects of communication and perception
  - political aspect
  - new information about human rights
  - social aspects
  - history of human rights
  - tensions inherent in human rights and human dignity
  - being able to position my own work in the field of HRE
  - discussions with participants on conceptual issues
  - clear concept of human rights education
  - new perspectives
  - conceptual discussions on human rights, their origins and dilemmas
- Methodological features/aspects
  - networking (mentioned five times)
  - exchange with other participants (mentioned five times)
  - being able to try out methods directly (mentioned three times)
  - atmosphere (mentioned twice)
  - good methods (mentioned twice)
  - instructor (mentioned twice)
  - interactive methods (mentioned twice)
  - non-formal methods of learning
  - new methods to work on HRE
  - useful methods
  - hands-on learning
  - interaction with the group and trainers
  - methodology in the activities of human rights education
  - meeting new people
  - educational materials
  - methods for working with young people on human rights
  - digital tools and videos
  - intensive discussions in small groups
  - silent discussions
  - guided city tour and quiz

5.15. Responses to question 15

> **Q15. Which features/aspects – if any – did you miss during the training?**

This was an open-ended question. The answers are presented in their original wording, with spelling mistakes corrected and translations by the authors:

- critical discussion of human rights in theory and practice (mentioned three times)
- foundational knowledge on human rights (mentioned three times)
- support for continuing local activities
- not enough of the juridical/legal/political aspects of human rights
- digital and programmatical content
- digital learning
- legal acts and human rights in them
- critical perspective on human rights through a post-colonial theoretical lens
- substantive knowledge on juridical and societal dimensions of human rights
- an additional day to be able to cover the breadth and depth of the topic
- methods more specifically focused on and tailored for human rights education
- more interactive methods, it was too intellectual and brain-focused

5.16. Responses to question 16

> **Q16. Which kind/type of support – if any – did you miss after the training?**

This was an open-ended question. The answers are presented in their original wording, with spelling mistakes corrected and translations by the authors:

- methodology ready-to-use in my own language
- more frequent communication: time between mails was relatively long
- practical approaches to addressing human rights education with clients

5.17. Responses to question 17

> **Q17. Which three features/aspects should a future training have to help you further improve your work on human rights education? (Again, no order of importance intended.)**

This was an open-ended question. The answers are presented in their original wording, with spelling mistakes corrected and translations by the authors:

- Conceptual features/aspects
  - quality content (mentioned twice)
  - juridical knowledge (mentioned twice)
  - more pure information to improve my knowledge
  - more sources to gain more information afterwards
  - different areas of human rights education
  - psychological aspects of receiving information
  - knowledge
  - information that brings all participants to an equal level
  - perspectives on digital aspects of HRE
  - tension between human rights in theory (law) and practice (values)
  - discourses on definitions and understandings of human rights

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- Methodological features/aspects
  - new methods
  - concrete actions and work with youth
  - methodology of nonformal learning
  - networking before and after
  - nice atmosphere
  - interactive methods
  - bodily methods to better feel and sense human rights education
  - working atmosphere
  - good people
  - possibility to try methods on ourselves
  - participants with pre-knowledge
  - playful approach
  - methodological exchange with participants
  - extensive methodological exchange
  - methods for open youth work and street youth work
  - methodological variety and diversity
  - project planning for human rights education with young people
  - clear connection to the realities of participants
  - critical self-reflections about human rights education practice
  - enable participants to make connections between theory and practice

5.18. Responses to question 18

Q18. If you have any other comments, there is space for them here:

This was an open-ended question. The answers are presented in their original wording, with spelling mistakes corrected:

- I feel like the course concentrated mostly on how we feel about human rights and what we (personally) know about human rights. For me personally, it was more like a chat between strangers and friends, not a course, unfortunately.

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6. EUROPEAN TRAINING OF TRAINERS ON HUMAN RIGHTS EDUCATION

6.1. Responses to question 1

Q1. How long have you worked on human rights education, approximately?	
Answer Choices	Responses
< 1 year	0,00%
1-2 years	18,18%
3-4 years	18,18%
5-6 years	36,36%
7-8 years	9,09%
9-10 years	9,09%
> 10 years	9,09%

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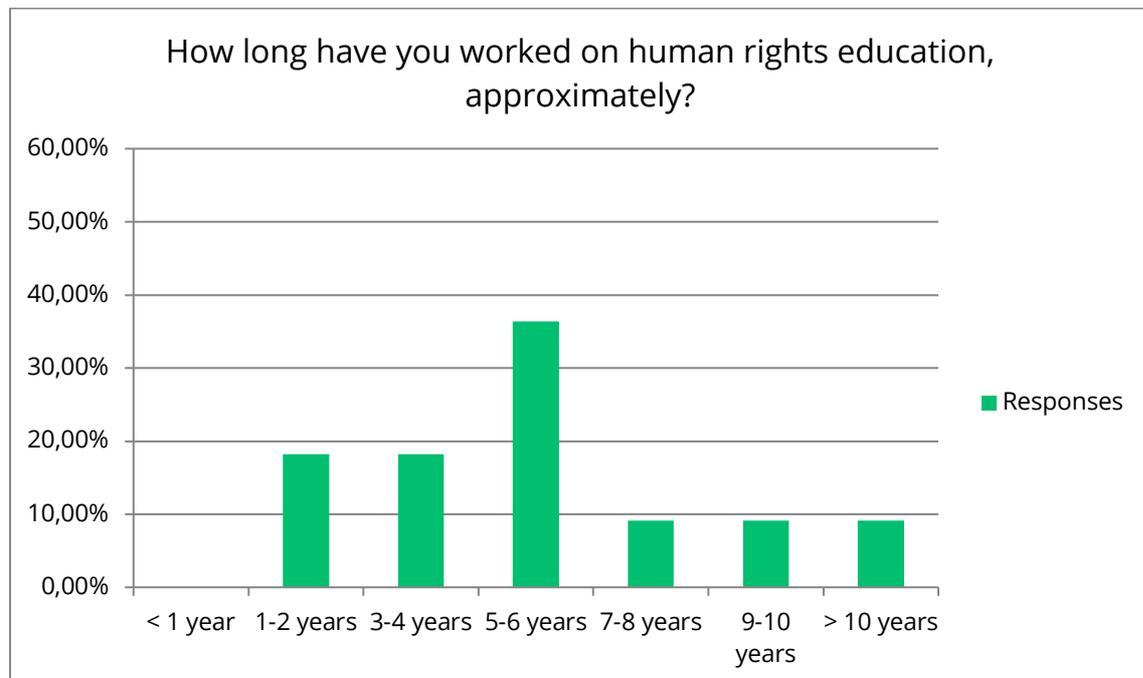
6.2. Responses to question 2

Q2. Which of the following best captures your professional network on human rights education? (Choose as many as apply)	
Answer Choices	Responses
I work mostly on my own on human rights education.	27,27%
I am part of a relatively loosely knit network on human rights education.	36,36%
I am part of a relatively closely knit network on human rights education.	9,09%
I am part of an organisation that focused on human rights education.	54,55%

Which of the following best captures your professional network on human rights education? (Choose as many as apply)

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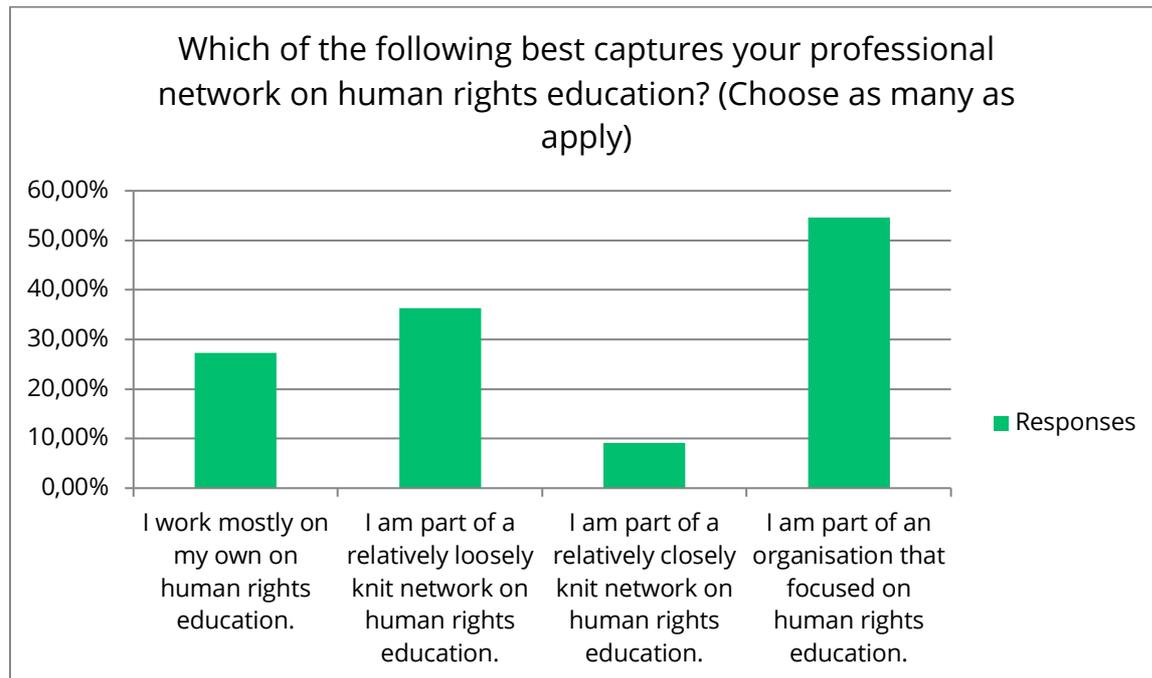
6.3. Responses to question 3

Q3. On which levels do you mostly engage in human rights education? (Choose as many as apply)	
Answer Choices	Responses
At local level	63,64%
At regional level	72,73%
At national level	81,82%
At European level	27,27%
At global level	9,09%

On which levels do you mostly engage in human rights education? (Choose as many as apply)

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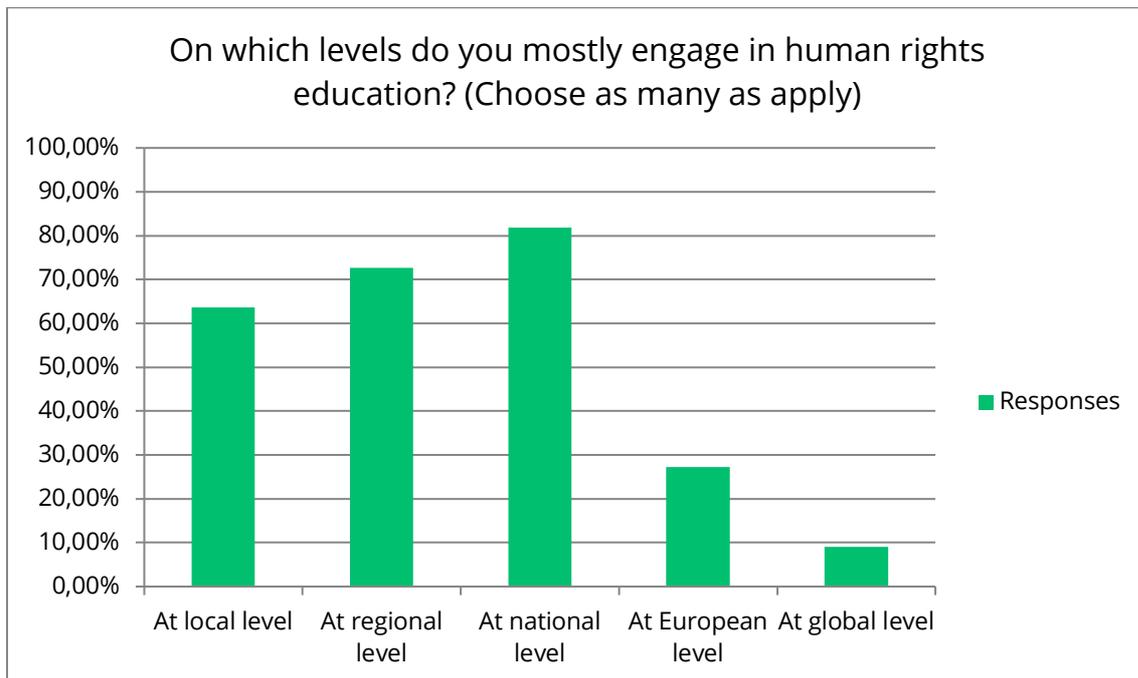
6.4. Responses to question 4

Q4. What priority has human rights education in your work as a trainer?	
Answer Choices	Responses
Human rights education is the most important priority in my work as a trainer.	45,45%
Human rights education is a top priority in my work as a trainer, but not the most important.	27,27%
Human rights education is one of several priorities in my work as a trainer.	18,18%
Human rights education is not (yet) a priority in my work as a trainer.	9,09%

What priority has human rights education in your work as a trainer?

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6.5. Responses to question 5

Q5. How have you learned what you know about human rights education?				
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I have learned about human rights education through formal learning (at universities, for example).	9,09%	36,36%	18,18%	36,36%
I have learned about human rights education through nonformal learning (in trainings, for example).	100,00%	0,00%	0,00%	0,00%
I have learned about human rights education through informal learning (through projects, for example).	72,73%	18,18%	9,09%	0,00%

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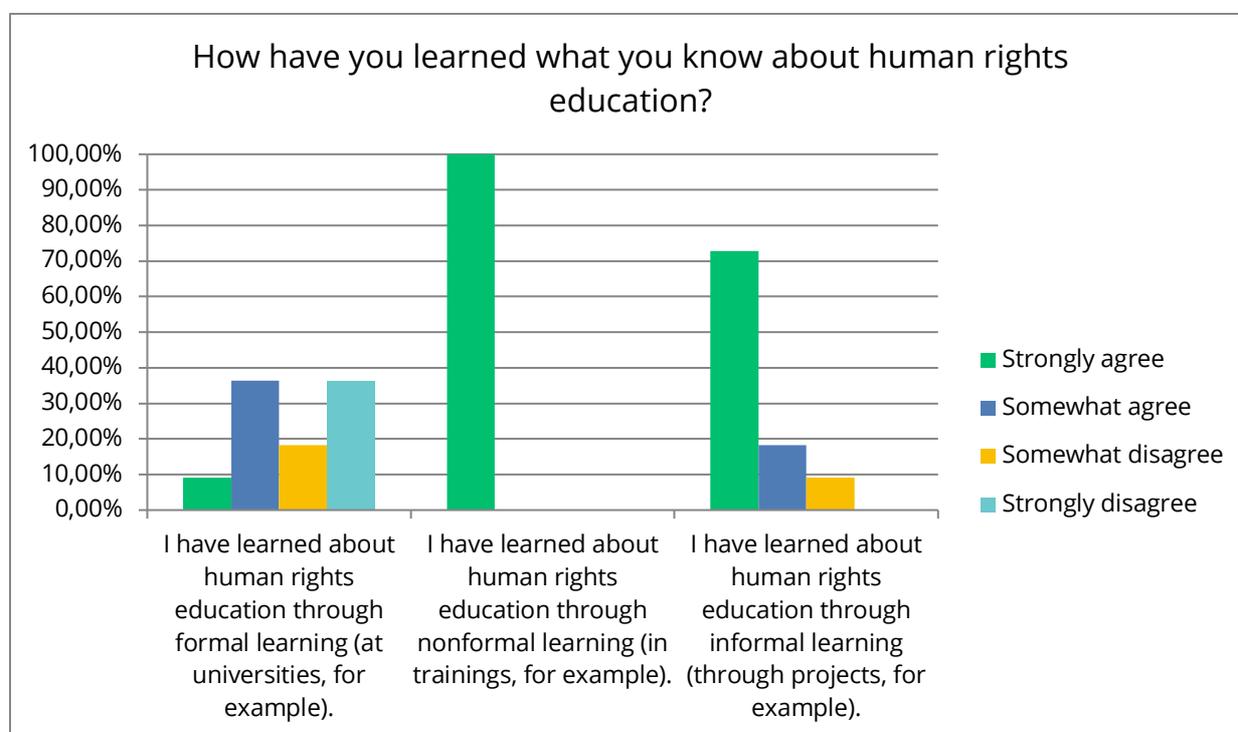
6.6. Responses to question 6

Q6. What did you expect to gain from participating in this training for trainers – and how much have the two seminars covered your expectations in the end?			
	For me, the seminars focused too much on this aspect	For me, the seminars focused sufficiently on this aspect	For me, the seminars focused too little on this aspect
I wanted to explore and strengthen my knowledge on human rights education.	0,00%	81,82%	18,18%
I wanted to explore and strengthen my skills on human rights education.	0,00%	81,82%	18,18%
I wanted to to explore and consider my attitudes on human rights education.	9,09%	72,73%	18,18%
I wanted to explore and consider my values on human rights education.	9,09%	81,82%	9,09%

What did you expect to gain from participating in this training for trainers – and how much have the two seminars covered your expectations in the end?

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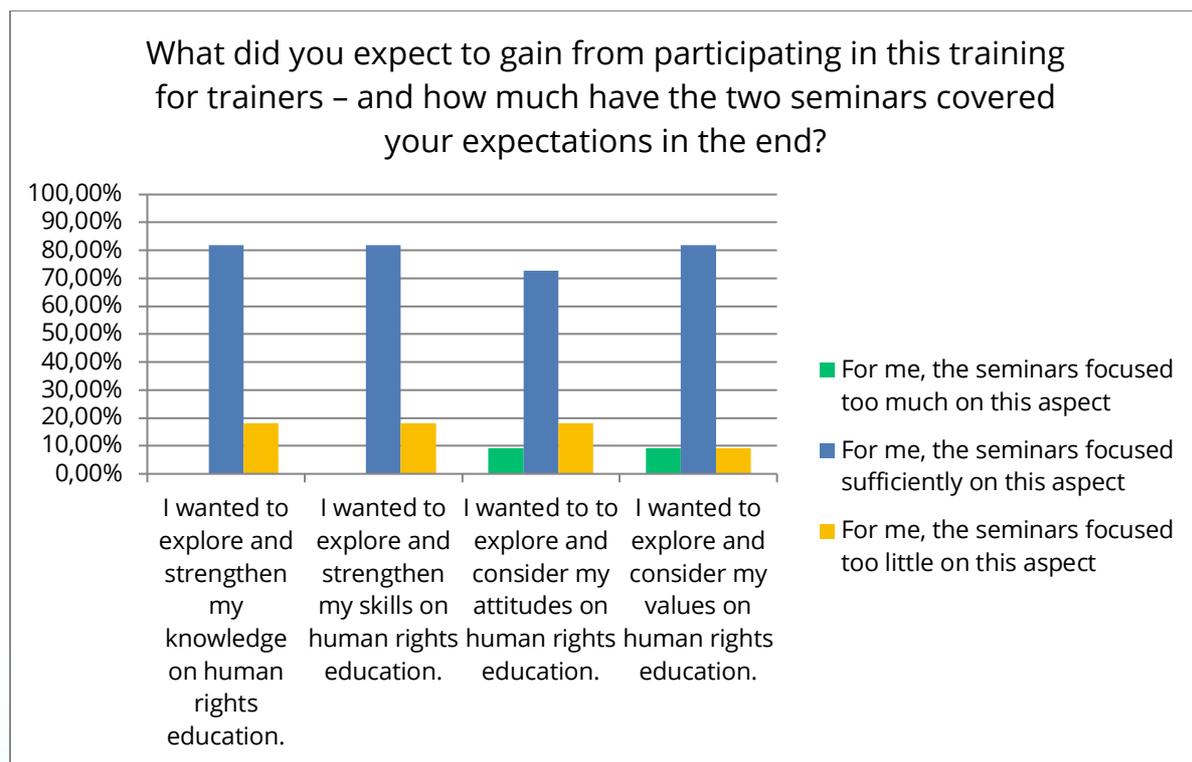
6.7. Responses to question 7

| Q7. In which areas and aspects of human rights education did you hope to improve – and how much have the two seminars helped?			
	For me, the seminars focused too much on this aspect	For me, the seminars focused sufficiently on this aspect	For me, the seminars focused too little on this aspect
I wanted to know more about intellectual aspects of human rights education, such as concepts and research.	0,00%	54,55%	45,45%
I wanted to know more about educational aspects of human rights education, such as methods and challenges.	0,00%	81,82%	18,18%
I wanted to know more about societal aspects of human rights education, such as inclusion and impact.	9,09%	27,27%	63,64%
I wanted to know more about juridical aspects of human rights education, such as conventions and rights.	20,00%	40,00%	40,00%
I wanted to know more about political aspects of human rights education, such as discourses and tensions.	10,00%	30,00%	60,00%
I wanted to know more about programmatic aspects of human rights education, such as funding and support.	10,00%	40,00%	50,00%
I wanted to know more about digital aspects of human rights education, such as tools and apps.	10,00%	20,00%	70,00%

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In which areas and aspects of human rights education did you hope to improve – and how much have the two seminars helped?

Legend:
- For me, the seminars focused too much on this aspect
- For me, the seminars focused sufficiently on this aspect
- For me, the seminars focused too little on this aspect

X-axis categories:
- I wanted to know more about intellectual aspects of...
- I wanted to know more about educational aspects...
- I wanted to know more about societal aspects of...
- I wanted to know more about juridical aspects of...
- I wanted to know more about political aspects of...
- I wanted to know more about programmatic...
- I wanted to know more about digital aspects of...

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6.8. Responses to question 8

Q8. In which area(s) do you feel most and least secure in your work as a trainer on human rights education? Remember: we cannot trace these answers to any one individual, so feel free to respond honestly:					
	Very secure	Mostly secure	Somewhat secure	Mostly insecure	Very insecure
Knowledge on human rights education.	9,09%	36,36%	45,45%	9,09%	0,00%
Skills on human rights education.	18,18%	45,45%	36,36%	0,00%	0,00%
Attitudes on human rights education.	27,27%	36,36%	27,27%	9,09%	0,00%
Values on human rights education.	27,27%	36,36%	36,36%	0,00%	0,00%

In which area(s) do you feel most and least secure in your work as a trainer on human rights education? Remember: we cannot trace these answers to any one individual, so feel free to respond honestly:

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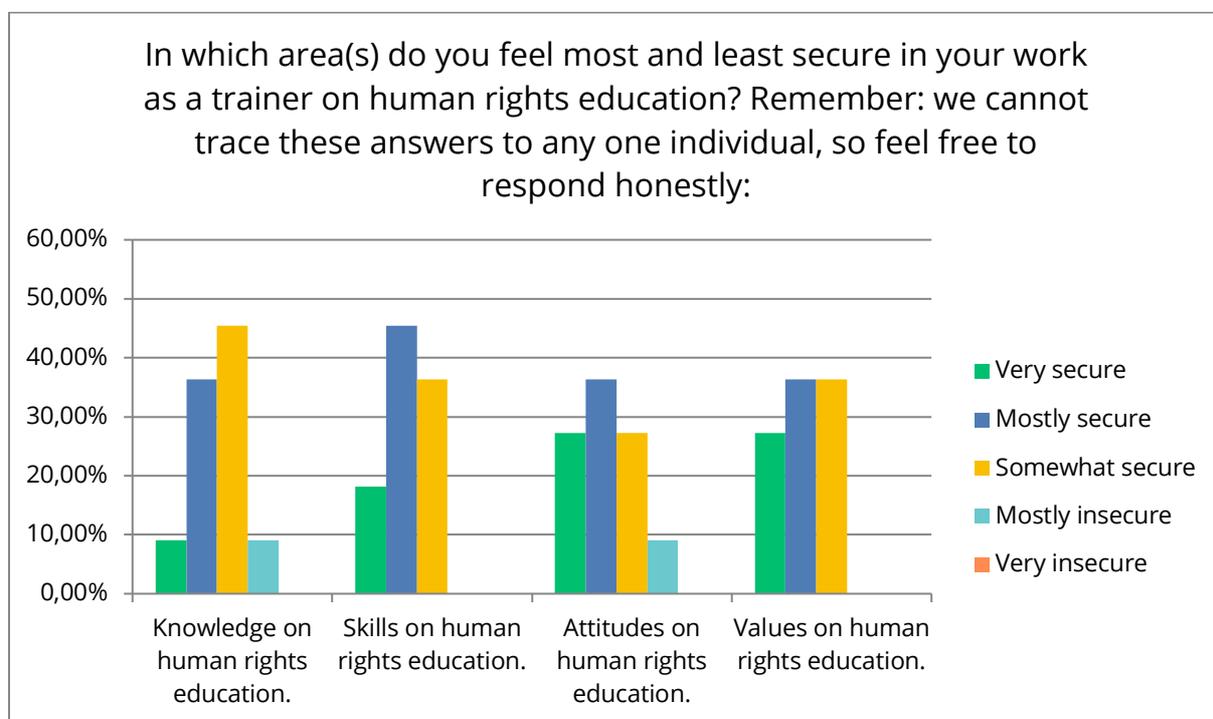
5.9. Responses to question 9

Q9. In which of these same area(s) have the two seminars changed your level of security?				
	The two seminars helped very much	The two seminars helped somewhat	The two seminars helped a little	The two seminars did not help at all
Knowledge on human rights education.	36,36%	54,55%	9,09%	0,00%
Skills on human rights educa-tion.	36,36%	54,55%	9,09%	0,00%
Attitudes on hu-man rights edu-cation.	54,55%	36,36%	0,00%	9,09%
Values on hu-man rights edu-cation.	54,55%	36,36%	0,00%	9,09%

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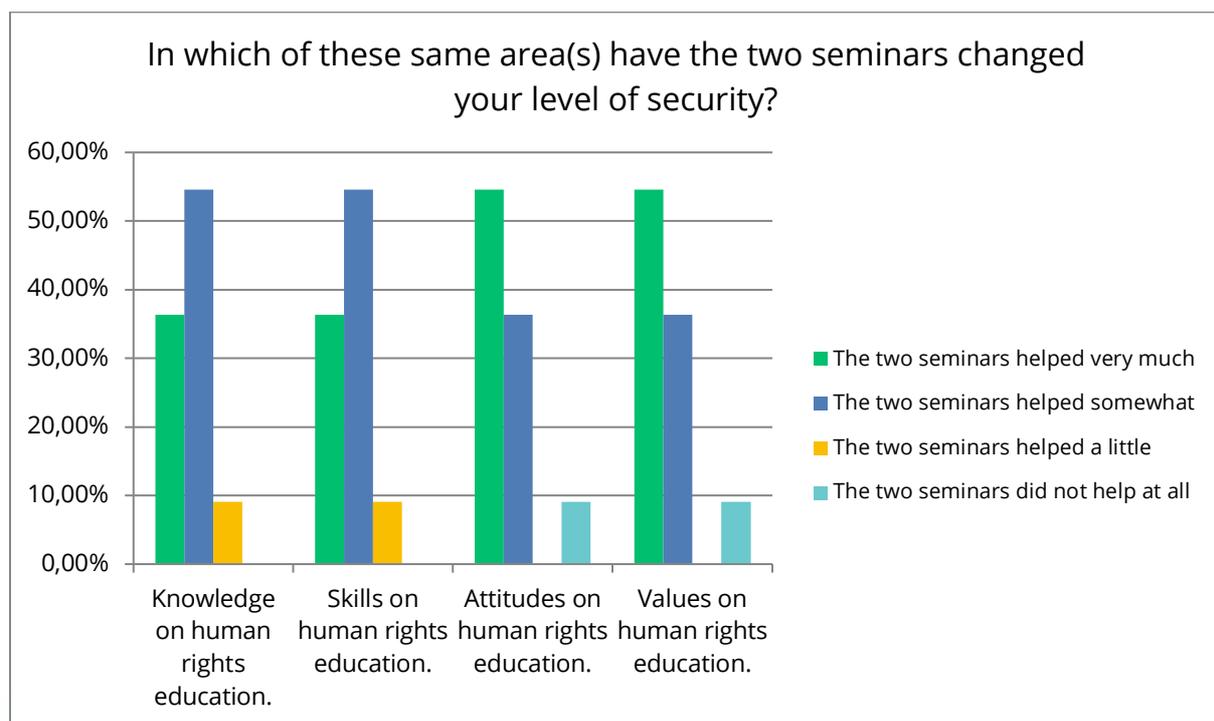
6.10. Responses to question 10

Q10. And, our final question in this section: How would you assess your level of security in relation to the seven thematic aspects after the two seminars?					
	Very secure	Mostly secure	Somewhat secure	Mostly insecure	Very insecure
Intellectual aspects of human rights education, such as concepts and research.	9,09%	18,18%	45,45%	27,27%	0,00%
Educational aspects of human rights education, such as methods and challenges.	9,09%	54,55%	36,36%	0,00%	0,00%
Societal aspects of human rights education, such as inclusion and impact.	9,09%	27,27%	45,45%	18,18%	0,00%
Juridical aspects of human rights education, such as conventions and rights.	9,09%	9,09%	36,36%	45,45%	0,00%
Political aspects of human rights education, such as discourses and tensions.	0,00%	18,18%	54,55%	27,27%	0,00%
Programmatic aspects of human rights education, such as funding and support.	0,00%	18,18%	45,45%	18,18%	18,18%
Digital aspects of human rights education, such as tools and apps.	0,00%	9,09%	27,27%	45,45%	18,18%

And, our final question in this section: How would you assess your level of security in relation to the seven thematic aspects after the two seminars?
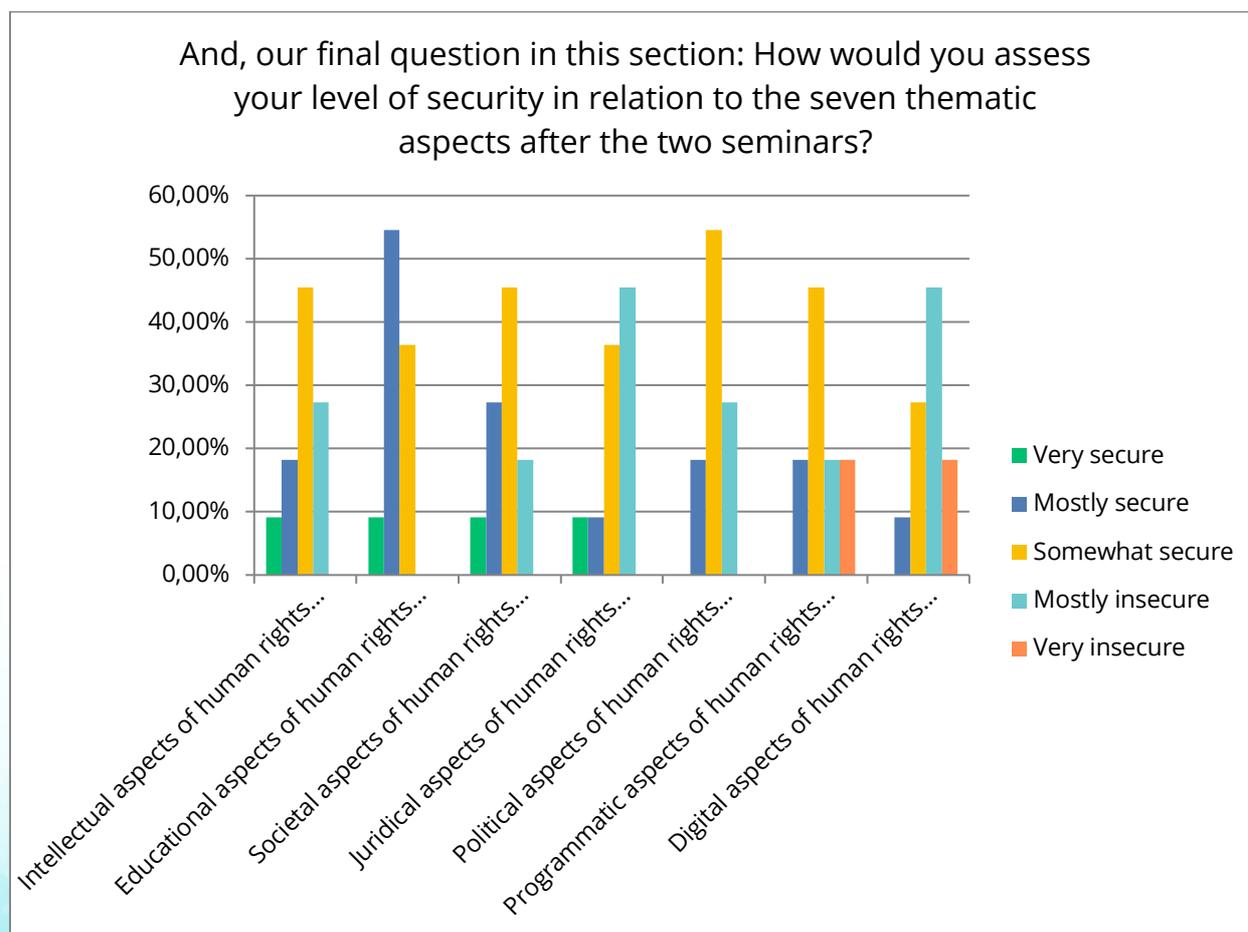
6.11. Responses to question 11

> Q11. Which three features/aspects of the two seminars helped you most to improve as a trainer on human rights education? (They don't have to be in order of importance: we will not defer any meaning from their sequence.)

This was an open-ended question. The answers are presented in their original wording, with spelling mistakes corrected and translations by the authors:

- Conceptual features/aspects
    - inputs
    - understanding the values behind HRE
    - controversy and advocacy
    - to be able to hear opposite opinions and respond appropriately
    - controversial discussion
    - context and background of HRE
    - reflecting on the values of human rights
- Methodological features/aspects
    - methods that were used (mentioned twice)
    - networking (mentioned twice)
    - taking time to dive into HRE
    - setting up a national training course with a team
    - reflection on my practice and competences
    - practicing methods within and with the group
    - reflection group talks
    - discussions with others
    - collaboration
    - learning from European dimension
    - simulation
    - patience
    - discussions with others, seeing their struggles
    - realising that each country has different issues
    - exchange with others
    - group interactions
    - collaboration
    - variety of different tools and approaches
    - debriefing each activity
    - informal talks with others

6.12. Responses to question 12

Q12. Which three features/aspects should a new edition of the Training for Trainers on human rights education contain? (Again, no order of importance intended.)

This was an open-ended question. The answers are presented in their original wording, with spelling mistakes corrected and translations by the authors:

- Conceptual features/aspects
    - more controversial discussion
    - more concepts of HRE (i.e. global learning)
    - better balance of theory and practice
    - link to politics and media
    - funding opportunities
    - other not so common thematic aspects of human rights
    - discussions on the political dimension
    - talking about concrete cases of human rights violation
    - integrate studies and research
    - more global and political aspects, such as current tensions
    - criticism of human rights
    - wider perspective, not only European
    - reflection and discussion on one's own values and attitudes
    - more input on human rights
- Methodological features/aspects
    - more coherent group of trainers with regards to their experience
    - skills to cope with evolutions in society
    - more skill/methods based
    - co-creation
    - the national TC
    - concrete ways/tools how to address the issue of xenophobia, racism and homophobia
    - methods lab
    - more collaborative projects with other participants
    - longer final seminar or even a training and not just a meeting
    - reflection groups
    - advocacy skills
    - debating skills
    - concrete perspectives after the second ToT
    - better trainers team composition

6.13. Responses to question 13

Q13. Which kind/type of support – if any – would help you after the two seminars in your work as a trainer on human rights education?

This was an open-ended question. The answers are presented in their original wording, with spelling mistakes corrected:

- opportunities to work as a trainer on human rights education (mentioned twice)
- more trainings on specific human rights topics
- future possibilities for networking
- learning about funding options
- stay connected, get info on calls and opportunities
- spreading calls, setting a community of practice where we can support each other
- supervisions
- a network with dedicated staff who constantly create training and funding opportunity for HRE

6.14. Responses to question 14

Q14. If you have any other comments, there is space for them here:

This was an open-ended question. The answers are presented in their original wording, with spelling mistakes corrected:

- less time in between seminars
- adding a day to both trainings so there is more space for self-directed and informal learning
- meeting the responsible coordinator of the NA previously to discuss the course concept
- clearer information on the training of trainers and the expectations towards participants

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ANNEX A: SURVEY QUESTIONS

Introduction

In the overall context of the "Youth for Human Rights!" project, there are several research strands embedded to help generate and share knowledge. For each national training course, we will conduct surveys before and after the seminar to help improve the curriculum and project.

Our main research questions are very straightforward:
- **What are the learning needs of youth workers and youth trainers wishing to train for human rights education?**
- **In which ways can training activities best respond to these learning needs?**
- **What kind of support would youth workers and youth trainers need in their human rights education work after a training activity?**

The surveys are fully anonymous: we do not ask for and do not need your name, and we do not ask for your place of work or place of residence either.

We use SurveyMonkey for the technology underpinning this survey. We do not collect your IP address with your survey responses – thanks to the lovely General Data Protection Regulation (GDPR) this can now be turned off. If you wish to mask your IP address nonetheless, we recommend to use TOR:

https://www.torproject.org/projects/torbrowser.html.en.

Ready? Let's go.

We only have a few questions about you

Let's start with a few questions about you and your work on human rights education:

* 1. How long have you worked on human rights education, approximately?

○ < 1 year   ○ 7-8 years

○ 1-2 years   ○ 9-10 years

○ 3-4 years   ○ > 10 years

○ 5-6 years

If you wish to specify, you can do so here:

[   ]

* 2. Which of the following best captures your professional network on human rights education? (Choose as many as apply)

☐ I work mostly on my own on human rights education.   ☐ I am part of a relatively closely knit network on human rights education.

☐ I am part of a relatively loosely knit network on human rights education.   ☐ I am part of a relatively closely knit network on human rights education.

If you wish to specify, you can do so here:

[   ]

* 3. On which levels do you mostly engage in human rights education? (Choose as many as apply)

☐ At local level   ☐ At European level

☐ At regional level   ☐ At global level

☐ At national level

If you wish to specify, you can do so here:

[   ]

* 4. What priority has human rights education in your youth work at the moment?

○ Human rights education is the most important priority in my youth work.   ○ Human rights education is one of several priorities in my youth work.

○ Human rights education is a top priority in my youth work, but not the most important.   ○ Human rights education is not (yet) a priority in my youth work.

If you wish to specify, you can do so here:

[   ]

* 5. How have you learned what you know about human rights education?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I have learned about human rights education through **formal** learning (at universities, for example).	◯	◯	◯	◯
I have learned about human rights education through **nonformal** learning (in trainings, for example).	◯	◯	◯	◯
I have learned about human rights education through **informal** learning (through projects, for example).	◯	◯	◯	◯

If you wish to specify, you can do so here:

And a few questions about your expectations

Let's now turn to what you hope to get out of this training course on human rights education:

* 6. What do you expect to gain from participating in this training on human rights education?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I would like to explore and strengthen my **knowledge** on human rights education.	◯	◯	◯	◯
I would like to explore and strengthen my **skills** on human rights education.	◯	◯	◯	◯
I would like to explore and consider my **attitudes** on human rights education.	◯	◯	◯	◯
I would like to explore and consider my **values** on human rights education.	◯	◯	◯	◯

If you wish to specify, you can do so here:

* 7. In which areas and aspects of human rights education do you hope to improve?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I would like to know more about **intellectual aspects** of human rights education, such as concepts and research.	○	○	○	○
I would like to know more about **educational aspects** of human rights education, such as methods and challenges.	○	○	○	○
I would like to know more about **societal aspects** of human rights education, such as inclusion and impact.	○	○	○	○
I would like to know more about **juridical aspects** of human rights education, such as conventions and rights.	○	○	○	○
I would like to know more about **political aspects** of human rights education, such as discourses and tensions.	○	○	○	○
I would like to know more about **programmatic aspects** of human rights education, such as funding and support.	○	○	○	○
I would like to know more about **digital aspects** of human rights education, such as tools and apps.	○	○	○	○

If you wish to specify, you can do so here:

8. Do you have any other expectations?

Thank you very much for your time!

Press **done** below, and have an exciting course!

1. Hello again!

Welcome (back)!
You might remember us: we conducted a quick survey before your national training on human rights education in youth work. This survey, after your national trainings have taken place, is the second – and last! – time you will hear from us.

A quick recap: these surveys are part of one of several research strands in the overall context of the "Youth for Human Rights!" project.

Our main research questions are very straightforward:
- **What are the learning needs of youth workers and youth trainers wishing to train for human rights education?**
- **In which ways can training activities best respond to these learning needs?**
- **What kind of support would youth workers and youth trainers need in their human rights education work after a training activity?**

The surveys remain fully anonymous: we do not ask for and do not need your name, and we do not ask for your place of work or your country of residence either (because it would become very easy to identify you through that).

Because of this level of anonymity, we are asking some questions that might seem awkward at first sight.

We ask you, for example, how long ago your training has approximately been. We think it might make a difference for our understanding of your responses (we will only know once we analyse the data). Since several courses have taken place every month, your answer does not give anything away about you – you can nonetheless choose not to reveal that information.

We are also repeating some questions about you in relation to human rights education. This is not because we have forgotten that we have asked these before, but because we *purposefully* do not want to connect the individual answers of the first survey with the individual answers of the second survey.

In other words: we do not wish to trace persons and their responses over time, but need some context about you as a human righs educator for each of the surveys.

We again use SurveyMonkey for the technology underpinning this survey. We do not collect your IP address with your survey responses – thanks to the lovely General Data Protection Regulation (GDPR) this can now be turned off. If you wish to mask your IP address nonetheless, we recommend to use TOR:

https://www.torproject.org/projects/torbrowser.html.en.

Ready? Let's go.

2. A few contextual questions about you as a human rights educator

Let's start with just a few questions about you and your work on human rights education (which we ask again because we do not trace you or any other individual across the surveys – anonymity is key, but so is context):

* 1. How long have you worked on human rights education, approximately?

- ◯ < 1 year
- ◯ 1-2 years
- ◯ 3-4 years
- ◯ 5-6 years
- ◯ 7-8 years
- ◯ 9-10 years
- ◯ > 10 years

If you wish to specify, you can do so here:

[   ]

* 2. Which of the following best captures your professional network on human rights education? (Choose as many as apply)

- ☐ I work mostly on my own on human rights education.
- ☐ I am part of a relatively loosely knit network on human rights education.
- ☐ I am part of a relatively closely knit network on human rights education.
- ☐ I am part of an organisation that focused on human rights education.

If you wish to specify, you can do so here:

[   ]

* 3. On which levels do you mostly engage in human rights education? (Choose as many as apply)

- ☐ At local level
- ☐ At regional level
- ☐ At national level
- ☐ At European level
- ☐ At global level

If you wish to specify, you can do so here:

[   ]

* 4. What priority has human rights education in your youth work at the moment?

○ Human rights education is the most important priority in my youth work.

○ Human rights education is one of several priorities in my youth work.

○ Human rights education is a top priority in my youth work, but not the most important.

○ Human rights education is not (yet) a priority in my youth work.

If you wish to specify, you can do so here:

[   ]

* 5. How have you learned what you know about human rights education?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I have learned about human rights education through **formal** learning (at universities, for example).	○	○	○	○
I have learned about human rights education through **nonformal** learning (in trainings, for example).	○	○	○	○
I have learned about human rights education through **informal** learning (through projects, for example).	○	○	○	○

If you wish to specify, you can do so here:

[   ]

3. Now a few questions about your training and how your expectations where met

Let's now turn to your training, what you hoped to get out of your national training on human rights education, and whether the training delivered:

* 6. When did your training take place?

( ) in September 2018   ( ) in December 2018

( ) in October 2018   ( ) in January 2019

( ) in November 2018   ( ) Prefer not to say

* 7. What did you expect to gain from participating in the training – and how much has the training covered your expectations in the end?

	For me, the training focused too much on this aspect	For me, the training focused sufficiently on this aspect	For me, the training focused too little on this aspect
I wanted to explore and strengthen my **knowledge** on human rights education.	( )	( )	( )
I wanted to explore and strengthen my **skills** on human rights education.	( )	( )	( )
I wanted to to explore and consider my **attitudes** on human rights education.	( )	( )	( )
I wanted to explore and consider my **values** on human rights education.	( )	( )	( )

If you wish to specify, you can do so here:

[   ]

* 8. In which areas and aspects of human rights education did you hope to improve – and how much has the training helped?

	For me, the training focused too much on this aspect	For me, the training focused sufficiently on this aspect	For me, the training focused too little on this aspect
I wanted to know more about **intellectual aspects** of human rights education, such as concepts and research.	○	○	○
I wanted to know more about **educational aspects** of human rights education, such as methods and challenges.	○	○	○
I wanted to know more about **societal aspects** of human rights education, such as inclusion and impact.	○	○	○
I wanted to know more about **juridical aspects** of human rights education, such as conventions and rights.	○	○	○
I wanted to know more about **political aspects** of human rights education, such as discourses and tensions.	○	○	○
I wanted to know more about **programmatic aspects** of human rights education, such as funding and support.	○	○	○
I wanted to know more about **digital aspects** of human rights education, such as tools and apps.	○	○	○

If you wish to specify, you can do so here:

[   ]

4. And now let's connect the training and your learning with your youth work practice

Here we would like to know more about how the training helped you in integrating human rights education in your own work:

* 9. How often have you used human rights education in your youth work since your participation in the training, approximately?

◯ I have not yet done so   ◯ 7-8 times

◯ 1-2 times   ◯ 9-10 times

◯ 3-4 times   ◯ > 10 times

◯ 5-6 times

If you wish to specify, you can do so here:

[   ]

* 10. Which formats do you use to address which age-groups through your youth work on human rights education? (Multiple answers possible)

	Presentations or similar formats (<1 hour)	Workshops or similar formats (<4 hours)	Training days or similar formats (<1 day)	Training courses or similar formats (>1 day)
Age group <6 years	☐	☐	☐	☐
Age group 6-10 years	☐	☐	☐	☐
Age group 11-15 years	☐	☐	☐	☐
Age group 16-20 years	☐	☐	☐	☐
Age group 21-25 years	☐	☐	☐	☐
Age group 26-30 years	☐	☐	☐	☐
Age group >30 years	☐	☐	☐	☐

If you wish to specify, you can do so here:

[   ]

* 11. How do you typically address these aspects of human rights education in your youth work?

	Typically directly and extensively	Typically directly but rather briefly	Typically indirectly yet extensively	Typically indirectly and briefly	Typically not directly or indirectly
I address **intellectual aspects** of human rights education, such as concepts and research.	○	○	○	○	○
I address **educational aspects** of human rights education, such as methods and challenges.	○	○	○	○	○
I address **societal aspects** of human rights education, such as inclusion and impact.	○	○	○	○	○
I address **juridical aspects** of human rights education, such as conventions and rights.	○	○	○	○	○
I address **political aspects** of human rights education, such as discourses and tensions.	○	○	○	○	○
I address **programmatic aspects** of human rights education, such as funding and support.	○	○	○	○	○
I address **digital aspects** of human rights education, such as tools and apps.	○	○	○	○	○

If you wish to specify, you can do so here:

[   ]

* 12. In which area(s) do **you** feel most and least secure about integrating human rights education in your own work? Remember: we cannot trace these answers to any one individual, so feel free to respond honestly:

	Very secure	Mostly secure	Somewhat secure	Mostly insecure	Very insecure
Knowledge on human rights education.	○	○	○	○	○
Skills on human rights education.	○	○	○	○	○
Attitudes on human rights education.	○	○	○	○	○
Values on human rights education.	○	○	○	○	○

If you wish to specify, you can do so here:

[   ]

* 13. And in which of these same area(s) do**participants** of youth work activities in your context typically feel most and least secure, in your opinion?

	Very secure	Mostly secure	Somewhat secure	Mostly insecure	Very insecure
Knowledge on human rights education.	○	○	○	○	○
Skills on human rights education.	○	○	○	○	○
Attitudes on human rights education.	○	○	○	○	○
Values on human rights education.	○	○	○	○	○

If you wish to specify, you can do so here:

5. Last but not least: in your own words

To conclude this second and final survey, we have a few open questions. These are all optional, but we are of course happy if you can take the time to respond to (some of) them!

14. Which three features/aspects of the training helped you most to strengthen your youth work on human rights education? (They don't have to be in order of importance: we will not defer any meaning from their sequence.)

First feature/aspect

Second feature/aspect

Third feature/aspect

15. Which features/aspects – if any – did you miss during the training?

16. Which kind/type of support – if any – did you miss after the training?

17. Which three features/aspects should a future training have to help you further improve your work on human rights education? (Again, no order of importance intended.)

First feature/aspect

Second feature/aspect

Third feature/aspect

18. If you have any other comments, there is space for them here:

Thank you very much for your time!

Press **done** below, and enjoy your day with the good feeling of having contributed to the knowledge base on human rights education in youth work in Europe :)

1. Introduction

In the overall context of the "Youth for Human Rights!" project, there are several research strands embedded to help generate and share knowledge. For the *Training of Trainers*, we will conduct surveys before and after both residential seminars to help improve the curriculum.

Our main research questions are very straightforward:
- **What are the learning needs of youth trainers wishing to train for human rights education?**
- **In which ways can training activities best respond to these learning needs?**
- **What kind of support would trainers need in their human rights education work after a training activity?**

The surveys are fully anonymous: we do not ask for and do not need your name, and we do not ask for your country of residence either (because it would become very easy to identify you through that, since there are only four persons from any country at the training).

We use SurveyMonkey for the technology underpinning this survey. We do not collect your IP address with your survey responses – thanks to the lovely General Data Protection Regulation (GDPR) this can now be turned off. If you wish to mask your IP address nonetheless, we recommend to use TOR:

https://www.torproject.org/projects/torbrowser.html.en.

Ready? Let's go.

2. We only have a few questions about you

Let's start with a few questions about you and your work on human rights education:

* 1. How long have you worked on human rights education, approximately?

- ( ) < 1 year
- ( ) 1-2 years
- ( ) 3-4 years
- ( ) 5-6 years
- ( ) 7-8 years
- ( ) 9-10 years
- ( ) > 10 years

If you wish to specify, you can do so here:

[   ]

* 2. Which of the following best captures your professional network on human rights education? (Choose as many as apply)

- [ ] I work mostly on my own on human rights education.
- [ ] I am part of a relatively loosely knit network on human rights education.
- [ ] I am part of a relatively closely knit network on human rights education.
- [ ] I am part of an organisation that focused on human rights education.

If you wish to specify, you can do so here:

[   ]

* 3. On which levels do you mostly engage in human rights education? (Choose as many as apply)

- [ ] At local level
- [ ] At regional level
- [ ] At national level
- [ ] At European level
- [ ] At global level

If you wish to specify, you can do so here:

[   ]

* 4. What priority has human rights education in your work as a trainer?

- ( ) Human rights education is the most important priority in my work as a trainer.
- ( ) Human rights education is a top priority in my work as a trainer, but not the most important.
- ( ) Human rights education is one of several priorities in my work as a trainer.
- ( ) Human rights education is not (yet) a priority in my work as a trainer.

If you wish to specify, you can do so here:

[   ]

* 5. How have you learned what you know about human rights education?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I have learned about human rights education through **formal** learning (at universities, for example).	○	○	○	○
I have learned about human rights education through **nonformal** learning (in trainings, for example).	○	○	○	○
I have learned about human rights education through **informal** learning (through projects, for example).	○	○	○	○

If you wish to specify, you can do so here:

3. And a few questions about your expectations

Let's now turn to what you hope to get out of this training for trainers:

* 6. What do you expect to gain from participating in this training for trainers?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I would like to explore and strengthen my **knowledge** on human rights education.	◯	◯	◯	◯
I would like to explore and strengthen my **skills** on human rights education.	◯	◯	◯	◯
I would like to explore and consider my **attitudes** on human rights education.	◯	◯	◯	◯
I would like to explore and consider my **values** on human rights education.	◯	◯	◯	◯

If you wish to specify, you can do so here:

* 7. In which areas and aspects of human rights education do you hope to improve?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I would like to know more about **intellectual aspects** of human rights education, such as concepts and research.	○	○	○	○
I would like to know more about **educational aspects** of human rights education, such as methods and challenges.	○	○	○	○
I would like to know more about **societal aspects** of human rights education, such as inclusion and impact.	○	○	○	○
I would like to know more about **juridical aspects** of human rights education, such as conventions and rights.	○	○	○	○
I would like to know more about **political aspects** of human rights education, such as discourses and tensions.	○	○	○	○
I would like to know more about **programmatic aspects** of human rights education, such as funding and support.	○	○	○	○
I would like to know more about **digital aspects** of human rights education, such as tools and apps.	○	○	○	○

If you wish to specify, you can do so here:

8. Do you have any other expectations?

Thank you very much for your time!

Press **done** below, and have an exciting week!

1. Hello again!

If we are lucky, you remember our short and sweet survey from before your first TOT seminar :)

If you don't: this survey is part of one of several research strands in the overall context of the "Youth for Human Rights!" project.

Our main research questions are very straightforward:
- **What are the learning needs of youth trainers wishing to train for human rights education?**
- **In which ways can training activities best respond to these learning needs?**
- **What kind of support would trainers need in their human rights education work after a training activity?**

The surveys remain fully anonymous: we do not ask for and do not need your name, and we do not ask for your country of residence either (because it would become very easy to identify you through that, since there are only four persons from any country at the training).

Because of this level of anonymity, we are repeating some questions about you in relation to human rights education. This is not because we have forgotten that we have asked these before, but because we *purposefully* do not want to connect the individual answers of the first survey with the individual answers of the second survey.

In other words: we do not wish to trace persons and their responses over time, but need some context about you as a human righs educator for each of the surveys.

We again use SurveyMonkey for the technology underpinning this survey. We do not collect your IP address with your survey responses – thanks to the lovely General Data Protection Regulation (GDPR) this can now be turned off. If you wish to mask your IP address nonetheless, we recommend to use TOR:

https://www.torproject.org/projects/torbrowser.html.en.

Ready? Let's go.

2. A few contextual questions about you as a human rights educator

Let's start with just a few questions about you and your work on human rights education (which we ask again because we do not trace you or any other individual across the surveys):

* 1. How long have you worked on human rights education, approximately?

◯ < 1 year   ◯ 7-8 years

◯ 1-2 years   ◯ 9-10 years

◯ 3-4 years   ◯ > 10 years

◯ 5-6 years

If you wish to specify, you can do so here:

☐

* 2. Which of the following best captures your professional network on human rights education? (Choose as many as apply)

☐ I work mostly on my own on human rights education.   ☐ I am part of a relatively closely knit network on human rights education.

☐ I am part of a relatively loosely knit network on human rights education.   ☐ I am part of an organisation that focused on human rights education.

If you wish to specify, you can do so here:

☐

* 3. On which levels do you mostly engage in human rights education? (Choose as many as apply)

☐ At local level   ☐ At European level

☐ At regional level   ☐ At global level

☐ At national level

If you wish to specify, you can do so here:

☐

* 4. What priority has human rights education in your work as a trainer?

( ) Human rights education is the most important priority in my work as a trainer.

( ) Human rights education is one of several priorities in my work as a trainer.

( ) Human rights education is a top priority in my work as a trainer, but not the most important.

( ) Human rights education is not (yet) a priority in my work as a trainer.

If you wish to specify, you can do so here:

[   ]

* 5. How have you learned what you know about human rights education?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I have learned about human rights education through **formal** learning (at universities, for example).	( )	( )	( )	( )
I have learned about human rights education through **nonformal** learning (in trainings, for example).	( )	( )	( )	( )
I have learned about human rights education through **informal** learning (through projects, for example).	( )	( )	( )	( )

If you wish to specify, you can do so here:

[   ]

3. Now a few questions about how your initial expectations where met

Let's now turn to what you originally hoped to get out of this training for trainers, and whether the first seminar delivered:

* 6. What did you expect to gain from participating in this training for trainers – and how much has the first seminar covered your expectations already?

	For me, the first seminar focused too much on this aspect	For me, the first seminar focused sufficiently on this aspect	For me, the first seminar focused too little on this aspect
I wanted to explore and strengthen my **knowledge** on human rights education.	◯	◯	◯
I wanted to explore and strengthen my **skills** on human rights education.	◯	◯	◯
I wanted to to explore and consider my **attitudes** on human rights education.	◯	◯	◯
I wanted to explore and consider my **values** on human rights education.	◯	◯	◯

If you wish to specify, you can do so here:

* 7. In which areas and aspects of human rights education did you hope to improve – and how much has the first seminar helped already?

	For me, the first seminar focused too much on this aspect	For me, the first seminar focused sufficiently on this aspect	For me, the first seminar focused too little on this aspect
I wanted to know more about **intellectual aspects** of human rights education, such as concepts and research.	◯	◯	◯
I wanted to know more about **educational aspects** of human rights education, such as methods and challenges.	◯	◯	◯
I wanted to know more about **societal aspects** of human rights education, such as inclusion and impact.	◯	◯	◯
I wanted to know more about **juridical aspects** of human rights education, such as conventions and rights.	◯	◯	◯
I wanted to know more about **political aspects** of human rights education, such as discourses and tensions.	◯	◯	◯
I wanted to know more about **programmatic aspects** of human rights education, such as funding and support.	◯	◯	◯
I wanted to know more about **digital aspects** of human rights education, such as tools and apps.	◯	◯	◯

If you wish to specify, you can do so here:

4. And now let's connect your learning with your national training activity

Here we would like to know more about how the first seminar helped you in conducting your national training on human rights education:

* 8. In which area(s) did **you** feel most and least secure when implementing your national training on human rights education? Remember: we cannot trace these answers to any one individual, so feel free to respond honestly:

	Very secure	Mostly secure	Somewhat secure	Mostly insecure	Very insecure
Knowledge on human rights education.	○	○	○	○	○
Skills on human rights education.	○	○	○	○	○
Attitudes on human rights education.	○	○	○	○	○
Values on human rights education.	○	○	○	○	○

If you wish to specify, you can do so here:

[   ]

* 9. And in which of these same area(s) did the **participants** of your national training feel most and least secure, in your opinion?

	Very secure	Mostly secure	Somewhat secure	Mostly insecure	Very insecure
Knowledge on human rights education.	○	○	○	○	○
Skills on human rights education.	○	○	○	○	○
Attitudes on human rights education.	○	○	○	○	○
Values on human rights education.	○	○	○	○	○

If you wish to specify, you can do so here:

[   ]

* 10. Which of these aspects of human rights education were addressed in your national training on human rights education?

	Addressed directly and extensively	Addressed directly but rather briefly	Addressed indirectly yet extensively	Addressed indirectly and briefly	Not addressed directly or indirectly
We addressed **intellectual aspects** of human rights education, such as concepts and research.	○	○	○	○	○
We addressed **educational aspects** of human rights education, such as methods and challenges.	○	○	○	○	○
We addressed **societal aspects** of human rights education, such as inclusion and impact.	○	○	○	○	○
We addressed **juridical aspects** of human rights education, such as conventions and rights.	○	○	○	○	○
We addressed **political aspects** of human rights education, such as discourses and tensions.	○	○	○	○	○
We addressed **programmatic aspects** of human rights education, such as funding and support.	○	○	○	○	○
We addressed **digital aspects** of human rights education, such as tools and apps.	○	○	○	○	○

If you wish to specify, you can do so here:

* 11. And which of these same aspects of human rights education play a role in the work of the participants of your national training, in your opinion?

	Play a strong role	Play a recognisable role	Play a weak role	Play no role at all
Intellectual aspects of human rights education, such as concepts and research.	○	○	○	○
Educational aspects of human rights education, such as methods and challenges.	○	○	○	○
Societal aspects of human rights education, such as inclusion and impact.	○	○	○	○
Juridical aspects of human rights education, such as conventions and rights.	○	○	○	○
Political aspects of human rights education, such as discourses and tensions.	○	○	○	○
Programmatic aspects of human rights education, such as funding and support.	○	○	○	○
Digital aspects of human rights education, such as tools and apps.	○	○	○	○

If you wish to specify, you can do so here:

[   ]

5. Last but not least: in your own words

To conclude this survey between your two residential seminars, we have a few open questions. These are optional, but we are of course happy if you can take the time to respond to (some of) them!

12. Which three features/aspects of the first seminar helped you best to prepare for your national training? (They don't have to be in order of importance: we will not defer any meaning from their sequence.)

First feature/aspect

Second feature/aspect

Third feature/aspect

13. Which features/aspects – if any – did you miss during the first seminar?

14. Which kind/type of support – if any – did you miss after the first seminar?

15. Which three features/aspects should the second seminar contain to help you further improve your work on human rights education? (Again, no order of importance intended.)

First feature/aspect

Second feature/aspect

Third feature/aspect

16. What else – if anything – do you hope for and expect from the second seminar?

Thank you very much for your time!

Press **done** below, and have an exciting second seminar!

1. Hello again!

Hello again! This is the third – and last! – time you will hear from us :)

A quick recap: this survey is part of one of several research strands in the overall context of the "Youth for Human Rights!" project.

Our main research questions are very straightforward:
- **What are the learning needs of youth trainers wishing to train for human rights education?**
- **In which ways can training activities best respond to these learning needs?**
- **What kind of support would trainers need in their human rights education work after a training activity?**

The surveys remain fully anonymous: we do not ask for and do not need your name, and we do not ask for your country of residence either (because it would become very easy to identify you through that, since there were no more than four persons from any country at the seminars).

Because of this level of anonymity, we are repeating some questions about you in relation to human rights education. This is not because we have forgotten that we have asked these before, but because we *purposefully* do not want to connect the individual answers of the first survey with the individual answers of the second survey.

In other words: we do not wish to trace persons and their responses over time, but need some context about you as a human righs educator for each of the surveys.

We again use SurveyMonkey for the technology underpinning this survey. We do not collect your IP address with your survey responses – thanks to the lovely General Data Protection Regulation (GDPR) this can now be turned off. If you wish to mask your IP address nonetheless, we recommend to use TOR:

https://www.torproject.org/projects/torbrowser.html.en.

Ready? Let's go.

2. A few contextual questions about you as a human rights educator

Let's start with just a few questions about you and your work on human rights education (which we ask again because we do not trace you or any other individual across the surveys – anonymity is key, but so is context):

* 1. How long have you worked on human rights education, approximately?

○ < 1 year　　　　　　　　　○ 7-8 years

○ 1-2 years　　　　　　　　　○ 9-10 years

○ 3-4 years　　　　　　　　　○ > 10 years

○ 5-6 years

If you wish to specify, you can do so here:

[   ]

* 2. Which of the following best captures your professional network on human rights education? (Choose as many as apply)

☐ I work mostly on my own on human rights education.

☐ I am part of a relatively closely knit network on human rights education.

☐ I am part of a relatively loosely knit network on human rights education.

☐ I am part of an organisation that focused on human rights education.

If you wish to specify, you can do so here:

[   ]

* 3. On which levels do you mostly engage in human rights education? (Choose as many as apply)

☐ At local level　　　　　　　☐ At European level

☐ At regional level　　　　　　☐ At global level

☐ At national level

If you wish to specify, you can do so here:

[   ]

* 4. What priority has human rights education in your work as a trainer?

◯ Human rights education is the most important priority in my work as a trainer.

◯ Human rights education is one of several priorities in my work as a trainer.

◯ Human rights education is a top priority in my work as a trainer, but not the most important.

◯ Human rights education is not (yet) a priority in my work as a trainer.

If you wish to specify, you can do so here:

[   ]

* 5. How have you learned what you know about human rights education?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I have learned about human rights education through **formal** learning (at universities, for example).	◯	◯	◯	◯
I have learned about human rights education through **nonformal** learning (in trainings, for example).	◯	◯	◯	◯
I have learned about human rights education through **informal** learning (through projects, for example).	◯	◯	◯	◯

If you wish to specify, you can do so here:

[   ]

3. Now a few questions about how your initial expectations where met

Let's now turn to what you originally hoped to get out of this training for trainers, and whether the two seminars, in combination, delivered:

* 6. What did you expect to gain from participating in this training for trainers – and how much have the two seminars covered your expectations in the end?

	For me, the seminars focused too much on this aspect	For me, the seminars focused sufficiently on this aspect	For me, the seminars focused too little on this aspect
I wanted to explore and strengthen my **knowledge** on human rights education.	○	○	○
I wanted to explore and strengthen my **skills** on human rights education.	○	○	○
I wanted to to explore and consider my **attitudes** on human rights education.	○	○	○
I wanted to explore and consider my **values** on human rights education.	○	○	○

If you wish to specify, you can do so here:

* 7. In which areas and aspects of human rights education did you hope to improve – and how much have the two seminars helped?

	For me, the seminars focused too much on this aspect	For me, the seminars focused sufficiently on this aspect	For me, the seminars focused too little on this aspect
I wanted to know more about **intellectual aspects** of human rights education, such as concepts and research.	○	○	○
I wanted to know more about **educational aspects** of human rights education, such as methods and challenges.	○	○	○
I wanted to know more about **societal aspects** of human rights education, such as inclusion and impact.	○	○	○
I wanted to know more about **juridical aspects** of human rights education, such as conventions and rights.	○	○	○
I wanted to know more about **political aspects** of human rights education, such as discourses and tensions.	○	○	○
I wanted to know more about **programmatic aspects** of human rights education, such as funding and support.	○	○	○
I wanted to know more about **digital aspects** of human rights education, such as tools and apps.	○	○	○

If you wish to specify, you can do so here:

4. And now let's connect your learning with your work as a trainer on human rights education:

Here we would like to know more about how the two seminars helped you in your work as a trainer on human rights education:

* 8. In which area(s) do you feel most and least secure in your work as a trainer on human rights education? Remember: we cannot trace these answers to any one individual, so feel free to respond honestly:

	Very secure	Mostly secure	Somewhat secure	Mostly insecure	Very insecure
Knowledge on human rights education.	○	○	○	○	○
Skills on human rights education.	○	○	○	○	○
Attitudes on human rights education.	○	○	○	○	○
Values on human rights education.	○	○	○	○	○

If you wish to specify, you can do so here:

_____

* 9. In which of these same area(s) have the two seminars changed your level of security?

	The two seminars helped very much	The two seminars helped somewhat	The two seminars helped a little	The two seminars did not help at all
Knowledge on human rights education.	○	○	○	○
Skills on human rights education.	○	○	○	○
Attitudes on human rights education.	○	○	○	○
Values on human rights education.	○	○	○	○

If you wish to specify, you can do so here:

_____

6

* 10. And, our final question in this section: How would you assess your level of security in relation to the seven thematic aspects after the two seminars?

	Very secure	Mostly secure	Somewhat secure	Mostly insecure	Very insecure
Intellectual aspects of human rights education, such as concepts and research.	○	○	○	○	○
Educational aspects of human rights education, such as methods and challenges.	○	○	○	○	○
Societal aspects of human rights education, such as inclusion and impact.	○	○	○	○	○
Juridical aspects of human rights education, such as conventions and rights.	○	○	○	○	○
Political aspects of human rights education, such as discourses and tensions.	○	○	○	○	○
Programmatic aspects of human rights education, such as funding and support.	○	○	○	○	○
Digital aspects of human rights education, such as tools and apps.	○	○	○	○	○

If you wish to specify, you can do so here:

5. Last but not least: in your own words

To conclude this third and final survey after both residential seminars, we have a few open questions. These are optional, but we are of course happy if you can take the time to respond to (some of) them!

11. Which three features/aspects of the two seminars helped you most to improve as a trainer on human rights education? (They don't have to be in order of importance: we will not defer any meaning from their sequence.)

First feature/aspect	
Second feature/aspect	
Third feature/aspect	

12. Which three features/aspects should a new edition of the Training for Trainers on human rights education contain? (Again, no order of importance intended.)

First feature/aspect	
Second feature/aspect	
Third feature/aspect	

13. Which kind/type of support – if any – would help you after the two seminars in your work as a trainer on human rights education?

14. If anything else comes to mind regarding the Training for Trainers, you have space here to share it:

Thank you very much for your time!

Press **done** below, and have a lovely spring and summer!