



# HELP METHODOLOGY

## HUMAN RIGHTS TRAINING

### FOR LEGAL PROFESSIONALS

Council of Europe  
Human Rights Education for Legal Professionals (HELP) Programme

2021

Co-funded  
by the European Union



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Co-funded and implemented  
by the Council of Europe



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*The **HELP Methodology Guidebook** was developed by the Council of Europe HELP Programme and was updated in 2021 with the financial support of the European Union's Justice Programme (2014-2020) and the Council of Europe through the [EU-CoE "HELP in the EU II" Project](#). The views expressed herein can in no way be taken to reflect the official opinion of either party.*

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Layout and cover design: HELP Secretariat

Council of Europe Publishing  
F-67075 Strasbourg Cedex

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## INTRODUCTION

The **Council of Europe Programme on Human Rights Education for Legal Professionals (HELP)** is the main educational platform of the Council of Europe (CoE) for **legal professionals**. Its main objective is to enhance the capacity of current and future judges, lawyers and prosecutors in all 47 Council of Europe Member States and beyond, to **apply European human rights standards in their daily work**. This is done through the HELP online courses that cover a wide range of human rights topics.

Legal professionals, who are at the forefront of the protection of human rights, must know the European human rights standards in order to apply them effectively. Therefore, they deserve **high-quality training**, which the Council of Europe HELP Programme provides. HELP courses enable legal professionals to better protect human rights at national level and keep up to date with the ever-evolving European standards and case-law of the European courts. HELP online courses can be tailored to the different needs of countries, institutions and professionals. Since 2015, other professionals are increasingly interested in accessing HELP courses such as court staff, prison or probation officers, health practitioners, ombudspersons or non-governmental human rights organisations. University students (with a focus on law students) are also a natural target audience for HELP's online courses.

HELP online courses are **freely accessible, interactive, visual and practical** and cover various human rights-related topics. Apart from the European Convention on Human Rights (ECHR) and the case-law of the European Court of Human Rights (ECtHR), HELP covers other instruments such as the European Social Charter (ESC) or CoE Conventions in key areas like data protection, violence against women etc. HELP courses also cover the European Union (EU) perspective where applicable, by including the EU Charter of Fundamental Rights and relevant EU law and jurisprudence of the Court of Justice of the EU (CJEU). HELP courses are often integrated as a training component of various cooperation projects of the Council of Europe.

**In one sentence:** HELP develops and implements online courses on human rights for legal and other (justice) professionals.

## HELP'S MANDATE

The mandate of the Council of Europe HELP Programme stems from *Recommendation (2004)4<sup>1</sup> of the Committee of Ministers of the Council of Europe on the European Convention on Human Rights in university education and professional training*. Thus, both the initial and continuous training of judges, prosecutors and lawyers, as well as the university education for

<sup>1</sup> **Recommendation (2004)4** can be accessed here: [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectID=09000016805dd13a](https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805dd13a)

students, related to the European Convention on Human Rights, are part of HELP's mandate.

HELP's role was reinforced with the 2010 Interlaken Declaration and the 2012 Brighton Declaration adopted at the respective High-Level Conferences on the Future of the European Court of Human Rights, as well as the 2015 Brussels Declaration following the High-Level Conference on the "Implementation of the European Convention on Human Rights, our shared responsibility."

In October 2019, the Committee of Ministers of the Council of Europe adopted the new *Recommendation (2019)5<sup>2</sup> on the system of the European Convention on Human Rights in university education and professional training*. This Recommendation substantiated HELP's mandate and recognised HELP's contribution in raising awareness on the Convention. The Recommendation encouraged member States to use the HELP courses and the HELP Methodology.

## HELP'S PILLARS

HELP has three components, as follows:

 <b>NETWORK</b> Representatives of NTIs and BAs from 47 Member States	 <b>COURSES</b> Online courses on human rights topics	 <b>TRAINING METHODOLOGY</b> Based on the principle of open education
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□ The **HELP Network**<sup>3</sup> which is the only European Network of national training institutions for judges, prosecutors (NTIs) and Bar Associations for lawyers (BAs) in the 47 CoE Member States (and beyond).

The representatives of NTIs in the HELP Network are the so-called HELP Focal Points and the representatives of the BAs are called HELP Info Points. HELP Focal and Info Points work together during the HELP Network meetings (e.g. HELP Annual Network Conference, HELP in the EU Conference) to assess training needs and to discuss the development of appropriate training materials. They also act as contact persons between the HELP Secretariat and the NTIs or the BAs. They liaise regularly with their NTIs/BAs and the HELP Secretariat to coordinate the launching of HELP courses for judges, prosecutors and lawyers in their

<sup>2</sup> Recommendation (2019)5 can be accessed here: [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectID=090000168098396f](https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=090000168098396f)

<sup>3</sup> More information on the HELP Network and its members can be found here: <https://www.coe.int/en/web/help/help-network>

respective countries and they deliver public presentations on the HELP Programme and its courses within their respective countries.

□ The **HELP human rights free online courses** available on the [HELP e-learning platform](#)<sup>4</sup>. HELP courses (initially developed in English) have the potential to be translated into national languages, adapted to the national legal orders, and rolled out with selected categories of legal professionals.



Thus, HELP courses can be taken in two distinct formats:

- self-learning (free access on the HELP platform) or
- tutored in groups organised in co-operation with NTIs (National Training Institutions)/BAs (Bar Associations) or universities.

□ A **human rights training methodology** for legal and other professionals and university students. The HELP methodology and its use of e-learning takes into account the heavy time pressure faced by legal professionals in their daily work. Its added value is that courses are drafted on a tailor-made basis, meeting learners' specific training needs and individual learning pace. In short, this allows flexibility for participants. The use of e-learning also constitutes a cost-effective way to reach as many legal professionals as possible across as many member states as possible.

## HELP SECRETARIAT

The HELP Secretariat is responsible for the harmonisation of methodology in all activities involving the use of HELP courses, including the training of HELP tutors. It ensures the functioning of the HELP Network through regular contacts with Focal points (for judges and prosecutors) and Info points (for lawyers) in the partner institutions, while supporting the development of online learning courses and regular updates of materials available on the HELP platform. All HELP materials are online, free to use and accessible to all those who create an account on the HELP platform. If an NTI or a BA wishes to launch an online course on any of the available topics, the HELP Secretariat provides support in the organisation of the course, as well as the training materials and the learning environment. In addition, the HELP Secretariat ensures synergies and cooperation with international organisations also involved in human rights training, relevant partners at international level and other international training providers, Council of Europe monitoring and standard-setting entities, etc. (UN agencies, OHCHR, OSCE, ODIHR, FRA, EJTN, CCBE, etc.).

<sup>4</sup> The HELP e-learning platform can be accessed at this link: <http://help.elearning.ext.coe.int/>



This Guidebook is a step-by-step overview of the HELP training methodology for developing and implementing HELP online courses. It will take you through all the main stages of the HELP methodology, with practical explanations and examples.

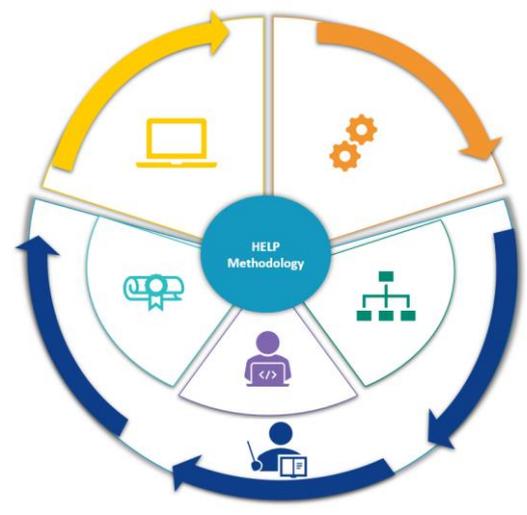
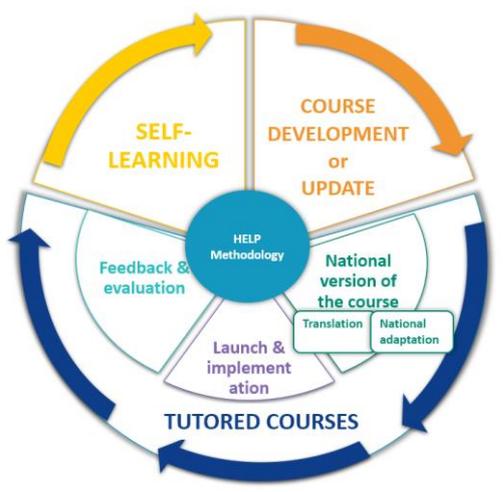
The main objective of the HELP training is to develop and implement courses taking into account the needs of the beneficiaries and the existing circumstances. Therefore, the HELP methodology may sometimes be implemented in a flexible way, adapted to specific conditions.

## STAGES

The first chapter of this guidebook deals with the development of the **Model course**, which is the core HELP online course on a particular topic, built in English by an international Working Group, supported and coordinated by the Council of Europe HELP Secretariat (1).

The second chapter explains the various stages of the development and implementation of **Tutored courses** (2).

Apart from courses that are implemented for a specific group of professionals there is always the possibility of self-learning. **Self-learning courses** are available to any user who has an account on the HELP platform. This issue is addressed in the third chapter (3).



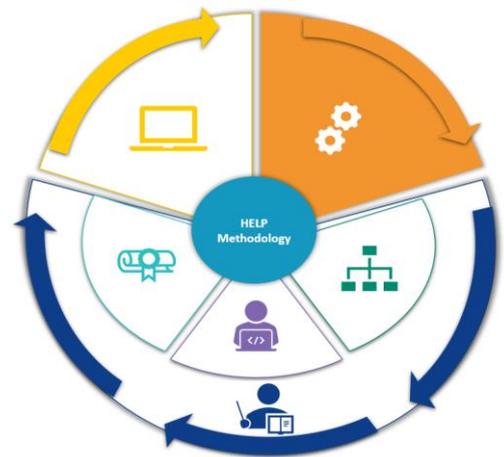
# 1. MODEL COURSE DEVELOPMENT

SELECTION OF THE TOPIC

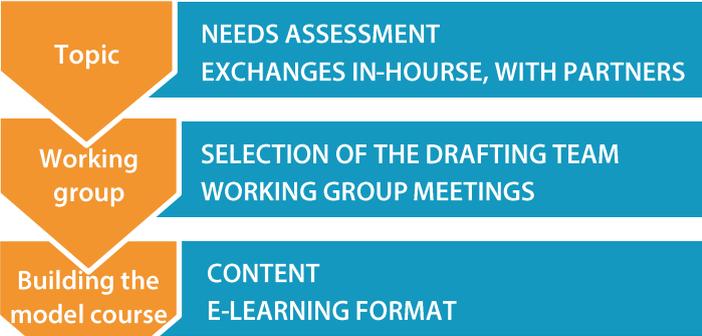
SELECTION AND ROLE OF COURSE AUTHORS

BUILDING THE MODEL COURSE

CONTENT AND FORMAT OF THE MODEL COURSE



This chapter will explain the process of **development of a model course**, which is the core HELP online course on a particular topic. The relevant steps include the selection of the course topic, the selection of course authors and the team that will contribute to its drafting, and the various stages of the course building. The format and the general content of a model course are also addressed here.



The HELP model course is **developed in English** and is made available in the HELP platform (which is based on Moodle).

The model course can be used by individuals for self-learning or by NTIs (National Training Institutions) or BAs (Bar Associations) who wish to implement the HELP course in their own country and in their national language (once it is translated). The model course can also be used for multi-national HELP training activities addressed to mixed groups of legal professionals from different countries, English being normally the working language.

## SELECTION OF THE TOPIC

The HELP Secretariat takes up new human rights topics on the basis of the needs and challenges in Europe. During the HELP annual Conference, the Network discusses the needs of their national institutions and their legal professionals in respect to human rights training. The HELP Secretariat is in regular contact not only with the members of the Network, but also with other international organisations, HELP partners, and other entities within the CoE.

The conclusions and recommendations of the Council of Europe's monitoring bodies, which highlight the areas where improvements are needed, are systematically considered for the identification of topics. When defining training needs and before deciding on the topic on which training should be designed, an assessment is made to ensure that efforts are

coordinated between all parties involved, so as not to duplicate already existing training or materials. The training developed has thus the necessary added value in order to be effective and relevant for the 'learner'.

## SELECTION AND ROLE OF COURSE AUTHORS

Once the topic of the new model course is identified, the HELP Secretariat proceeds with the organisation of the **content-development phase**. HELP courses are mainly drafted by **experts** on the respective topic (depending on the complexity of the topic/length of the course, approximately four experts), one of which takes on the role of **coordinator**. The composition of the **Working Group (WG)** in charge of developing the model course regularly includes representatives of relevant CoE entities, of the ECtHR and other international organisations (EU, UNHCR, OSCE). It is important to note that having a representative of each category of legal professionals in the WG is preferable.



The **course authors** are expected to participate in the drafting of the model course by certain deadlines and tasks are shared among the members of the WG. In addition to the course content, they are expected to submit a list of selected additional resources, the learning objectives for each module (section that addresses a sub-topic), a list of test questions (e.g. true or false, multiple choice, etc.), as well as links to external websites and multimedia tools which are relevant to the topic. Course authors are expected to build and maintain a close working relationship with the other members of the WG in order to ensure regular communication with each other and to exchange training materials.

In addition to this, the WG member tasked to act as **WG coordinator** is responsible for the supervision and harmonisation of the content-development phase. In other words, (s)he receives the contributions of the other members, reads and comments on them in order to make them coherent in terms of content, style and format. Furthermore, (s)he cooperates with the e-learning designer at the end of the content-development phase to facilitate the building of the interactive version of the course. The HELP Secretariat must be kept regularly updated on the progress of the design process.

## BUILDING THE MODEL COURSE

The course authors are asked to participate in **at least three WG meetings** taking place within two months of each other. While the number of meetings can be expanded in case an additional meeting is needed, the schedule of meetings is planned in advance according to the length and volume of the course. As course topics are closely related to the mandate of the CoE, representatives from different CoE entities are usually invited to participate in the content development phase. Their involvement ranges from participation in the WG meeting to drafting one module or reviewing the training materials. Moreover, an e-learning designer participates in the meetings to discuss with the other WG members the visual representation and interactive format of the course.



On average, **a HELP model course is developed in 12 months**. Although WG meetings are key during the content development phase, consultants are expected to accomplish their drafting obligation mainly during the periods between meetings.

### Before the first WG meeting

Although a general presentation of the HELP Programme is delivered during the first meeting, good practice involves sending WG members the link to the [HELP website](#) beforehand, and to encourage them to create an account on the e-learning platform. This will allow them to get familiar with the programme and its tools.

WG members are provided with detailed information about the course, its objectives and its expected results. To this end, some background materials may be collected and/or drafted and shared before the meeting. The WG will be enrolled on a **collaborative page** on the e-learning platform, where all the documents and materials are stored. This WG page is also used to follow the progress on the course development. The page is only accessible to the WG members, the HELP Secretariat and all those who may be involved in the content development phase.

### First WG meeting

The aim of the first WG meeting is to introduce the members to each other and to introduce them to the HELP Programme and its training methodology. By the end of the meeting, consultants have to agree on:

- the overall learning objectives of the course,
- the first draft of the course outline,

- ❑ the format of the course,
- ❑ the sharing of tasks among them and the timeframe and deadlines.

The drafts will be prepared in the templates (Storyboard format) provided by the HELP Secretariat and shared on the WG page. Between the first and second meetings, **the experts will prepare the first draft of the course**, by filling in these templates with the necessary text that will appear in the course, as well as any other material (e.g. images, videos, links, etc.) that will be included in the course. While working on the drafts, the experts need to have a visual representation of how the course will look like at the end.

## Second WG meeting

The second WG meeting aims at **presenting the prepared drafts** (the scripts in the Storyboard format) and discussing any amendments. The WG members also discuss the format of the course, i.e. the interactive aspects (interactive exercises, evaluation, etc.), the visual presentation (photos, links, videos) and any complementary resources to be included. On the basis of these discussions, the e-learning designer will later build the interactive version of the course.

## Third WG meeting

The third WG meeting focuses on the **review and approval of the content and format of the course**. Consultants make sure that all the changes suggested during the previous WG meeting have been made. A couple of weeks later, they submit to the HELP Secretariat the final version of the course. The e-learning designer will subsequently prepare and submit the online version of the course. In other words, (s)he will convert the scripts in the storyboard templates into an e-learning version of the course, which is called **SCORM** (see below).

## Fourth meeting (e-learning design meeting)

Once the content-development phase is completed, the WG coordinator participates together with the e-learning designer in the **storyboard meeting**. The aim of this meeting is to review the **online version** already produced by the e-learning designer and to finalise the material based on the indications of the coordinator and the HELP Secretariat.

In the following table you will find more details on the WG meetings:

Stage	Details	Participation
1 <sup>st</sup> WG meeting	<p>The first WG meeting usually consists of:</p> <ul style="list-style-type: none"> <li>▪ introduction to HELP (if needed) and tour de table</li> <li>▪ overview of existing training materials and resources on the topic</li> <li>▪ a briefing on the stages of development of the course</li> <li>▪ discussion on the format of the course and presentation of the templates for</li> </ul>	<p>WG members HELP Secretariat Representatives of CoE relevant bodies and the ECtHR</p>

- drafting the content (“storyboard templates” - similar to PowerPoint)
- drafting the detailed course outline with modules and sub-modules
- defining the course learning objectives and the specific objectives for each module
- distribution of work, roles and tasks
- to do list for the next meeting (including deadlines)

E-learning designer  
(optional)

Between the first and second WG meetings, the WG members will produce the first draft of the modules or parts they are in charge of. The drafts should be uploaded on the WG page prior to the 2nd WG meeting (ideally at least a week before) for consultation by other WG members and collection of comments and suggestions.

2<sup>nd</sup> WG  
meeting

- The second WG meeting usually consists of:
- presentation of the drafts prepared and discussion on/drafting of amendments eventually needed
  - preparation of videos (recording of brief video presentations from WG members and representatives of Council of Europe/CoE bodies or entities)
  - discussion on interactive exercises and evaluation
  - discussion on course theme and visual materials (collection of relevant photos)
  - discussion on complementary resources to be added to the course (links to guidebooks etc.)
  - to do list for the next meeting (including deadlines)

WG members  
HELP Secretariat  
Representatives of CoE  
and ECtHR  
E-learning designer

Between the 2nd and the 3rd WG meetings, the WG members will finalise the modules or parts they are in charge of based on the feedback received during the second WG meeting. Prior to the 3rd WG meeting, the amended drafts will be uploaded to the WG page, ideally at least two weeks before, in order to be consulted among all WG members.

3<sup>rd</sup> WG  
meeting

- The third WG meeting usually consists of:
- presentation of the amended drafts prepared
  - discussion on further amendments proposed and adoption of the final version of the training material

WG members  
HELP Secretariat  
Representatives of CoE  
and ECtHR  
E-learning designer

Within 2-3 weeks from the 3rd WG meeting, WG members will send their finalised materials to the HELP Secretariat. The WG coordinator will ensure all the collected materials are coherently arranged and will make a final review of the course. The HELP Secretariat will send the finalised materials to the e-learning designer prior to the final meeting.

4<sup>th</sup> WG  
meeting

- The fourth WG meeting consists of:
- finalisation of the storyboard based on the indications of the WG coordinator as to the format to be used
  - integration of the visual materials
  - review of the interactive drafts produced by the e-learning designer

E-learning designer  
WG coordinator  
HELP Secretariat

After the meeting, the e-learning designer will submit the full draft of the interactive version for review by the WG coordinator and the HELP Secretariat.

## CONTENT AND FORMAT OF THE MODEL COURSE

HELP model courses provide high quality training on international and European human rights standards and good practices. They are **interactive, visual and practical**. They contain useful material on the **international and European legal framework and jurisprudence** (e.g. case-law of the ECtHR and the CJEU), **case-studies**, practical **tips for professionals** and useful **explanations** on how to invoke or implement human rights principles and standards.

**HELP model courses are built in SCORM format which looks like an interactive sequence of screens. SCORM stands for “Shareable Content Object Reference Model”. On the HELP e-learning platform, you can recognise it by this icon:**



The **SCORM** is an internationally recognised standard for e-learning development that ensures compatibility with all learning management systems. The HELP model course is developed in English. It is then translated in several other languages but **its content in all languages is identical** (as a translation of a textbook). The model course can only be modified by the HELP Secretariat. Both the model course and its translated versions are available to all users on the HELP e-learning platform, for self-learning.

HELP courses are usually composed of several **modules**, i.e. sections that address sub-topics. Modules can be taken as part of a full HELP course (e.g. the HELP course on Data Protection and Privacy Rights) or individually (e.g. the module on media within the HELP course on Data Protection and Privacy Rights). All the modules contain specific **learning objectives** that should be used by both trainers and learners, that help to ensure clarity about the purposes of the course. The learning objectives refer, for example, to the **knowledge, skills, attitudes and values** that learners are expected to develop by the end of each module. All HELP courses are interactive and apart from the text, they may contain interactive material, such as: questions, images, videos, links, etc.



The total **length of a HELP course** depends on the number of modules it contains, but it is generally advised to keep the course to a maximum of 12 hours of learning time, taking into consideration the time constraints faced by legal professionals. In average, learners are expected to dedicate 1-2 hours to each module.



When launched in **tutored format**, HELP courses are usually proposed in a **timeframe of 2-4 months**, with about two weeks dedicated to each module at a pace of **1-2 hours of learning time per week**. This does not include additional readings but all **compulsory materials and assignments**.

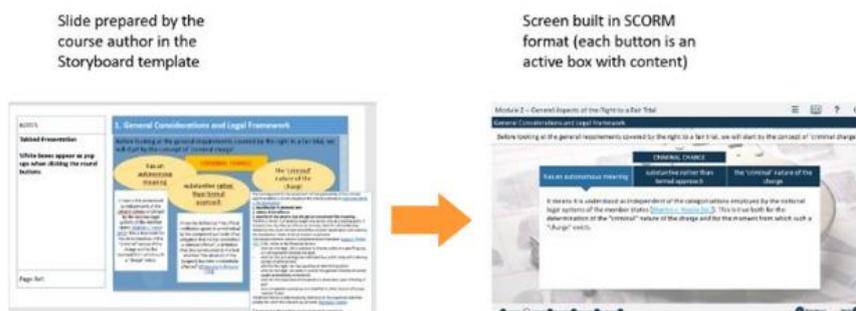
### Extra info for the WG members

What should a storyboard template illustrate? The drafter will need to include one storyboard slide for each static screen in a module.

- The structure of the course/module needs to be well indicated by menu slides added before each new section.



- Buttons and text boxes need to be correlated to indicate which text appears when a button will be clicked on in the online course.



- When drafting test questions, you should indicate the correct/incorrect answers and include text boxes with the feedback that will appear when a question has been answered. You should illustrate correct and incorrect feedback.

**Question 1 (Multiple Choice)**

In their cross-border and international practice, should Lawyers be aware of the content of more than one Code of conduct?

Yes, because the only applicable Code is the one of their bar.

No, but only if he/she deals with a cross-border case.

No, he/ she should be aware of the CCBE Code of Conduct.

Yes, the codes applicable in transnational relationships, the CCBE Code and Codes from other countries might be applicable.

**Correct** **Incorrect**

Lawyers can be confronted with a variety of professional situations in which other Codes of Conduct are applied to higher professional conduct.

A lawyer's conduct might be influenced by other Codes of Conduct in a variety of situations. For example, when practicing abroad, another (national) code might apply.

A lawyer's conduct might be subject to other Codes of conduct when acting in his jurisdiction for a case based, for example, by the International Criminal Court.

While the CCBE Code of conduct can be very useful to resolve some issues in transnational cases it should be noted that it is not binding in all member states of the European Union Member States.

In some cases, the CCBE code might be binding before the countries involved have established the limiting nature of the CCBE Code in their national Codes. In others, it may only serve as guidance.



## KEY POINTS

- ❑ The HELP Secretariat selects the topic of the new HELP course, based on the needs and challenges in Europe.
- ❑ It then selects the experts that will develop this course, very often with the participation of representatives of different CoE entities and from other international institutions.
- ❑ The experts, the CoE bodies' representatives, the e-learning designer and the HELP Secretariat discuss and review the content, style and format of the course at working group meetings.
- ❑ The working group coordinator is responsible for ensuring the coherence of the course.
- ❑ The model HELP course is drafted in English and it can be then translated into other languages.
- ❑ The course material, which is produced by the consultants, is transformed into an online learning format which is called SCORM. HELP courses are composed of several modules and apart from their text, they contain interactive materials that enable learners to deepen, improve and check their knowledge and skills.

## 2. TUTORED COURSES

### THE NATIONAL HELP TUTORS

Becoming a national HELP tutor  
Selection of national HELP tutors

### STEP 1 NATIONAL VERSION OF THE COURSE

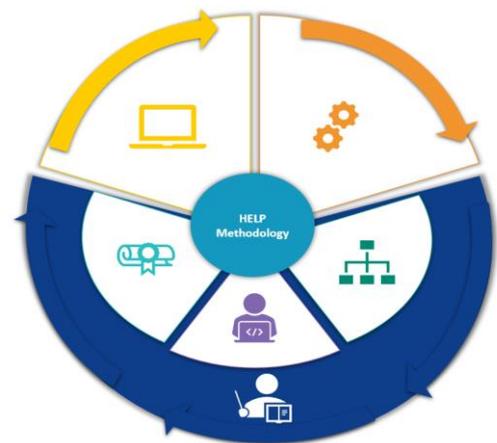
Translation into national languages  
Adaptation to the national legal system and context

### STEP 2 IMPLEMENTATION OF THE COURSE

Launching the course  
*Preparation and organisation*  
*Selecting participants*  
*Launch event*  
Delivering the training

### STEP 3 EVALUATION AND CERTIFICATION

Evaluation and reporting  
Certification and follow-up



In contrast to self-learning courses, which can be taken individually, **tutored courses are delivered to selected groups** and are organised in co-operation with NTIs (National Training Institutions)/BAs (Bar Associations) or universities. There are three stages applied to tutored courses, namely:

- ❑ development of the national version,
- ❑ course launch and implementation, and
- ❑ course evaluation.

**National HELP tutors** play a key role in all three stages.

## THE NATIONAL HELP TUTORS



National HELP tutors are key actors in the process of implementing a HELP course for groups of legal professionals in collaboration with NTIs and BAs as well as for students at Universities. Tutors proofread the national translation of the HELP course (SCORM), prepare the national adaptation of the course and have an important role in the course implementation and its evaluation. This section will explain how HELP tutors are certified and selected and the next sections will analyse the steps to be taken for tutored courses.

### a) Becoming a national HELP tutor

A professional can become CoE HELP certified tutor upon successful completion of a **HELP Training of Trainers (ToT) session**, which is organised by the HELP Secretariat. ToT sessions equip future HELP tutors with **technical skills to implement a HELP tutored course** on the HELP e-learning platform in line with the HELP Training Methodology.

Participants in HELP ToTs are **selected jointly with the HELP Network members**, namely by the NTIs for judges and prosecutors and Bar Associations, based on their professional expertise, preferably as staff or regular trainers with their NTIs/BAs. ToT sessions can be either multinational or national. Multinational sessions usually take place in Strasbourg, gathering participants from various countries. Multinational ToT sessions are held in English; thus, participants should be proficient in English. National ToT sessions are organised at country level and are addressed to members of the national NTIs and BAs.

The selected participants receive a one and a half days-session training, where they gain full understanding of the role of trainers in national tutored courses and **learn how to use the HELP platform** (Moodle). In particular, they learn how to **prepare the national course page** using the HELP methodology, as well as the course materials, tools and resources available on the e-learning platform and interactive training techniques (how to upload materials,

resources, multimedia; how to create and use a forum, quiz, case study; how to monitor participants activity etc.). In order to obtain their **HELP Tutor Certificates**, they are given an assignment that they need to submit by a set deadline, usually one month after the ToT session.

Successful participants in the ToTs are certified by the HELP Programme and are added to a **pool of certified HELP tutors** in their respective countries, which is available on the HELP website.

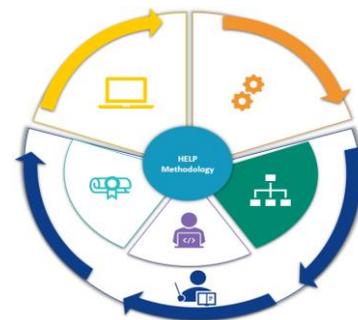
## b) Selection of national HELP tutors

**Selection** of the national tutor who will be responsible for the adaptation and implementation of the HELP course is, in principle, **done by the NTIs and BAs** from the above-mentioned **pool of HELP certified tutors** available in each country. Selection should be based on the specific course topic, the availability of tutors, their expertise and experience, the profile of the target group etc. and can be finalised at any time before the national version phase. NTIs and BAs can consult the HELP Secretariat for advice regarding the selection of national tutors. In the case of a multinational course, the tutor may be appointed by the HELP Secretariat. Tutors may receive payment for the implementation of a course for their institution (NTI/Bar/Law Society) under a CoE cooperation project or by the institution itself.

If an NTI or BA identifies a suitable national expert who is not a HELP certified tutor, they should consult with the HELP Secretariat to explore whether that expert may join the next Training of Trainers (ToT) in order to become a certified HELP tutor. There is also the possibility of engaging a national expert, who is not HELP certified tutor, to **co-tutor** the course with a HELP certified tutor. In this case, both tutors share the fee.

## STEP 1: NATIONAL VERSION OF THE COURSE

Each **national version of the course** will be developed on a specific and restricted course page in the HELP platform, opened by the HELP Secretariat. This **course page** will contain:



- ❑ the **online course** translated in the national language, i.e. the literal translation of a HELP online model course into the national language (in SCORM package format) and
- ❑ the **national adaptation** added by the national tutor, i.e. additional materials and resources related to the national legal order and practice (for example national laws and case law, articles, videos, practical exercises, etc.).

Thus, the national version of a HELP course (done on a HELP page) contains:

### The course page

Процесуални гаранции в наказателното производство и права на жертвите

CONTENTS

Добре дошли в обучителния курс на Програма HELP "Процесуални гаранции в наказателното производство и права на жертвите"

Progress: 0 / 2

1. Модул 1: Въведение  
Progress: 0 / 1
2. Модул 2: Общи аспекти на справедливия процес  
Progress: 0 / 1
3. Модул 3: Специфични права/процесуални гаранции I – презумпцията за невинност  
Progress: 0 / 1
4. Модул 4: Специфични права/процесуални гаранции II  
Progress: 0 / 1
5. Модул 5: Специфични права/процесуални гаранции III  
Progress: 0 / 1
6. Модул 6: Права на жертвите  
Progress: 0 / 1
7. Модул 7: Приложение на правото на ЕСПЧ и на ЕС през призмата на законодателството в Република България  
Completed \* Progress: 0 / 0
8. Заключителен модул  
Completed \* Progress: 0 / 0

### The translated model online course (SCORM)

Կանանց նկատմամբ բռնություն և զնտանեկան բռնություն

HELP

SCORM package

COUNCIL OF EUROPE



### The national adaptation prepared by the tutor

Forum Quiz Assignment

Ejemplo - Carta rechazando

Ejemplo - Carta comunicando

The national version of a HELP course can be used either for tutored training for a particular national group of professionals, or for self-learning once the national version has already been piloted in a country and is transferred to the (open) self-learning section of the platform. There may be either a **single national version** of a HELP course or **different ones**, aimed at different justice professionals. Thus, for example, there may be a national version for prosecutors, judges, lawyers and another one for prison officers within the same country.

**a) Translation into national languages**

Due to predictable linguistic barriers, training for legal professionals may be more effective if delivered in the national language. That is why **HELP courses are translated into several languages**. The translated version of a HELP course is built in a **SCORM format**, similarly to the model course.

The content of the translated HELP course is **identical to the content of the model course**. Any videos that are embedded in the model course are, in principle, available in English only. However, transcriptions and subtitles of these videos are translated into the national language.



Once finished, the model course is sent (externally) for translation. The time required for completing a good quality translation varies upon different factors, such as the course length and complexity. Once translations are received, the national tutor who will implement for the first time the course in that country will proceed with a quality check; (s)he will **proofread the translation** of the HELP course in order to verify its accuracy and to ensure that it deploys **correct legal terminology** and notions that are understandable and used in the national legal system.

Id (DO NOT EDIT)	Original text for reference	Translate this column
Temp_6550a949e	The <b>Lanzarote Convention</b> requires criminalisation of all kinds of sexual offences against children. It sets out that states in Europe and beyond shall adopt specific legislation and take measures to prevent sexual violence, to protect child victims and to prosecute perpetrators.	<b>Конвенцията от Ланзароте</b> изисква криминализиране на всички видове сексуални престъпления срещу деца. Тя изяснява, че държавите в Европа и извън нея трябва да приемат специфично законодателство и да предприемат мерки за предотвратяване на сексуалното насилие, защита на децата-жертви и наказателното преследване на извършителите.
Temp_6c5d2e46d	Chapter IV of the Convention (Articles 13-14) set out the principles that signatory States should follow in protecting victims, their close relatives and those responsible for their care, and the measures they should take to assist victims, in the short and long term, in their recovery.	Глава IV от Конвенцията (статии 13-14) определя принципите, които държавите и държавите трябва да следват при защита на жертвите, техните близки и отговорни за техния надзор, както и организационните и държавните мерки, които трябва да предприемат за подпомагане на жертвите в процеса на тяхното възстановяване.
Temp_6b850c09e	These measures must aim at the child's physical and psychosocial recovery, taking due account of the child's views, needs and concerns, and must include intervention of removing the perpetrator or the child from his or her family environment, if deemed required.	Тези мерки трябва да самото физическо и психосоциално възстановяване на детето, като вземат предвид неговите мнения, нужди и опасения, и трябва да включват намеса за отстраняване на извършителя или детето от неговото семейно околнание, ако това бъде признато за необходимо.
Temp_6e919786e	Legal basis	Правна рамка

The text from the translation table (column 2) is extracted from the EN version of the SCORM

The translation is made in column 3 of the translation table, which is then used to generate the SCORM in the respective language

## Extra info regarding translation and proofreading

A table composed of three columns is extracted from the SCORM (interactive version) and is sent to translators. The first column contains necessary information for the e-learning designer, the second - the original text for reference (in English) and **the third column is where the translation needs to be inserted.**

The **1st and 2nd columns should remain intact** and should not be altered. When inserting the translation, the **format** of the text in the 3rd column should follow exactly the format of the text in the 2nd column (same font, same size, same colour). By entering the translation in the right column, the text can be automatically uploaded in online format by the e-learning designer or the HELP Secretariat.

When doing the **quality check (proofreading)**, the national tutor should not add any extra text or comments. Any changes should be made directly in the text or in track changes.

Translation for: C:\Users\jainc\_000\Documents\Council of Europe Projects\Human Trafficking\Human Rights Legal Training - FINAL\Human Trafficking Legal Training 2017 FINAL.story

Id (DO NOT EDIT)	Original text for reference	Translate this column
[bmp_6LruzXidpk.Name]	Dahn's Story	Povestea lui Dahn
[bmp_66T4IKS3pIn]	Welcome to the HELP course on combating trafficking in human beings (and protecting its victims)	Bine ai venit la cursul HELP privind combaterea traficului de persoane (și protejarea victimelor acestuia)
[bmp_6f0mwkGUKXl]	Before looking at the content of the course we begin with an example	Înainte de a <u>analiza-parcurge</u> conținutul cursului, să începem cu un exemplu.
[bmp_5mkOFEOcnQW]	The following story is based on a reality that is experienced across Europe every day ...	Povestea următoare se bazează pe o realitate care este <u>experimentată</u> pretutindeni în Europa în fiecare zi ...



## b) Adaptation to the national legal system and context

The HELP Secretariat may identify in consultation with the NTIs (national training institution) and BAs (Bar Associations) the training needs of a particular profession (e.g. judges) in a particular area.

There are a number of ways of how the national partner can identify the HELP course that addresses their needs. They can conduct a needs assessment among their members, they can consult with their Info Point/Focal Point who may be able to recommend a specific course, and at any time, they can consult the HELP Secretariat to discuss the courses which are more suitable for their members as well as the courses which are available in their national language.

Moreover, NTIs and BAs are provided with the opportunity to identify priority issues through online questionnaires, usually during the annual HELP Network Conference or even on an ad hoc basis. The HELP Secretariat will take into account the feedback received, as well as the available resources and the existing projects under which a national adaptation can be funded and will then decide the languages into which a course will be translated and adapted.



In view of the implementation of a HELP course, the national tutor prepares the national adaptation. National tutors are, in principle, legal professionals with experience and interest in the specific area covered by HELP courses<sup>5</sup>. The scope of the tutor's contribution varies depending on the topic and it aims at creating a national version of the course that responds to the needs of the target audience as well as to the national legal order and the context.

The HELP Secretariat opens in the HELP Platform (based on Moodle format) a specific page dedicated to the course (HELP national course page). The **HELP national course page** will already contain the **translated HELP online course** (SCORM). The translated course in the SCORM format is unchanged and will be used as such for the tutoring - **no amendments or interventions can be made to the text by the national tutor**.

Then, the national tutor will proceed with the enhancement of the HELP national course page by uploading **additional training material and resources** relevant to the national legal order and context. In other words, in addition to the core content of the course, i.e. the online course in SCORM format which is unchanged, the national tutor is expected to prepare and upload on the course page materials which:

- are **relevant** at national level (case-law, reports, articles, statistics, videos, etc.) and
- are **necessary** for the implementation of the course and for the evaluation of participants (e.g. assignments, case-studies, quizzes).

The national adaptation should take into account the **needs of the participants**, as well as their background. Depending on whether the course targets lawyers, judges or prosecutors, the needs may be different, and the relevance of the additional materials may also differ. The role of the trainer is to make sure that the training is adapted to the specific target audience.

The national adaptation should be based on the **national context** and include relevant domestic legislation and jurisprudence along with any other development at national level which is linked to the course topic. The tutor may also wish to provide participants with more general information to help them understand the application of human rights standards. For example, the national adaptation may include a presentation on the implementation and legal force of the ECHR at national level. Finally, any material prepared for the evaluation of participants should be linked to the course topic and adapted to the participants' background and level of knowledge.

National tutors are trained (during the ToT sessions) on how to upload training materials and resources, to create practical exercises and administrate the HELP national course page (Moodle) and they can rely on the HELP Secretariat for technical support, as well as on the existing guidelines and tutorials on how to use the HELP platform. The Secretariat has created a **HELP Support Page for Certified Tutors** in the HELP platform with resources and detailed support material for course adaptation and implementation.

<sup>5</sup> For a catalogue of courses, see <http://help.elearning.ext.coe.int/>

Name	Course page	Translated online course	National adaptation
Format in which you can find it	Moodle	SCORM	Materials, resources (links, documents, PDFs, videos, presentations) and exercises added on the course page
Visual example			

### Extra info for national tutors

Role of national tutors:

- Proofreading the national translation of the online course (SCORM)
- Preparation of the national adaptation of the course
- Course implementation (participation to launch event + online moderation)
- Evaluation

The national tutor is expected to keep the HELP Secretariat regularly updated on the national adaptation and the implementation of the course.

Stage	Details	Participation
Identification of the HELP course to be implemented	<ul style="list-style-type: none"> <li>▪ The NTIs and BAs may conduct training needs assessment for their member and/or consult their Info Point/Focal Point and/or the HELP Secretariat</li> <li>▪ The HELP Secretariat chooses in consultation with the NTIs and BAs the course to be implemented</li> </ul>	HELP Secretariat NTIs and BAs
Translation of the HELP course	<ul style="list-style-type: none"> <li>▪ Selection of the languages</li> <li>▪ Translation of the model course</li> </ul>	HELP Secretariat Translators
Selection of national tutor	<ul style="list-style-type: none"> <li>▪ Selection from the pool of HELP certified trainers or</li> <li>▪ Selection of an expert to co-tutor the course with a HELP certified tutor</li> </ul>	NTIs and BAs
National version of the course	<ul style="list-style-type: none"> <li>▪ Creation of the Moodle page</li> <li>▪ Uploading the SCORM to the Moodle page</li> </ul>	HELP Secretariat
	<p>Proofreading of the translated version (without adding or deleting information from the model HELP course).</p> <p>Preparation and uploading of the training materials into the Moodle page. Indicative content:</p> <ul style="list-style-type: none"> <li>▪ Summary of relevant national legal framework with references</li> <li>▪ Examples of relevant national judicial practice (summaries and/or references)</li> <li>▪ Compilation on useful materials on the topic (including articles, doctrine, statistics, reports, links etc.)</li> </ul>	National tutor

- Compilation/analysis of relevant ECHR judgments against the country/CoE reports etc.
- Set of points for debate for the forum animation
- Assignment (up to 3 case studies prepared)
- Evaluation test (up to 10 MCQs)

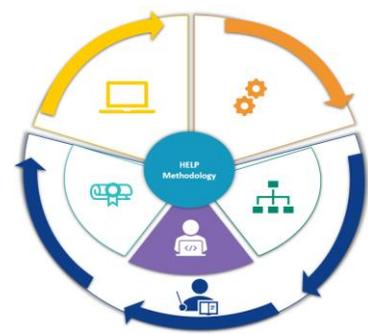
## KEY POINTS



- ❑ The national tutor is selected by the NTI or the BA out of a pool of trainers certified by the CoE, i.e. by a pool of professionals who have successfully completed a HELP Training of Trainers (ToT).
- ❑ The model HELP courses are drafted in English and then translated into several languages.
- ❑ The HELP Secretariat is responsible for the translation of the course. The translation is usually carried out by external service providers.
- ❑ The translation is given usually to the tutor for proofreading before building the online course.
- ❑ The translated HELP online course is then built in a SCORM format by the e-learning designer and uploaded by HELP on the national course page.
- ❑ The national tutor carries out the adaptation of the HELP course in the dedicated national course page.
- ❑ The tutor cannot change the SCORM; (s)he prepares and uploads additional training material, which is relevant to the country concerned (e.g. national jurisprudence) as well as any interactive material that will be used during the course implementation and evaluation of the participants.

## STEP 2: IMPLEMENTATION OF THE COURSE

The scope of the HELP Programme covers national courses, i.e. courses to be implemented for a group selected by an NTI/BA (National Training Institution/Bar Association), as well as multinational and multi-professional courses.



A HELP national course is launched for a selected group of professionals from the same country, with a national tutor and carried out in the national language. This is the most common type of HELP courses launched in tutored format. It can sometimes have a cross-professional nature if the group is composed of several professional categories (for example, judges and lawyers from the same country).



A HELP multinational course is usually launched for the same category of legal professionals from different countries (e.g. judges from five different countries). The working language is English or the language which those countries have in common (e.g. regional course for countries in the Balkans or for Russian speaking countries). The added value of the launch of a multi-national course is the possibility of participants to exchange best practices with colleagues from other legal systems. As a result, the course is more dynamic and international in nature.



A HELP multi-professional course involves either different categories of legal professionals (e.g. judges, prosecutors and lawyers) or a mix of legal professional and professionals in other fields relevant to the course (e.g. prison and probation staff, medicine professionals, police officers).

The implementation of HELP courses consists of two phases. The first phase is the **course launch**, which is by definition the first event involving the HELP Secretariat, the national tutor, the representative from the NTI/BA, and the participants in the course.

The aim is to introduce participants to the HELP Programme and to provide them with all the relevant information about the course. This launch event is thus of great importance. It is usually held in person/face to face, but it can also be held online. The second phase is the **delivery of the training**. This stage is carried out entirely online. It is the most substantive phase for the participants, where they have the opportunity to use the interactive training material under the guidance of the tutor and to deepen their knowledge and skills.

## a) Launching the course

### i. Preparation and organisation

Although first contacts with the NTIs or the BAs will have to be established at an earlier stage, cooperation between the HELP Secretariat and the NTI/BA (national partner) is also important at the preparation stage before the launch of the course.

The HELP Secretariat identifies along with the national partner the **date** of the launch event. It also drafts the **Agenda** and makes the necessary arrangements for booking of the **speakers**, who usually include: the national tutor; a CoE representative working on the topic, content expert or a course author; representatives from the NTI/BA, the HELP Info/ Focal point and the HELP Secretariat.

The launch event is usually organised in person, in the participating country, and is normally hosted in the premises of the national institution. Depending on the size of the group attending the event, the national institution may need to make the necessary arrangements for the availability of a sufficiently large room. Furthermore, participants should be provided with free access to strong and stable **wi-fi**, as they will have to connect to the HELP platform during the event.

The cost of the launch is ideally covered by the NTIs/BAs, or by HELP (or is shared among them) depending on available resources and the existence of projects under which the implementation can be funded.

When HELP is in charge of the organisation, the national partner usually provides the HELP Secretariat with information on logistical aspects, namely **catering** options (lunch, coffee break) and, where necessary, **interpretation**. In this context, the room that will host the event should be large enough to fit **interpretation booths**.

### ii. Selecting participants

The selection of participants is done **by the national institutions** (NTIs and BAs). It is recommended to have a range of **30-40 participants in a course**. A larger number of participants may have an impact on the workload of the tutor, in particular in terms of monitoring the progress of each participant, correcting the final assessment and dealing with a large number of queries. When the expected number of participants is substantially lower or higher, the NTI/BA can contact the HELP Secretariat for advice.

The national institution will circulate among its members a **call for expression of interest** within a deadline using its network/communication channels. The HELP Secretariat can provide a template for this purpose. For a better preparation of participants for the face-to-face event, the call for participation should mention that those who want to participate should create an **account on the HELP e-learning platform** before the launch event. Moreover, given that participants' presence at the launch event is required, the call for participants should also clarify that those who will be selected are expected to attend the event. Another good practice is to inform, after consultation with the national tutor, about the time commitment which is expected from the participants who will be selected.

The **selection criteria** are determined by the competent **national partner**. For example, a national institution may select the participants based on order of reception of applications, language capabilities, representativeness from different regions, expertise in specific areas, or even on drawing of lots in case the number of expression of interests is extremely high, etc.

The national partner must select and communicate the **list of participants** (names and e-mails they used for creating their accounts) **to the HELP team in advance of the launch**. This list must also be **shared with the tutor** for the enrolment of participants before the launch event. Participants are informed about the details of the launch event and they proceed with the creation of an account on the HELP e-learning platform.

### iii. *Launch event*



The launch event is an in-person (or online) event to launch the course that the NTI/BA will be implementing. The main objective of the launch event is to provide participants with all the practical information and give them the opportunity to meet with the tutor and the other course participants. However, the launch event aims also to introducing participants to the topic of the course by attending one or more presentations.

The face-to-face event is usually a **one day/one and a half days meeting** which includes coffee (and often lunch) breaks to facilitate networking. In case of online launch events, the programme is shorter (usually 3 hours). The **agenda** of the launch is drafted according to the topic, the needs of the pilot country and the group of participants. The event often starts with **welcoming addresses** delivered by one or more representatives from the hosting NTI/BA as a proof of the cooperation with the HELP Secretariat. The **HELP Programme is then presented** by the member of the HELP Secretariat joining the meeting. Due to time constraints, the presentation focuses on its main aspects, namely what is HELP and its 3 components, i.e. the Network, the Platform with online courses and the Methodology. The **HELP e-learning platform is also shown to participants** during the launch event for two reasons: firstly, it allows them to find more information on HELP; secondly, it is useful to show participants how to get to the HELP online platform.

The launch event usually includes a **topic-related session**. It consists of one or more presentations on international and Council of Europe standards and human rights dimensions related to the topic of the course by guest speakers (from the Council of Europe, the European Court of Human Rights, the national institution and/or local experts). The event may thus take a seminar format, giving participants the opportunity to learn more about the subject, explore more complex issues, and to network with connected professionals. The national tutor also contributes to the discussions and exchanges with a particular focus on the national context, as appropriate, during the course launch event.

Moreover, one very important element of the launch event is the **interactive session between tutor and participants**, at which the national tutor takes the participants step by step on how to access and use the HELP national course page and how to follow the online course. (S)He presents the course page and provides them with practical information, such as

the length of the course and the structure, the timeframe for completion, the evaluation criteria and the tutor expectations. Participants are given the opportunity to clarify any questions they may have. At this stage (s)he also confirms the enrolment of participants on the course page. It is also a good practice to collect participants expectations and specific needs through a tour de table. That information can be then reviewed before the end of the course and compared with the final feedback.

National institutions are encouraged to promote the launch event, share the news (before, during and after the launch) and circulate the event through their channels.

As previously mentioned, the presence of course participants at the launch event is required. This event is primarily for the benefit of the course participants and an important opportunity for them to engage with their tutor and network with their colleagues. However, a small number of observers may also attend should this be relevant to their work and/ or related to the possibility of future training.

The **launch event** is the only **face-to-face** (or 'live', if held online) event required, as **the rest of the course will run online**. However, the tutor together with the group and/or in consultation with the institution, could organise further face to face or 'live' meetings, if needed. In this case, (s)he should keep the HELP Secretariat updated as to the dates and the content of each meeting.

## b) Delivering the training



Following the launch event, the training is delivered online. The advantage of e-learning is the easy access to materials and the flexibility regarding participants' learning pace and working schedules. In this context, the NTI/ BA together with the national tutor agree on the length and timeframe of the course, taking into account the needs and workload of participants. The HELP Secretariat must be kept informed of the delivery and progress of the course.

It is reiterated that the **tutored course** contains two kinds of materials:

- ❑ the **core material**, which is the online course (SCORM package, i.e. the interactive course package developed in the context of the CoE). Usually there is a separate SCORM for each module of the course;
- ❑ the **additional material**, which is the material added to the course page by the national tutor. This material complements the content of the SCORM and adapts it to the national/regional legal context and needs of the course participants. Training materials can be uploaded by the tutor before the course is launched (during the adaptation phase) or module by module on a regular basis. If all materials are uploaded at once, those will be made available to participants according to the course timeframe.

During the delivery phase, the **main role of the national tutor** is to **liaise with the course participants** to match their needs with the implementation of the course. (S)He makes sure that all participants have access to the course and to each module, develops and uploads in

due time any additional resources and material, follows up on each session with them explaining the course content and various interactive material published on the platform, **moderates the forum, monitors the participants' activity** (such as their views of the additional material, their contribution to the forum, their completion of assignments, etc.) and **evaluates the participants** at the end of the course. The tutor also provides participants with support in case of technical problems.

**Additional resources** are important and can include materials for further exploration of the course topic by participants, such as links to websites, relevant case-law (European and national), doctrine, articles, additional readings and reference to text books, as well as **interactive activities** such as forum discussions, multiple choice or true/false questions, quiz tests, assignments, case studies. They also include the **final test/assignment** that will be used for the evaluation of participants.

Tutors are thoroughly trained on all these steps during the ToT sessions when they obtain their HELP Tutor Certificates. They can also access several resources, such as tutorials and step by step instructions for the technical preparation of their course page (how to create activities, how to set up a planned or gradual release of the course sections, etc.), in the **HELP Support Page for Certified Tutors** in the HELP platform. The HELP Secretariat can also assist them with templates and instructions meant to facilitate their work.

### ■ Extra info for national tutors

Examples of **interactive material** in the national HELP course page:



A very interactive tool is the **Forum** created by the tutor on the course page. In the Forum participants can debate on relevant issues (by replying to or adding a post), express their opinions and contribute to discussions. Very often tutors post open questions on the forum and participants engage in discussions on the topic concerned. Participants must be aware of the fact that the final evaluation is not based on their answers and that the forum is only accessible to the course participants enrolled on the course page.

For some **assignments** prepared by the tutors, the system provides participants with automatic feedback preset by the tutor when preparing the exercise. In these cases, the national tutor is not expected to correct and evaluate the submissions, but to analyse the results/statistics generated by the system. For some other assignments, individual feedback from the tutor is needed.

A **quiz** usually includes multiple choice questions, or true/false questions. This type of activity allows participants to receive automatic feedback and their grade from the system, as the answers have been previously entered by the trainer. When creating the quiz, the tutor will enter automatic feedback for the correct and the wrong answers. On the other hand, **case studies** require more involvement from the tutor, who will provide written feedback to the participants on the work they have delivered. While this can be

more time-consuming for both participant and tutor, it can be extremely beneficial to evaluate the understanding of a concept, or the skills acquired, for example through case studies. However, especially in continuous training, for open questions/case studies a pass/fail system is preferred to grading, as the main purpose of these activities is to incite participants to use the knowledge and skills acquired through the course, engaging them to reflect on the topic.

It is recommended to add **visual materials** (photos, videos etc.) to the course page, to make it more interactive. When using materials from other websites, the tutors should indicate the source.

Stage	Details	Participation
Launching the course:	<ul style="list-style-type: none"> <li>▪ Selection of event date</li> <li>▪ Selection of speakers</li> </ul>	NTI/BA HELP Secretariat
Face to face event preparation	<p>Selection of participants:</p> <ul style="list-style-type: none"> <li>▪ Call for expression of interest with reference to the requirement of opening an account on the HELP Platform. Example: <i>“Participants who do not have HELP accounts are requested to create an account on the HELP platform, by clicking on the link available here (<a href="http://help.elearning.ext.coe.int/login/signup.php">http://help.elearning.ext.coe.int/login/signup.php</a>) and validate their account from the email received after their registration. Prior to the launch event, they will be enrolled in the course page, which will be accessible to them as of that date.”</i></li> <li>▪ Establishment of selection criteria</li> <li>▪ Communication of list of participants and e-mails to the HELP Secretariat and tutor</li> </ul>	NTI/BA
	<ul style="list-style-type: none"> <li>▪ Drafting of the Agenda</li> <li>▪ Booking of speakers</li> </ul>	HELP Secretariat
	<p>Arrangements for:</p> <ul style="list-style-type: none"> <li>▪ travel of speakers and participants</li> <li>▪ booking of venue</li> <li>▪ wi-fi connection</li> <li>▪ tutor’s fee</li> <li>▪ catering</li> <li>▪ interpretation and interpretation booths</li> </ul>	NTI/BA liaising with the HELP Secretariat
Launching the course: Face to face event	<p>Usually 1 day/1.5 days event</p> <ul style="list-style-type: none"> <li>▪ Participants meet with each other and with tutor</li> <li>▪ Welcoming addresses</li> <li>▪ Presentation of the HELP Programme and e-learning platform</li> <li>▪ Presentations on the topic by guest speakers</li> <li>▪ Presentation of the course structure and content</li> <li>▪ Interactive session between tutor and participants</li> <li>▪ Confirmation of enrolment of participants by the tutor</li> </ul>	Representatives of: NTI/BA, HELP Secretariat, International or local experts Tutor Participants

Online training	Determining the length and timeframe of the course delivery. Usually, the course implementation lasts for a period of 2-4 months (with an effort of 1-2 hours per week), depending on the HELP course.	NTI/BA and tutor
	<p>The training of the course is delivered by the tutor, his/her main tasks include:</p> <ul style="list-style-type: none"> <li>▪ supporting participants with registration on the course page</li> <li>▪ contacting participants in order to obtain all information needed and keeping them informed of course deadlines and training calendar</li> <li>▪ uploading onto the course page the necessary documents and training materials for the course</li> <li>▪ advising on further study</li> <li>▪ adding all relevant news and information for participants</li> <li>▪ posting topics related to the course, questions on the forum specifically dedicated to the course participants</li> <li>▪ stimulating and reviving discussions and networking among participants</li> <li>▪ ensuring that questions addressed through the on-line forum are answered in a timely manner</li> <li>▪ logistical support</li> <li>▪ preparation of assignments (if not at the stage of adaptation) and final evaluation</li> <li>▪ monitoring of the progress of participants</li> <li>▪ keeping the HELP Secretariat informed on the course delivery and progress</li> </ul>	Tutor
	<p>During the online training course participants:</p> <ul style="list-style-type: none"> <li>▪ go through the online course modules and the materials prepared for the national adaptation, following the planning indicated by the tutor</li> <li>▪ submit the assignments within set deadlines</li> <li>▪ communicate with the tutor for any logistical or content-related issue and question</li> <li>▪ participate in the forum discussions</li> <li>▪ network with each other</li> </ul>	Participants

## KEY POINTS



- ❑ The implementation of the national course consists of two phases: the launch of the course and the online delivery of the training.
- ❑ The HELP Secretariat identifies along with the national partner the date of the launch event, drafts the Agenda and makes the necessary arrangements for the booking of speakers.
- ❑ The launch event is organised in the participating country and normally is hosted in the premises of the national institution.
- ❑ The selection of participants is done by the national institutions (NTIs/BAs).
- ❑ There are usually 30-40 participants in a course.
- ❑ The course launch is an in-person event to launch the course that the NTI/BA will

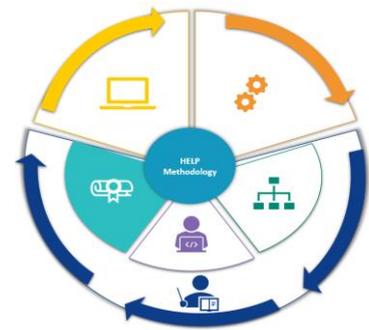
be implementing.

- ❑ Following the launch event, the course is delivered online.
- ❑ During the delivering phase, the main role of the national tutor is to liaise with the course participants, to ensure they have access to the training material (s)he has prepared and to encourage them to contribute to the interactive activities.
- ❑ Participants are expected to follow the course under the guidance of the tutor within given deadlines and to review the additional material (s)he has uploaded to the course page.

## STEP 3: EVALUATION AND CERTIFICATION

### a) Evaluation and reporting

Once the set deadline by the tutor for the completion of all course modules and activities expires, participants are invited to complete and submit a **final test**. This test usually consists of multiple-choice questions (MCQ) and/or an assignment that covers issues addressed in the SCORM and/or issues discussed during the course regarding the particular national context. Participants submit the test and, in the case of MCQ, they automatically receive their score from the system. In the case of an assignment, upon submission, the tutor provides participants with relevant feedback.



As a **minimum requirement for certification**, participants would have to **complete the online course** (the modules in SCORM format) and **pass the test/assignment** given by the tutors. Sometimes tutors also add in the evaluation criteria the reply to case studies and, more rarely, participation to the forum exchanges. The list of successful participants is established based on a pass/fail system, **no grades are needed**.



Upon completion of the online course, **participants evaluate the short-term impact of the course**. To do so, the tutor uploads a course **evaluation questionnaire** on the course page (usually in the national language) and invites participants to submit their feedback. A model questionnaire can be provided by the HELP Secretariat. Participants' feedback is very valuable to improve the quality of future courses, as well as to assess the success of the national course just delivered. Participants' feedback is anonymous and should be provided within a set timeframe. Participants are asked to rate the organisational aspects of the training, the value, quality and relevance of materials (both the basic material and the materials prepared by the tutor), the way in which the course was moderated by the national tutor, and the potential application of what was learnt in their daily practice. The questionnaire should also allow space for further comments that participants may wish to make.

In addition, the national tutor is expected to submit to the HELP Secretariat (and the national partners) a **report** on the execution and results of the course, based on the HELP template (which is provided). The report **includes the list of successful participants**, evaluation of the course implementation, as well as identification of any challenges or problems that arose during the course, ways to improve the results and future needs.

For example, the report refers to participants' motivation and engagement in the course, it describes the materials and activities proposed and implemented, the evaluation method and the success ratio. It also addresses specific challenges regarding participants' response and accomplishment of tasks, success stories (including brief testimonies, outstanding involvement, and accomplishment). As one of the aims of the evaluation is the course improvement on the basis on the real needs of participants, the tutor should conduct a qualitative analysis of the evaluation replies and provide the HELP Secretariat with any informal feedback on the course received from participants (e.g. through discussions). The course is intended to help professionals in their daily practice, and, in the context of its evaluation, the tutor should encourage participants to report back on impact and specific application even months after the course ended.

### ■ Extra info for national tutors

#### **Evaluation process:**

For the end of the course, the tutor proceeds to the **evaluation of participants based on the criteria (s)he set**, i.e. course completion + test + (eventually) participation in forum exchanges and interactive activities. The last factor can be taken into account especially if needed to compensate for some participants that have not maybe gone through all modules etc. The **activity completion** can be extracted from the *Reports* section in the *Settings* menu of the course page.

**Test:** tutors can create a quiz test (multiple choice and/or true-false) directly in the page with usually 10 questions with preset answers, so the results are automated. As in the online course (SCORM) there are already tests at the end of each module, tutors can combine questions from there and some new ones especially on national context. The system will generate the grades automatically and tutors will be able to extract them from the results report.

**Assignment/case study:** tutors can also create case studies; however, in this situation it is not possible to preset the evaluation and the tutor will do this individually for each participant (no grades needed, a pass/fail system can be used).

It is recommended that tutors **relaunch at least once the participants that have not completed their tasks** to give them a last chance to do so (they should indicate a deadline and contact them by individual message, not by forum).

After the evaluation process, the tutor should **confirm the completion** (by individual

email via the platform, not by forum as it is seen by all) to the successful participants so that they are aware they passed (no need to give grades, a pass/fail system can be used). The tutor should check with the successful participants that their names are spelled correctly before drafting the list of successful participants in the activity report.

## b) Certification and follow-up

 On the basis of the list provided by the national tutor, the HELP Secretariat prepares certificates for those who have successfully completed the course. The HELP Certificate is normally issued jointly by the CoE and the NTI/BA.

Certificates are prepared in **digital or paper version**. They are sent to the NTI/BA, which then dispatches them to the participants. The national partner is free and even encouraged to organise a debriefing meeting at national level as an award ceremony at the end of the course. In principle, the HELP Secretariat does not have the capacity to support or attend such an event.



At the end of the course, **a copy of the national course page** (including all materials) is **uploaded to the self-learning section of the HELP e-learning platform**, on a new page opened to the public. However, the forum and other private information such as exchanges/views/test results or sensitive materials shared between participants are never copied to the public page. The course then becomes a free to use, self-paced resource for other legal professionals interested in that national version.

Courses can be revised after a certain period to include recent case-law and standards' developments, also considering the feedback and evaluation received throughout the various implementations.

As tutored courses are organised in cooperation with the national partners, the NTI/BA may agree on recognising a certain number of credits for successful participation, usually, on the basis of the hours allocated to the training. Experience shows that the recognition of credits increases motivation and successful completion of the course.

Stage	Details	Participants
Evaluation	<ul style="list-style-type: none"> <li>Preparation of the final test for the evaluation of participants</li> <li>Preparation of a questionnaire for the evaluation of the course (Model questionnaire can be provided by the HELP Secretariat)</li> </ul>	Tutor
	<ul style="list-style-type: none"> <li>Submission of final test within deadline</li> <li>Submission of feedback through the questionnaire on whether the learning</li> </ul>	Participants (learners)

	objectives have been met (anonymous)	
	<p>The tutor evaluates participants' performance. According to the topic and the target audience, criteria may involve:</p> <ul style="list-style-type: none"> <li>▪ Successfully completing the online course (SCORM)</li> <li>▪ Following the course regularly, going through the course materials</li> <li>▪ Participating in discussions</li> <li>▪ Successfully completing the assignments provided for each module</li> <li>▪ A minimum pass rate to the final assignment (i.e. 5/10 in the final quiz)</li> </ul>	Tutor
Reporting	<p>The tutor drafts and submits to the HELP Secretariat and the NTIs/BAs an activity report and communicates the number of successful participants with the list of names. Issues to consider for the report (a HELP template report is provided to the tutor to fill in):</p> <ul style="list-style-type: none"> <li>▪ description of materials and activities proposed and implemented</li> <li>▪ evaluation method</li> <li>▪ number of successful participants and success ratio</li> <li>▪ specific challenges regarding participants' response and accomplishment of tasks</li> <li>▪ success stories (including brief testimonies, outstanding involvement and accomplishment)</li> <li>▪ effectiveness of training material for the selected group of participants</li> <li>▪ feedback from participants and impressions</li> </ul>	Tutor
Certification	<p>The HELP Secretariat issues certificates usually jointly with the national partner. In order to issue certificates, the HELP secretariat needs to receive the following:</p> <ul style="list-style-type: none"> <li>▪ A list of successful participants (first name, surname). Attention should be paid to the spelling of the names.</li> <li>▪ The name and logo (.jpg format, high resolution) of the partner institution</li> <li>▪ The end date of the training</li> </ul> <p>Some weeks are necessary for the issuing of certificates, and the above information needs to be sent to the HELP Secretariat one month before the debriefing/awards meeting.</p>	HELP Secretariat NTI/BA
Follow-up	<p>The tutor encourages participants to report back on impact and specific application of the course even months after the training ended.</p> <p>At the end of the course, the national version with its materials is uploaded to the self-learning section of the HELP e-learning platform.</p>	Tutor HELP Secretariat

## KEY POINTS



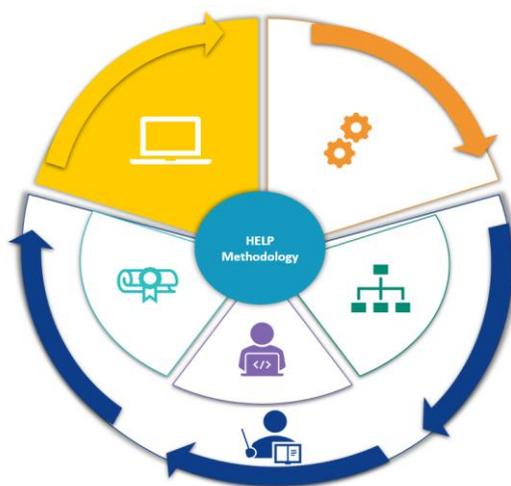
- ❑ Evaluation of participants' performance is done by the tutor based, usually, on the completion of the online modules (SCORM packages), a final test that (s)he has prepared and participants' contributions throughout the implementation of the course.
- ❑ Participants who have successfully completed the course will receive a HELP



certificate.

- ❑ Participants also submit feedback based on a questionnaire where they evaluate the national version of the course and its implementation by the tutor.
- ❑ The tutor sends the HELP Secretariat a list of successful participants, submits an activity report including the participants' comments on the evaluation questionnaire and provides informal feedback on the course implementation.
- ❑ The certificate is normally issued jointly by the HELP Secretariat and the national partner (NTI/BA).

## 3. SELF-LEARNING COURSES



All HELP courses are available on the **HELP e-learning platform**: <http://help.elearning.ext.coe.int/>, i.e. a platform based on Moodle, user friendly and **accessible free of charge**. The platform includes **model HELP courses** (in English), as well as **translated HELP courses** (in various languages) on a vast variety of topics.



**A model course is the core online course on a particular topic, built in English in an interactive format, called SCORM. A translated course is a literal translation of the model course into a national language in a SCORM format as well.**



### Introduction to the ECHR and the ECtHR

Available languages:

2020 version: [eng](#) | [fra](#) | [ell](#) |  
[hrv](#) | [mne](#) | [srp](#) | [spa](#)

The HELP platform also includes **replicas of national versions of HELP courses** that have already been implemented in a country and are transferred to the self-learning section. The national versions consist of the translated HELP course together with additional materials prepared by national tutor in the context of the national legal system. In this case, the course no longer benefits from interaction with a tutor or other participants. Indeed, the main difference between "self-learning courses" and "tutored courses" is that in the former there is **no national tutor moderating, no start, end date or imposed timeline**

for completion, and there is **no certificate issued together with the national partner** (NTI/BA). Any learner can go through the course at their own pace and use only self-assessment tools.

**Participants that completed self-learning courses** on the HELP platform can generate '**Statements of Accomplishment**' directly from the platform. These can be generated only if all the online modules (SCORM packages) of the respective course are completed and a minimum amount of time has been spent on the course.

HELP courses are accessible to all users that have an account on the HELP e-learning platform. In order to create an account, it is necessary to go to: <http://help.elearning.ext.coe.int/>, click "Log in" and then click "Create New Account" under the "Log in" button. Then, choose a username and password and fill in the boxes with personal data. When this is done, click "Create my new account" at the bottom of the page. An email will be sent to the given email address in order to activate the account.

Once the account is activated, the user is ready to start accessing the HELP courses. To do so, the user will have to enrol in the course of his/her interest. To access a specific course, (s)he



should click on the **language icon** (the language in which the user wishes to do the course). (S)He will then be asked to login by using his/her name and password. Once logged in, the user has access to the self-learning course page and can start going through the modules of the course. All the courses in which a user is enrolled can be found by clicking the 'My Courses' button (in the upper right-hand corner of the screen).

Courses are divided into sections (modules) and usually there is a separate SCORM per module. It is very easy to navigate through the SCORMs. The user just needs to click on the arrows to go forward or backward and (s)he can also search for a specific section through the index. As the user advances through the SCORM, the system will record his/her progress and will mark '*complete*' when (s)he finishes the SCORM. The user can then proceed to the next course module (SCORM package).

**Completion tracking is saved automatically**, allowing users to start and stop at any time, by just closing the course window.

#### ■ Extra info for self-learning

The user can access the SCORMs as many times as (s)he wishes. Any time (s)he goes into the SCORM, (s)he will get a question box asking if (s)he wishes to resume where (s)he left off or not. If (s)he presses **YES**, the system will respect his/her progress and take him/her to the part of the module where (s)he left off. If **NO** is pressed, the system will take the user to the beginning of the module and progress for that module will be lost.

To summarise all the steps detailed above, here is a **timeline**:



## CONCLUSIONS

The **HELP Human Rights Training Methodology** is a set of steps and principles under which the HELP Programme develops and implements its courses. The HELP methodology and courses are systematically used in Council of Europe capacity-building activities related to CoE and EU standards, organised in beneficiary countries, including within the framework of several cooperation programmes. This methodology takes into account the heavy time pressure imposed on legal professionals in their daily work and their particular needs.

This guide provides a **step-by-step analysis** of the various stages of the HELP Methodology and describes in this context the role of the HELP Secretariat, the NTI/BA and the tutor on the training of legal professionals.

In particular, it explains the **development of a HELP model course** by addressing the issues of selection of the topic and of the course authors, the building of the model course, as well as its content and format. Moreover, the guide deals with the two distinct formats of HELP Courses: tutored courses and self-learning courses.

With regard to **tutored courses**, the guide analyses firstly the role of the national tutors. It deals then with the three- step process, i.e. the development of the national version of the course which consists not only of the translation of the model course into national languages, but also of its adaptation to national legal system and context, the implementation of the course, which encompasses the launch and online delivery of the course and the evaluation and certification which are instrumental for the effectiveness of the whole process.

The above process ensures that HELP courses are developed and implemented in an "*à la carte*" tailored approach, adapted to the national legal context. The possibility of national training institutions to use HELP courses and resources represents thus an opportunity to have access to high-quality training materials on human rights standards. The online format represents a cost-efficient way to train as many legal professionals as possible.

All HELP courses are available in **self-learning format** in the HELP e-learning platform which is freely accessible. They can be used by legal and justice professionals individually. The HELP platform includes model HELP courses (in English), as well as translated HELP courses (in various languages) on a vast variety of topics. It also includes national versions of HELP courses that have already been implemented in a country and are transferred to the self-learning section. Self-learning courses are available free of cost and accessible any time.

Training legal professionals at large is of major importance in order to promote and effectively implement human rights standards at national level. According to the subsidiarity principle, national authorities have the primary responsibility for the effective protection of human rights. The whole HELP Programme is based on this aspect of subsidiarity and constitutes a significant component of the credibility of the European human rights protection system. The HELP Methodology is an important tool for Member States to

*"encourage the use of the most appropriate learning and training methods, taking into account the national context and the specific needs and expectations of the targeted public"* (Recommendation CM/Rec (2019)5 of the Committee of Ministers to member States on the system of the European Convention on Human Rights in university education and professional training).

## ANNEX

### 1. Table - how HELP works

	Activity	Timeline (months)
Development of HELP model course (English)	4 working groups	1-12
Development of the national version	Translation into national language	12-15
	Adaptation to national legal system and context by HELP tutor on the HELP course page	
Launch and implementation	Preparation and selection of participants by national partner	12-15
	Launch (face-to-face event)	15
	Online education	15-18
Evaluation and certification	List of successful participants and Tutor report	18
Self-learning	Model course and translations added to the self-learning part of HELP e-learning platform	As of M12/15

■ Lead – HELP-CoE

■ Lead – National Partners (NTIs/BAs)

### 2. HELP online courses - basic concepts



#### **Model HELP online course**

This is the core HELP online course on the topic (like a textbook on a particular subject). It is developed in English, centrally by the HELP Secretariat of the Council of Europe (CoE) with participation of colleagues from various relevant CoE entities, including lawyers from the European Court of Human Rights and experts in the topic (CoE consultants). The model HELP course can exist in many languages but its content in all languages is identical (as a literal translation of a textbook). It is available in the HELP online platform for all its users for self-learning. It may be modified only by the HELP Secretariat or authorised HELP consultants in coordination with the HELP Secretariat. They are built in SCORM format (see below).



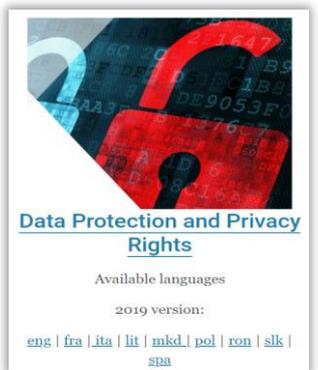
#### **Module of a HELP online course**

A section of a HELP course, like a chapter in a textbook. Modules can be taken as part of a full HELP course (e.g. the HELP course on Data Protection and Privacy Rights) or individually (e.g. the module on media within the HELP course on Data Protection and Privacy Rights).



## Translation

A literal translation of the model HELP course into a national language. It is usually provided for by the HELP Secretariat, and the national tutor may be asked to proofread it (without adding or deleting information from the model HELP course).



## National version of a HELP online course

It is composed of two parts:

- The literal **translation** of a HELP online model course (SCORM) into the national language
- **Additional materials** related to the national legal order and practice (e.g. national laws and case law, news articles, videos). There may be either a single national version of a HELP course or different ones aimed at different justice professionals (e.g. a version for prosecutors, judges, lawyers and another one for prison officers).



## SCORM

Online format in which HELP courses are built (both model course and the translations). SCORM stands for "*Sharable Content Object Reference Model*". The SCORM format presents the course content in an interactive way. Just as figures are better presented in Excel sheets and text in Word format, e-learning is better delivered in SCORM format.



## HELP e-learning Platform

The Council of Europe e-learning platform for online courses for legal professionals. It is as user friendly as Facebook or WhatsApp. HELP online courses are accessible in the HELP online platform: <http://help.elearning.ext.coe.int/>  
It is based on Moodle.



## HELP trainer / tutor

Expert specialising in a particular topic who successfully attended HELP training-of-trainers (ToT) and is familiar with the HELP online platform and its functionality.



## ToT (Training of Trainers)

Special trainings offered by HELP Secretariat to teach the basics of the HELP Methodology and HELP online platform functionality.

The **European Programme for Human Rights Education for Legal Professionals (HELP)** is the main education platform of the Council of Europe (CoE).

The HELP Programme supports the Council of Europe member states in implementing the European human rights standards at the national level. This is done by enhancing the capacity of legal and, where relevant, other professionals, to apply European human rights standards in their daily work.

The HELP Programme develops and implements online courses in various human rights related topics, aimed at enhancing both the knowledge and skills of justice professionals. Apart from the European Convention on Human Rights (ECHR) and the case-law of the European Court of Human Rights (ECtHR), HELP courses cover other CoE instruments and, as of 2015, systematically integrate the European Union (EU) framework and the case-law of the Court of Justice of the EU (CJEU).

Take a few moments to familiarise yourself with the HELP website and explore the available HELP online courses.

<http://help.elearning.ext.coe.int/>

 [www.coe.int/help](http://www.coe.int/help)

 [www.facebook.com/coehelp](http://www.facebook.com/coehelp)

 [www.twitter.com/coehelp](http://www.twitter.com/coehelp)

Share and communicate by using: **#CoEHELP**

ENG

[www.coe.int](http://www.coe.int)

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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