HELP PROGRAMME EVALUATION

Final Report

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

Table of Contents

LIST OF ABBREVIATIONS

BA	Bar Association
CCBE	Council of Bars and Law Societies of Europe
CDDH	Steering Committee for Human Rights
CEPEJ	European Commission for the Efficiency of Justice
CM	Committee of Ministers
CNUE	Conseil des Notariats de l'Union Européenne
CoE	Council of Europe
CPD	Continuing Professional Development
DGI	Directorate General Human Rights and the Rule of Law
DH-SYSC	Committee of Experts on the System of the European Convention on Human Rights
DIO	Directorate of Internal Oversight
EC	European Commission
ECHR	European Convention on Human Rights
ECtHR	European Court of Human Rights
EJTN	European Judicial Training Network
ESC	European Social Charter
EU	European Union
HELP	Human Rights Education for Legal Professionals
HRTF	Human Rights Trust Fund
HUDOC	Human Rights Documentation
IT	Information Technology
LGBT	Lesbian, Gay, Bisexual, and Transgender
NGOs	Non-Governmental Organisations
NTI	National Training Institution
OB	Ordinary Budget
OHCHR	Office Of The High Commissioner For Human Rights (of the United Nations)
OSCE	Organization for Security and Co-operation in Europe
PACE	Parliamentary Assembly of the Council of Europe
PCF	Programmatic Cooperation Framework (for Armenia, Azerbaijan, Georgia, Republic of Moldova, Ukraine and Belarus)
TOR	Terms of Reference
TOT	Training of Trainers
UNHCR	United Nations High Commissioner for Refugees
UNICRI	United Nations Interregional Crime and Justice Research Institute
UNODC	United Nations Office on Drugs and Crime

EXECUTIVE SUMMARY

The European Programme for Human Rights Education for Legal Professionals (the HELP Programme) aims at supporting the Council of Europe (CoE) member states in implementing the European Convention on Human Rights (ECHR) at the national level. The overall objective of the Programme is to enhance the capacity of judges, lawyers and prosecutors in all 47 member states to apply the ECHR in their daily work. More recently, its scope includes also the European Social Charter (ESC) and the Charter on Fundamental Rights of the European Union (EU).

In response to a request by the HELP Secretariat, the Directorate of Internal Oversight (DIO) carried out an evaluation of the HELP Programme in order to contribute to internal reflections on its strategic direction. The evaluation assessed the HELP Programme against the criteria of relevance, effectiveness, efficiency, impact, sustainability, and added value.

The evaluation used a mixed-methods approach, including (i) a document review, (ii) semi-structured interviews with key stakeholders, (iii) online surveys among members of the HELP Network and participants in training of trainers' courses, (iv) secondary data analysis of the HELP budget and staff resource allocation, and (v) observation of HELP events.

Based on evaluation findings, the following key conclusions can be drawn with regard to the evaluation questions:

1) **Relevance:** The HELP Programme is relevant for the Council of Europe. It is in line with high-level declarations as well as recommendations of the Committee of Ministers and other Council of Europe entities. It also generally meets the needs of National Training Institutions (NTIs)/Bar Associations (BAs). An extension of the Programme to non-legal target groups should be limited as it risks the diversion of scarce resources away from those areas where they can be used most effectively. Law students are, however, a target group to which an extension of the HELP Programme seems at the same time relevant and feasible.

2) **Effectiveness:** The HELP Programme is effective in producing good quality tutor-run distance learning courses. Some feedback from participants suggests that those legal professionals who took HELP training gained knowledge about the respective legal topic they were trained on. Self-learning courses have the potential to reach a large number of legal professionals. However, to date they are hardly used. A better promotion alongside an improved userfriendliness of the HELP platform and the introduction of certificates may boost a wider outreach of self-learning courses.

3) **Efficiency:** The HELP Programme is managed effectively and efficiently. It is run with very limited and stretched human resources. A more sustainable allocation of resources to the HELP core function would be desirable. The attitude and working methods of the HELP Secretariat are exemplary in the sense that they are geared towards continuous improvement and the maximization of synergies through partnerships with Council of Europe internal and external stakeholders. More attention needs to be given to communication as well as to further improving the e-learning platform and HELP webpage including national pages. There is also room for further increasing the value for

money of the Programme: by focusing more on enhancing the usage of its products, the Programme could achieve better results in terms of the number of and costs per legal professional(s) trained. The annual HELP Network Conference is seen very positively by members of the HELP Network.

4) **Impact and Sustainability:** The HELP Programme was able to achieve some positive impact and there are also a few success stories related to sustainability but a more systematic integration of HELP courses into the training curricula of NTIs and BAs would be needed in order to have a significant impact on the respect of human rights in member states and a decrease in the case load of the European Court of Human Rights (ECtHR).

5) **Added Value:** The HELP Programme plays a unique role within the Council of Europe and also among other external providers of human rights training for legal professionals. Within its specific field of expertise, the Programme has a clear comparative advantage.

The evaluation makes the following key recommendations with a view to improve the HELP Programme's effectiveness and efficiency:

1) Unless there are strong reasons for exceptions, efforts should be focused instead of further spreading resources too thinly. This involves concentrating on legal professionals rather than expanding the Programme to other target groups, as well as replicating courses and promoting their usage rather than developing new ones.

2) The e-learning platform needs to be revamped in order to become more user-friendly (a respective tender is already being processed).

3) A staff workload analysis should be done with a view to assess the adequacy of staff resources. Staff competencies should be diversified in order to ensure the availability of specialized expertise for managing the e-learning platform and HELP webpage.

4) More efforts should be made to develop and promote self-learning courses that are openly accessible to any legal professional and possibly also law students.

1. INTRODUCTION

The European Programme for Human Rights Education for Legal Professionals (the HELP Programme) was launched in 2006 to support the Council of Europe (CoE) member states in implementing the European Convention on Human Rights (ECHR) at the national level. The overall objective of the Programme is to enhance the capacity of judges, lawyers and prosecutors in all 47 member states to apply the ECHR in their daily work. In addition, the Programme supports legal professionals from the EU in acquiring the knowledge and skills on how to refer to the Charter of Fundamental Rights of the European Union (EU) and the European Social Charter (ESC).

In response to a request by the HELP Secretariat, the Directorate of Internal Oversight (DIO) carried out an evaluation of the HELP Programme in order to contribute to internal reflections on the strategic direction of the Programme.

This evaluation report briefly describes the HELP Programme, including its objectives and management arrangements, theory of change and funding structure (chapter 2). Following this, the purpose and scope of the evaluation (chapter 3) as well as the methodology used to answer the evaluation questions (chapter 4) are explained. Based on the evaluation findings (chapter 5) conclusions are drawn (chapter 6), recommendations are made (chapter 7), and lessons of interest for the organisation are identified (chapter 8).

2. THE HELP PROGRAMME

2.1 Objectives and Management Arrangements

The HELP Programme supports the 47 Council of Europe member states in implementing the ECHR at the national level by enhancing the capacity of judges, lawyers and prosecutors to apply the ECHR in their daily work, and increasingly also the ESC and the EU's Charter on Fundamental Rights.

The HELP Programme is managed by the HELP Secretariat: the HELP Unit of the Human Rights National Implementation Division in the Directorate General Human Rights and the Rule of Law (DGI). To implement the Programme, the HELP Secretariat has created the following structures:

- The **HELP Network** consists of representatives from National Training Institutions for judges and prosecutors (NTIs) as well as Bar Associations (BAs) of the 47 Council of Europe member states. It meets annually in the framework of the HELP Conference in order to share best practices and develop a road map with priority topics to be developed in future HELP curricula and materials. It is therefore the opportunity for a large-scale training needs assessment for legal professionals in the Council of Europe

member states.

- **HELP Focal Points** and **HELP Info Points** liaise between the HELP Secretariat and the NTIs and BAs of the Council of Europe member states. They disseminate HELP materials and information through national webpages and during events in their countries. They are appointed by the NTIs/BAs, but paid by the HELP Programme.
- **National Tutors** receive Training of Trainer (TOT) training organized by the HELP Secretariat. They adapt HELP materials to their national context and provide HELP training in their countries in co-operation with the NTI/BAs concerned.
- The **HELP Consultative Board** consists of six members[1] selected for two years by the HELP Network to provide regular advice to the HELP Secretariat and quality assure HELP model courses from a user perspective.
- The **HELP Editorial Board** is composed of experts on European Court of Human Rights (ECtHR) case law, ECHR training, as well as Information & Technology (IT) and web communication. It is appointed by the HELP Secretariat and is responsible for planning and implementing a communication strategy for the HELP Programme and for publishing, revising and updating news and self-training materials on the HELP website and Moodle platform[2].

2.2 Theory of Change

A theory of change is a programme logic or, in other words, an anticipated chain of changes induced by a programme. It explains how the programme is expected to work based on the way it is designed and conceptualized. Whether or not it actually works in this way can be assessed by an evaluation. The theory of change of the HELP Programme is visualized in Annex 1. It can be briefly summarized as follows:

Activities carried out or induced by the HELP Programme

1) The HELP Secretariat develops model courses on priority topics identified in consultation with the HELP Network and on the basis of the case-law of the ECtHR and the recommendations made by the Execution Department.
2) These model courses are translated into the languages of member states, in which the courses are planned to be launched.
3) The HELP Programme trains national tutors, who then adapt the translated model courses to their national context by enriching them with relevant national legislation and national and international case law.
4) The national tutors run the course as a pilot with a group of legal professionals and provide feedback for refining the materials.
5) After that, NTIs and BAs are expected to integrate the course into their curricula.
6) The course also remains available on the Moodle platform for other NTIs and BAs to

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[1] Currently there are seven members because two candidates had received an equal number of votes in the elections.
[2] The Moodle platform is the online platform that contains the HELP distance and self-learning courses available for users.

adapt to their needs.

7) In addition to the trainings implemented in co-operation with NTIs and BAs, the HELP Programme offers self-learning materials that are accessible to any user who created a free account on the HELP Moodle platform.
8) Focal and info points promote the usage of HELP materials in their countries.
9) Other entities within the Council of Europe, which provide training on the ECHR to legal professionals or other target groups, may also make use of HELP materials.

Expected long-term results

10) Through training judges, prosecutors and lawyers on human rights, the HELP Programme is expected to contribute to a decreased number of member states' court decisions that violate the ECHR as well as an improved quality of well-founded and reduced number of inadmissible applications to the ECtHR.
11) Thereby the case load of the ECtHR is reduced and the effectiveness of the ECtHR is improved.

2.3 Funding Structure

When the HELP Programme was launched in 2006, it was originally covered by the Ordinary Budget (OB). Since 2010, it has been funded mostly by extra-budgetary resources, mainly from the Human Rights Trust Fund (HRTF) but also the European Commission (EC). In recent years, the annual OB contribution to the HELP Programme amounted to €250,000. Table 1 shows the complementary HELP projects that have been on-going at the time of the evaluation.

Table 1: On-going HELP projects

Name of Project	Project Reference	Budget	Donor	Timeframe
European Training Network and Programme for Human Rights Education for Legal Professionals	2014/DGI/VC/3060	€ 1.2 million	HRTF	January 2014 – December 2015
HELP in the 28	2015/DG I/JP/3201	€ 1.67 million	EC	January 2015 – December 2016
HELP in the Russian Federation	2015/DGI/VC/3308	€ 400 000	HRTF	March 2015 – February 2017

Furthermore, the Human Rights National Implementation Division manages other projects with HELP components, in the framework of which new model courses on specific topics are being developed, existing model courses are being adapted to national contexts, or HELP materials are used in some other way. Annex 2 provides a list of such projects.

Starting from 2016, the HRTF will no longer be funding the general HELP Programme in the 47 member states. Instead, it will fund a specific project in the Balkans and Turkey for 18 months starting in April 2016. Another donor might fund a regional HELP project in the Caucasus region.

3. EVALUATION PURPOSE AND SCOPE

3.1 Rationale and Usage

The HELP Programme has grown significantly in scope since its inception, and discussions are on-going within DGI regarding its future strategy in relation to issues such as target groups of the Programme, co-operation with NTIs and BAs, working methods, co-operation with other Council of Europe entities and external partners, and better institutionalization of the Programme. The evaluation serves to draw lessons from past experience, identify good practices and gaps and help to determine the future strategic direction of the Programme. The evaluation intends to be forward-looking and focuses on learning.

The main users of the evaluation will be the Human Rights National Implementation Division in DGI (and in particular the HELP Secretariat), the Consultative Board, and the HELP Network who are the key stakeholders involved in the strategic planning of the Programme. Furthermore, the Committee of Experts on the System of the European Convention on Human Rights (DH-SYSC) will be able to refer to the evaluation findings in its discussion when Committee of Ministers (CM) Recommendation (2004)4 will be reviewed. Finally, other stakeholders include focal/info points, national tutors, the HRTF, other Council of Europe staff, the ECtHR, and the Parliamentary Assembly of the Council of Europe (PACE).

3.2 Purpose and Objectives

The evaluation of the HELP Programme serves the purpose of contributing to internal reflections within DGI on the strategic direction of the Programme. In accordance with the Terms of Reference (TOR), the evaluation has the following objectives:

1) To assess the working methods including partnerships of the HELP Programme in order to identify good practices and factors limiting the effectiveness and efficiency and to make recommendations for improvements;
2) To assess the minimum level of human resources required to run core HELP activities;
3) To assess the degree to which the HELP materials are being used by NTIs, BAs and Council of Europe entities in order to provide recommendations on how to further promote utilization;
4) To assess the effectiveness and impact of the HELP training in order to provide information on the added value of the HELP Programme;
5) To provide recommendations regarding the future scope of the HELP Programme as it

relates to target groups and thematic coverage; and

6) To provide recommendations regarding the development of potential tools and mechanisms to assess the results of the HELP Programme together with NTIs and BAs.

3.3 Evaluation Criteria and Questions

In accordance with the TOR, the evaluation assesses the HELP Programme against the criteria of relevance, effectiveness, efficiency, impact, sustainability and added value. Evaluation questions include the following:

1) To what extent is the HELP Programme relevant?
2) To what extent is the HELP Programme effective?
3) To what extent is the HELP Programme managed in an effective and efficient way?
4) What is the measurable impact of the HELP Programme?
5) To what extent can it be expected that NTIs and BAs will continue to use the materials produced by the HELP Programme in the long term?
6) What is the added value of the HELP Programme for the Council of Europe and in comparison with other human rights training providers inside and outside the Council of Europe?

The evaluation is guided by the Evaluation Guidelines of the DIO and other relevant documents of the Council of Europe including the Gender Equality Strategy 2014-17.

A detailed evaluation matrix summarizing evaluation questions, sub-questions, indicators and data sources is available in Annex 3.

3.4 Scope

The evaluation covers the HELP Programme managed by the HELP Secretariat in all member states and focuses on developments and achievements since 2012, when a mid-term evaluation was carried out. Projects with HELP components that are managed by the Human Rights National Implementation Division are not the focus of this evaluation.

4. EVALUATION METHODOLOGY

4.1 Evaluation Process and Management

The evaluation is carried out in four phases: (i) inception phase, (ii) data collection phase, (iii) data analysis and reporting phase, and (iv) evaluation follow-up phase. The key evaluation stakeholder, the Human Rights National Implementation Division in DGI, commented on the draft TOR, the draft inception report, and the draft evaluation report. These comments have been taken into consideration when finalizing these documents.

The evaluation was carried out by a staff member of the DIO. It was closely coordinated with and contributed to the DIO's evaluation of the effectiveness of the Council of Europe support to the implementation of the ECHR at national level since the HELP Programme represents an important element of the Council of Europe support to member states. Some data for the HELP Programme Evaluation was also collected in the framework of the DIO's evaluation of Council of Europe co-operation with Non-Governmental Organisations (NGOs) in standard setting and monitoring.

4.2 Data Collection Methods and Limitations

The evaluation used a mixed-methods approach including the following data collection methods:

4.2.1 Document Review

The evaluator has collected and reviewed the following types of documents:

- Logframes, project descriptions and reports of HELP projects
- Information material published by the HELP Programme
- Mid-term evaluation of the HELP Programme
- Reports of the HELP Network Conferences
- Documents related to the focal and info point system
- Relevant documents of the CM
- Relevant documents of the Steering Committee for Human Rights (CDDH)
- Relevant documents of the PACE
- Relevant external background material ECtHR statistics, (EC for the Efficiency of Justice (CEPEJ) Efficiency of Justice Report, etc.)

Furthermore, the evaluator has reviewed the HELP webpage and created herself an account on the HELP Moodle platform to obtain an insight into available distance and self-learning materials.

4.2.2 Semi-Structured Interviews

Table 2 provides information about the types of stakeholders interviewed for the evaluation. A complete list of interviewees is available in Annex 4.

Table 2: Type and numbers of stakeholders and the purpose of their interview

Type of Stakeholder	Purpose	# Persons
HELP Secretariat	Obtain information on implementation of HELP Programme and key issues	6
HELP Network and National Tutors: HELP Consultative Board, focal and info points, NTI and BA representatives, national tutors/TOT certified trainers	Obtain information on key beneficiaries' views on the strengths and weaknesses of the HELP Programme and in particular their usage of HELP materials	30
Other Council of Europe staff, in particular those who are also involved in human rights training and/or who cooperated with the HELP Secretariat	Assess the degree to which other Council of Europe services use HELP materials as well as reasons for co-operation and lack thereof	28
Partner organisations	Assess their (potential) co-operation with the HELP Programme	4
Other stakeholders (experts, other government representatives, donors, etc.)	Obtain information on different aspects of the HELP Programme from a wide variety of different stakeholders	4
Total		**72**

Interviews have been carried out face-to-face, by phone or by Skype. The evaluator used interview guides that were targeted towards the different types of stakeholders and drafted interview protocols.

Consultative Board members were interviewed as early in the process as possible. The other interviewees from the HELP Network that have been interviewed were sampled following a methodology aiming at obtaining as diverse a perspective as possible. Sampling was carried out bearing in mind the following criteria:

- Wide geographic distribution;
- Variety of legal professionals concerned (judges, prosecutors, lawyers);
- Countries with a high and a low number of cases pending before the ECtHR;
- Countries with high and low levels of co-operation with HELP based on documentation;
- Countries to which data collection missions for other evaluations[3] have been carried out in order to benefit from the opportunity of face-to-face interviews in a cost-effective way; and
- Gender-balance of interviewees.

A limitation of the semi-structured interviews with members of the HELP Network was that stakeholders, who had limited co-operation with the HELP Programme, were less responsive to requests for an interview than those who significantly benefited from HELP materials.

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[3] Evaluation of Council of Europe Support to Implementation of ECHR at National Level and Evaluation of Council of Europe Co-operation with Non-Governmental Organisations (NGOs) in Standard Setting and Monitoring.

4.2.3 Surveys

The evaluator carried out two online surveys. Both draft surveys had been tested by the Consultative Board members prior to their launch. The two surveys were the following:

1) One online survey was carried out among the members of the **HELP Network** (representatives of NTIs and BAs as well as focal and info points) in order to understand their views on the training materials produced and working methods used by the HELP Programme, as well as the extent of usage of HELP resources and factors facilitating and hindering this usage. The survey was conducted in English and was sent to 16[3] individuals. The response rate was 38.7%. The survey is available in Annex 5.

2) A second survey was administered among **national tutors/TOT participants** in order to assess the multiplier effect of training these individuals as well as their views on the HELP Programme. In addition to English, the survey was also conducted in Russian in order to allow participants of the national TOT session in Moscow to participate. In total, the survey was sent to 184 individuals, of which 47.3% responded. The survey is available in Annex 6.

A difficulty faced during the administration of the surveys was that not all contact persons and details provided by the HELP Secretariat were up to date.[4] Furthermore, similarly to the semi-structured interviews, it can be expected that stakeholders with more involvement in HELP are more likely to submit a survey response than stakeholders with less involvement.

4.2.4 Secondary Data Analysis

The evaluator also analysed several types of secondary data. These include:

1) **Project budget:** An analysis of the project budget in comparison with the number of persons trained was carried out in order to obtain an estimate of the value for money of the HELP Programme in terms of cost per legal professional trained.

2) **Staff time allocation:** The evaluation analysed the HELP Secretariat's allocation of staff resources based on a self-assessment to understand how much work time was spent on core activities in comparison with activities related to implementation in member states.

3) **Training evaluation forms:** Instead of carrying out a survey among end beneficiaries – legal professionals who were trained by NTIs/BAs with the help of HELP training materials – the evaluator intended to analyse the results of training evaluation forms that the HELP Programme integrated into the Moodle platform towards the end of 2015. The aim was to understand training participants' level of satisfaction with the training and the degree of knowledge they gained from it based on a self-assessment. Unfortunately, the completion rate of these training evaluation forms was so low that no conclusions can be drawn from them.

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[4] This is due to the fact that NTI and BA representatives frequently change, while the time-consuming updating of the HELP Network contact list is understandably done only once a year during the preparations for the HELP Network Conference.

4.2.5 Observation

The evaluator attended sessions of an annual meeting for focal and info points as well as a TOT course that were organised in the framework of "HELP in the 28".

5. FINDINGS

5.1 Relevance

<div style="background-color:#7a8dc0; color:white; padding:4px;">To what extent is the HELP Programme relevant?</div>

5.1.1 Compliance with Relevant Recommendations and Declarations of the CM and Other Council of Europe Entities

A review of the related documentation suggests that the HELP Programme is generally in line with the CMs' Recommendation (2004)4, the 2010 Interlaken Declaration, the 2012 Brighton Declaration, and the 2015 Brussels Declaration. CM Recommendation (2004)4 and the 2012 Brighton Declaration call upon states parties to provide their judges, prosecutors and lawyers with training on the ECHR and the ECtHR's case-law, while the 2015 Brussels Declaration specifically invites them to have recourse to the HELP Programme. The 2010 Interlaken Declaration calls upon states parties to ensure that potential applicants are provided with comprehensive information in particular on the application procedures and admissibility criteria of the ECtHR. A table summarizing the relevant extracts of the above mentioned documents is available in Annex 7.

In 2016/17, CM Recommendation (2004)4 is expected to be updated as the Committee of Experts on the System of the European Convention on Human Rights (DH-SYSC) is tasked with submitting a respective proposal to the CM. Until 2015, the HELP Programme was directly overseen by the CDDH, which has strongly supported the Programme, provided human rights experts to cooperate with it and recommended that additional resources would be provided for more targeted training activities.

The services of the HELP Programme are among the measures offered by the Council of Europe to member states in the framework of the 2016-2021 Action Plan on Strengthening Judicial Independence and Impartiality that was adopted by Ministers of Justice in April 2016 in Sofia.

Furthermore, the HELP Programme has been promoted by the PACE, which invited member states in Resolution 1982 (2014) to call on the services of the HELP Programme to meet their needs for co-operation in the training of law and which recommended the CM in its Recommendation 2039 (2014) to update CM Recommendation (2004)4 and to ensure an appropriate allocation of budget to the HELP Programme.

> **Finding 1: The HELP Programme is generally in line with relevant recommendations and declarations of the CM and other Council of Europe entities and was recently included in the 2016-2021 Action Plan on Strengthening Judicial Independence and Impartiality.**

5.1.2 Relevance and Feasibility of Extension to Other Target Groups

It is currently being discussed within the HELP Secretariat and also the Consultative Board and HELP Network whether other professionals should benefit from the HELP Programme as well. Many interviewees, who appreciate the HELP Programme, would like to see target groups other than legal professionals benefit from it. Needs for human rights training identified by individual interviewees are plenty and partially depend on the topic of the type of course they have in mind.[5]

The HELP Programme has, at times, already trained other target groups together with legal professionals in the form of mixed trainings. An expected benefit of such mixed trainings is the mutual familiarization with terminology and concepts of the respective other profession. Examples include training for judges and investigators, which was provided in co-operation with the Justice Academy of Armenia, a course on bioethics that is being developed for legal and medical professionals, and a course on business and human rights that is being developed for legal professionals and accountants. At the time of data collection for this evaluation, it was too early to assess the effectiveness of mixed trainings.

Looking at the normative basis of the HELP Programme, it can be noted that in addition to the training of legal professionals, CM Recommendation (2004)4 also calls upon states parties to ensure that training on the ECHR and the ECtHR's case-law is being integrated into university education as well as professional training for personnel responsible for law enforcement and/or dealing with persons deprived of their liberty and/or in charge of immigration services. The Criminal Law Co-operation Unit provides training for prison and police authorities but up to date, no Council of Europe entity develops and implements human rights training in co-operation with universities[6] or immigration services[7].

However, arguments that were mentioned by stakeholders against an extension of the HELP Programme to other target groups include the following:

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[5] Needs for human rights training that were identified by interviewees include the following target groups: court experts/staff, legal advisors working on legislation, notaries, legal assistants, legal interpreters, investigators, police officers, customs officers, prison staff, civil monitoring boards in prisons, ombudspersons, NGOs, trade unions, medical doctors and staff, psychiatrists, social workers, staff of social institutions, teachers, child protection services, civil servants, parliamentarians, academics, and university students (in particular law students).

[6] The Council of Europe's Education Department gives importance to the independence of universities in developing their own curricula and promotes the teaching of human rights through a framework of competences for democratic culture for primary and secondary schools as well as higher education. The competences framework is expected to be adopted in April 2016 by the Ministries of Education. Among the 20 competences specified is the value of "valuing human dignity and human rights".

[7] A new Senior Representative of the Secretary General on Migration and Refugees was recently appointed.

- *The tasks ahead related to training judges, prosecutors and lawyers are already enormous and require all the capacities of the HELP Programme.* Currently the HELP Programme is reaching only a tiny fraction of its target group. The focus of the training is mostly on legal professionals who already have a connection with international human rights law. Given that human rights law is a transversal issue that concerns all legal professionals, however, a lot more needs to be done. Furthermore, among the three types of legal professionals, prosecutors have been less involved than judges and lawyers and should, thus, receive further attention before other professions are targeted. As demonstrated in chapter 5.3.5 below, the capacity of the HELP Programme is already overstretched.

- *Other Council of Europe entities already provide trainings in suitable formats to specific target groups of their concern.* See chapter 5.5.1 for further details.

- *Training for non-legal professionals would have to be adapted to their specific language and their needs, and so the courses would be different from the ones targeted to legal professionals.* Other professions might require more practical and less theoretical training. As one interviewee mentioned, training for police officers on chemical precursors, for example, might require some practical training on searching a house rather than an online course.

> **Finding 2: An extension of the HELP Programme to other target groups would be relevant if looking at it from the perspective of demand for human rights training. However, the feasibility of an extension to non-legal professionals is highly questionable given the already stretched capacity of the HELP Programme and the specific needs of different target groups. The only type of extension that seems at the same time feasible (due to similar needs) and relevant (a normative basis exists with CM Recommendation (2004)4) would concern law students.**

5.1.3 Meeting of the NTIs' and BAs' Needs

When asked about the relevance of the HELP Programme to their country's needs in the surveys, 13% of HELP Network members were very satisfied and 64% were satisfied (see Figure 3 in Annex 8), while 30%% of TOT participants were very satisfied and 34% were satisfied (see Figure 4 in Annex 8).A HELP/UNHCR course on Asylum should be highlighted as particularly timely and relevant given the current 'refugee crisis' in Europe. It has already been launched in five countries and is planned to be launched soon in Turkey, Greece and Italy where most of the refugees coming from or passing through the Mediterranean region arrive. The HELP Programme aims at ensuring its relevance in different ways. Firstly, the HELP Secretariat usually applies a demand-based approach when selecting training topics. This means that decisions to develop new courses are taken in response to an annual questionnaire-based needs assessment among NTIs and BAs, discussions at the HELP Conference, and individual requests from NTIs and

BAs. This approach can be considered good practice. Sometimes courses are also requested by other Council of Europe entities. Co-operation with the Department for the Execution of Judgments and the ECtHR might be enhanced with a view to have a better understanding of member states' case law in front of the ECtHR.

Secondly, the HELP methodology of having national tutors adapt model courses to the respective national contexts of member states seems an effective way of ensuring that NTIs' and BAs' needs are met. Many interviewees praised that some HELP materials were available in their national language and regretted that there were not more of these.

Thirdly, the HELP Secretariat is willing to adapt its methods to its partners' wishes. Since not all stakeholders consider the e-learning approach suitable, the HELP Programme also increasingly offers blended learning[8].

On a more general note that concerns individual legal professionals rather than NTIs and BAs, one interviewee mentioned that the concept of e-learning was specifically relevant for human rights lawyers; such as those working on asylum cases. As they usually have limited financial means, they are very interested in free courses.

> **Finding 3: The HELP Programme ensures relevance to NTIs' and BAs' needs through a demand-based selection of training topics, its training methodology and general flexibility and adaptation to its partners' wishes. Consultation of the Department for the Execution of Judgments and the ECtHR might be enhanced.**

5.2 Effectiveness

To what extent is the HELP Programme effective?

The HELP Programme produces three key outputs: self-learning materials, distance learning materials and trained trainers. Distance learning materials are taught by national tutors, who have been trained in TOT sessions. Self-learning materials do not require any interaction with a trainer. Distance learning materials may be turned into self-help materials and made available to any interested user on the HELP e-learning platform. The following sections assess these three outputs.

5.2.1 Self-learning Materials

The HELP Programme provides self-learning materials that are open to any individual who creates a free account on the HELP online platform. Traditionally self-learning materials consist of documents and case studies about different articles of the ECHR. While in recent years the

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[8] Blended learning courses consist of e-learning and face-to-face parts (for example in the form of a kick-off meeting and a mid-term meeting of course participants with the tutor).

focus had been more on distance learning, some efforts have lately been made to update the oldest of the self-learning materials.

Moreover, the HELP Secretariat has started to turn tutor-led distance learning courses into self-learning courses. These include courses on Admissibility, Asylum, and an Introduction to the ECHR and to the ECtHR. They are different from the traditional self-learning courses in that they are an interactive Articulate[9] course rather than a document based on text only.

Judging from the course participant lists on the Moodle platform, legal professionals very rarely use self-learning materials. One of the reasons for this may be the fact that the HELP learning platform is neither easy to find through Google nor easy to navigate without concrete guidance (see chapter 5.3.2). Furthermore, no certificates are provided for successful completion of a self-learning course.

> **Finding 4: Self-learning materials have the potential to reach a large number of legal professionals as they are open to any individual. However, to date they are hardly used, probably as a result of limited promotion and user-friendliness.**

5.2.2   Distance Learning Materials

Implementation in Member States

The key outputs produced by the HELP Programme are distance learning courses. When a new HELP model course is developed, it is then adapted to the specific needs of a country and launched in co-operation with the respective NTI/BA. Usually the HELP Secretariat provides funding and support for one launching of a course but in some cases and upon request, the same NTI and BA also benefits from more than one launching of a course. Table 3 provides an overview over training courses that have been fully developed and launched in member states.

Table 3: Number of HELP courses completed, launched, undergoing adaptation and planned to be adapted in member states

HELP Course	Completed	Launched	Undergoing Adaptation	Planned	Total
Anti-Discrimination	8	5	13	0	**26**
Admissibility	9	3	7	0	**19**
Introduction to the ECHR and ECtHR	2	3	7	6	**18**
Asylum	1	4	7	3	**15**
Family Law	2	6	4	0	**12**
Alternative Measures to Detention	5	0	0	0	**5**
Business and Human Rights	0	1	0	3	**4**
Hate Crime and Hate Speech	0	2	0	0	**2**
Total	**27**	**24**	**38**	**12**	**101**

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[9] Articulate is the name of the e-learning software used by the HELP Secretariat.

The table illustrates that the HELP Programme has gained speed over time. While since 2012 only 27 courses have been completed, 24 are currently being implemented and 38 are undergoing adaptation. It is very positive if the same HELP model course is adapted to many countries in order to optimize the value for money of the Programme (see chapter 5.3.1).

Box 1: Success Story
The HELP course on asylum was launched in the framework of a big event organized by the Spanish BA. In response to the 'refugee crisis', the Spanish BA held a seminar for 100 lawyers in Madrid. 800 additional lawyers followed the event online. While the tutor-run HELP course will only be offered to 25 Spanish lawyers, there is an intention to make the course materials available to any interested Spanish lawyer in the form of self-learning materials. The BA is currently considering to give credit to lawyers who completed the HELP course on asylum that would count towards their professional development requirements.

Four new courses are currently being developed in the framework of the "HELP in the 28" project: (i) Fight against racism, xenophobia and homophobia, (ii) Data protection and privacy rights, (iii) Labour rights, and (iv) Right to the integrity of a person. In the context of other projects, courses are being developed on evidence in criminal proceedings (Russia) and freedom of expression (Turkey).

In addition to these courses, the catalogue of HELP distance learning courses mentions other courses, which do not actually exist on the HELP platform at the time of writing. The development of these courses was planned or has started at some point but the courses have never been completed for reasons such as a lack of sufficient resources. The HELP Secretariat is currently following up on a number of these courses. It is good to advertise courses under development in order to awaken the interest of NTIs and BAs. However, the evaluator recommends clearly stating the stage of development and not including such courses on the part of the Moodle platform that is visible to users until they are actually ready for usage.

In semi-structured interviews, various issues were mentioned that may hinder the implementation of training courses in co-operation with NTIs/BAs or limit the effectiveness of the trainings provided. These include lengthy national approval processes that may negatively affect the timeliness and relevance of courses, the selection of training participants for whom the courses are not relevant, limited resources and busy schedules of concerned NTI and BA representatives and staff, lack of familiarity with e-learning, limited interaction between the HELP Secretariat and its national partners in comparison with other Council of Europe projects, the fact that the ECtHR in Strasbourg is still perceived by many as a foreign body which is considered less important than domestic law, and the fact that needs can be very different for each country.

Finding 5: The HELP Programme has developed and implemented a good range of distance learning courses on various conventions and human rights topics. Additional courses are being newly developed and the HELP Programme is also following up on older courses that have never been completed.

Quality of Training Materials

The majority of stakeholders consider the quality of HELP training materials to be good. 28% of HELP network members who responded to the survey were very satisfied with the quality and 51% were satisfied, while no respondent was not satisfied (see Figure 5 in Annex 8). National tutors are a bit less satisfied than HELP Network members: 4% of survey respondents were not satisfied with the quality of course content (see

Figure 6 in Annex 8), while 10% were not satisfied and 8% not satisfied at all with the quality of translation into their national languages (see Figure 7 in Annex 8). Semi-structured interviews revealed that the adaptation of model courses to the national context often requires much more work than the tutor was expecting or had understood from communication with the HELP Secretariat. Furthermore, poor quality translation, provided by a professional translator at times, requires unplanned additional efforts on the side of the national tutors. The HELP Secretariat is attempting to mitigate the risk of poor translations by having the translator translate one chapter first that is then being checked by the national tutor before the remaining parts of the materials are being translated.

Since the attempt of obtaining course feedback sheets from training participants through the Moodle platform was unsuccessful, no direct conclusions can be drawn on their satisfaction with the training materials. However, a proxy indicator for the quality of HELP training materials as perceived by legal professionals is the completion rate among course participants. Based on survey results, the average completion rate is with 87% high for distance learning courses. Nevertheless, there are exceptions and variations between courses. Based on survey results, completion rates range from 100% (200 out of 200 persons taking the course) to 0% (none out of 3 persons taking the course).

Participants who successfully complete a course receive a certificate issued by the HELP Programme in co-operation with the NTI and BA involved. While the prospects of a certificate as such can be expected to motivate participants, one interviewee mentioned that certified legal professionals had hoped for a more prestigious-looking document.

The quality of HELP courses has evolved over time as the HELP Secretariat is constantly trying to learn and improve its way of working. In the past, courses were exclusively based on written materials while nowadays courses have become more attractive, interactive and user-friendly using modern technology such as Articulate, videos, etc. In order to keep course participants motivated, the HELP Secretariat also moves more towards blended learning, which combines

the advantages of direct contact and e-learning. In general, the team is very flexible and willing to adapt to the needs and wishes of its partners.

A weakness mentioned by stakeholders is the fact that courses sometimes take much more time than expected. Reasons for this include delays in translation, technical issues related to the registration of course participants, as well as the lengthiness and slightly academic nature of some of the course materials. The HELP Secretariat is aware of these shortcomings and focuses efforts on delivering practical solutions.

Many interviewees also highlighted that even in HELP courses that have been translated and adapted to a national context, certain parts still exist in English only. This creates serious difficulties for some course participants. In general, the HELP Secretariat faces the challenge of finding the right balance between spending a lot of resources on translating all materials and translating only core materials, between the provision of in-depth knowledge and keeping courses short; between investing time and money into sophisticated technologies and focusing on very specific legal content. The solution to these challenges might be to focus courses on core content (fully translated into national languages) and providing references and/or links for further readings (in English).

Finally, the fact that ECtHR case law is constantly evolving and therefore necessitates a regular update of training materials represents a potential risk to the quality of HELP courses.

> **Finding 6: The quality of HELP distance learning courses is considered to be good by the majority of stakeholders. It is necessary to allocate sufficient resources to the periodic update of training materials in order to ensure their usefulness.**

Learning Outcomes among Training Participants

Since course evaluation forms were introduced into the Moodle platform only recently, it was not possible to obtain generalizable data from legal professionals regarding their own assessment of the extent to which HELP training made a difference in the way they are working. Anecdotal evidence collected through semi-structured interviews, however, it suggests that training participants of some courses gained knowledge about and became more aware of the respective legal topic they were trained on and consequently changed their way of working. Signs of course participants' increased and continued interest in the subject matter of their course that were noticed by interviewees include their participation in follow-up or related events, as well as their subscription to mailing groups and newsletters. Moreover, some interviewees mentioned that training participants were spreading the word about what they learned among their colleagues.

> **Finding 7: Anecdotal evidence suggests that those legal professionals who took HELP training courses gained knowledge about and became more aware of the respective legal topic they were trained on and consequently changed their way of working.**

5.2.3   Trained Trainers

The HELP Programme is training trainers to become national tutors who adapt and implement HELP courses in their country. During the first TOT session, the focus was on human rights law (family law, anti-discrimination, asylum, international co-operation) with relatively little time being dedicated to HELP training methodology. Thereafter, TOT sessions were mainly about methodology.

Furthermore, there has also been a shift in the type of TOT participants: while a lot of high level participants, who can decide on whether HELP methodology is applicable to their NTI and BA but who do not train themselves, attended the first session, later sessions were attended mostly by legal professionals who might actually serve as trainers. 16% of respondents, who completed the survey addressed to TOT participants, have never given training on human rights and are not planning to do so in the future either.

In recent trainings, the idea has been to establish a pool of certified HELP trainers. This means that many legal professionals were trained on HELP methodology without any clear intention of NTIs/BAs to use their services afterwards. Based on survey responses of participants in TOT sessions held in February 2015 or earlier, only 37% of them have run HELP training courses after their TOT. Among all TOT survey respondents, 44% indicated that there was a clear intention of an institution to use their services as a HELP national tutor. Individual interviewees mentioned that some legal professionals apply for participation in TOT sessions because a HELP certificate looks good on their CV.

Generally, the introduction of certificates for trained trainers has proven to be a good initiative. According to one interviewed trainer, the certificate gives HELP trainers credibility in the eyes of the legal professionals that they are training. Some other Council of Europe entities also make use of HELP certified trainers for their own trainings.

The majority of TOT participants consider the quality of TOT sessions to be good. 31% of TOT participants, who completed the survey, were very satisfied and 42% were satisfied (see Figure 8 in Annex 8). 34% of survey respondents fully agreed that the TOT session provided them with the necessary methodological skills to run a HELP course as a national tutor and 37% agreed (see Figure 9 in Annex 8). A member of the HELP Secretariat suggested that some TOT participants also learn about interactive training methodology and a learner centred approach in general, which they can apply in other trainings as well. Consistent with this, 43% of TOT participants who completed the survey fully agreed that the TOT helped them improve the human rights training that they are providing outside the framework of HELP and 31% agreed (see Figure 10 in Annex 8).

Qualitative interviews revealed reasons why some TOT participants were only partially satisfied with the TOT. Several interviewees mentioned that not all participants were able to follow the

pace of the TOT, in particular as it relates to the technical parts related to the e-learning platform. Some legal professionals reportedly did not attempt to submit the assignment that leads to certification because they considered it to be too difficult. One interviewee suggested providing participants with materials prior to the training in order to be able to squeeze all content into four days of TOT.

> **Finding 8: The TOT sessions provided for national tutors are generally of good quality. Further efforts are required to ensure that the services of certified national tutors will be used by NTIs and BAs.**

5.3 Efficiency

> **To what extent is the HELP Programme managed in an effective and efficient way?**

5.3.1   Value for Money

Table 4 below provides an overview over the costs of training legal professionals on HELP courses based on the budget prepared for the "HELP in the 28" project. The project foresees developing four model courses and piloting them through a total of 18 trainings adapted to national contexts.

The development of a HELP model course costs €50,200, while its adaptation to and implementation in a member state costs between €15,662 and €24,302 depending on whether or not the course needs to be translated. Within the setting of "HELP in the 28", which intends to develop four model courses and adapt them to 18 countries, of which 13 require translation, the training of each legal professional costs €3,713 including all costs related to the management of the HELP Network. It should be noted, though, that other results are also achieved with these costs, including raising general awareness of and interest in human rights among NTIs/BAs. When subtracting the costs related to the HELP Network and visibility, each legal professional trained costs around €2,000.

This figure may be comparable with commercial face-to-face trainings but seems high for an e-learning course. However, the costs of a legal professional trained can be reduced to a small fraction of the current figure if the course is later replicated, for example by integration into the training curriculum of NTIs/BAs as foreseen by the HELP theory of change or by large-scale cascade trainings implemented in the framework of other projects with HELP components.

Table 4: Costs of training legal professionals on HELP courses

Items	Total Costs	Number and Types of Unit	Costs per Unit	Costs per Training Participant[10]
Development of HELP model courses[11] (excluding staff costs)	€200,800	4 courses	€50,200	€446
Adaptation and implementation of courses in member states[12] (excluding staff costs)	€394,230	18 courses	€21,902[13]	€876[14]
Management of the HELP Network and promotion of HELP courses[15] (excluding staff costs)	€767,543	N/A	N/A	€1,706
Staff costs required for managing the above tasks	€308,300	N/A	N/A	€685
Total	**€1,670,873**			**€3,713**

Finding 9: The efficiency of the HELP courses in terms of costs per legal professional trained is low to average when applied to the pilot courses in member states only. It has, however, the potential to skyrocket if courses are used more widely.

5.3.2 HELP Structures and Communication Tools

The main structures, working methods and communication tools used by the HELP Programme include the HELP Network Conference, the focal and info point system, the Consultative Board, the Editorial Board, the Moodle platform and the HELP website. The following sections assess these elements in detail.

HELP Network Conference

The annual HELP Network Conference is seen very positively by members of the HELP Network. 46% of survey respondents were very satisfied and 45% were satisfied with the conference, while no respondent was not satisfied (at all) (see Figure 11 in Annex 8).

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[10] Calculated on the basis of 25 legal professionals trained in each of the 18 courses launched.
[11] This includes the fees of the experts recruited for the working group as well as the e-learning design.
[12] This includes the fees and training of the national tutor, translation costs, costs related to the kick-off meeting and costs of the study visits to Strasbourg and Luxembourg organised for the most successful participants.
[13] This is an average figure for "HELP in the 28" that was calculated on the basis that only 13 of 18 courses required translation.
[14] See footnote 13.
[15] This includes costs of the webpage, communication, focal/info point system, costs related to European seminars, visibility items and administrative costs.

34% of HELP Network members who responded to the survey fully agreed and 41% agreed that as a result of membership in the HELP Network (and probably to a significant degree the conference), the NTI/BA they represent or liaise with, is more up-to-date regarding latest developments in the area of human rights training (see Figure 12 in Annex 8). The Romanian National Institute of Magistracy, for example, takes the HELP conference theme and roadmap into consideration when drafting its own curricula for future trainings.

Another important aspect is the networking opportunity provided by the conference. 20% of HELP Network survey respondents fully agreed and 34% agreed that as a result of membership in the HELP Network, the institution they represent/liaise with has more contacts and co-operation with other institutions (see Figure 13 in Annex 8). Semi-structured interviews revealed that participants valued the conference as an opportunity to exchange ideas with legal professionals from other legal professions and other countries. One interviewee reported that an encounter at the HELP conference had almost resulted in a joint European project.

It was noted that the quality of the event had improved over the years. Small workshops during the conference are appreciated and more networking opportunities (e.g. ice-breaking activities or cultural events) would be welcomed. An interviewee was of the opinion that only active NTI and BA representatives should be invited, but the evaluator sees a benefit in keeping continuous contact with all partners to facilitate potential future co-operation.

> **Finding 10: The annual HELP Network Conference is generally seen very positively by members of the HELP Network.**

Focal and Info Point System

The focal and info point system does not have the full buy-in of NTIs/BAs as not all of them have appointed their respective focal and info points. 24% of HELP Network members, who responded to the survey, were very satisfied with the focal and info point system and 38% were satisfied. On the other hand, however, 29% were only partially satisfied and 9% were not satisfied (see Figure 14 in Annex 8).

In the past, some of the focal and info points did not deliver in line with the expectations of the HELP Secretariat. Since funding has become available in the form of the "HELP in the 28" project, the HELP Secretariat is trying to address this issue by offering consultant contracts to focal and info points. The contracts clearly state the expected tasks and allow for payment against accomplished targets. Some focal and info points much appreciate these contracts and the related remuneration. Other interviewees, including focal and info points as well as NTI and BA representatives, noted some issues with this such as; legal professionals' reluctance to sign a contract that specifies a lot of tasks, and the bureaucracy of reporting. Furthermore, according to some interviewees there are sensitivities because some civil servants, for example NTI employees, cannot easily sign a contract with a third party nor can board members of BAs, who are often occupying voluntary functions, easily appoint a lawyer for a paid function. It was also

noted that the role of focal and info points and the amount of work involved is not always clear to NTIs and to BAs when they are asked to appoint somebody to the function.

Some focal and info points mentioned that enhanced communication, information sharing and guidance by the HELP Secretariat would enable them to carry out their tasks more effectively and increase the credibility that they enjoy in the eyes of NTI and BA representatives. Results of the survey among HELP Network members confirm that communication and information sharing is an area, which could benefit from improvements. 33% of survey respondents were only partially satisfied, 10% were not satisfied, and 2% not satisfied at all (see Figure 15 in Annex 8). It should also be noted that results of the survey among TOT participants were more positive than those among HELP Network members. Only 19% of TOT survey respondents were partially and 6% were not satisfied with communication and information management by the HELP Secretariat (see Figure 16 in Annex 8). The HELP Secretariat is aware of this issue and has tendered for a communication consultancy in the framework of its "HELP in the 28" project.

> **Finding 11: The focal and info point system can be expected to function more effectively if communication is improved. This concerns communication with the NTIs and the BAs about the role of the function as well as with focal and info points themselves about on-going developments.**

Consultative Board

Many stakeholders are not familiar with the role of the Consultative Board. The Board is expected to provide the HELP Secretariat with input from legal professionals practicing in Council of Europe member states. The Consultative Board meets twice a year. In past meetings, it has discussed the topics of future annual HELP Conferences and has assessed the format and user-friendliness as well as expected adaptability to national contexts of training courses.

The meetings of the Consultative Board have been described as fruitful and productive. However, individual Board members felt that more guidance on the role, in addition to the TOR, and tasks of the Board would be useful. Furthermore, it was noted that there was a tendency to inform the Board about developments rather than consulting them, leading to an impression that the impact of their work was limited. The Consultative Board might be able to provide more strategic advice on the future direction of the HELP Programme rather than on individual courses which are already quality checked by working group members and national tutors.

An interviewee praised the fact that in the past the Consultative Board had an annual structured work plan. Another Consultative Board member mentioned that the effectiveness of the Consultative Board could be improved by planning meetings 12 to 18 months ahead and by sending the draft agenda and items to be reviewed one month ahead of the meeting.

On a different note, it was mentioned that it would be helpful to design mechanisms that ensure a representation of prosecutors on the Consultative Board, which currently consists only of judges and lawyers.

One interviewee suggested that Consultative Board members might be able to play a role during kick-off meetings of HELP courses by adding a level of seniority to the event. Another interviewee proposed that Consultative Board members could also receive financial incentives for their contributions similar to focal and info points.

> **Finding 12: The added value of the Consultative Board might be increased by focusing discussions more on strategic issues and including the representation of prosecutors.**

Editorial Board

The Editorial Board is hardly known by stakeholders and its role is not entirely clear to all of the three members of the Board either. The Board has been meeting twice a year, but it was recently decided to increase the frequency of meetings to four times yearly. The Editorial Board has advised the HELP Secretariat on layout and user-friendliness of training courses. It has also quality assessed and updated self-learning materials. Recently, the Board has started to draft articles on case law for the HELP webpage, which might be considered a task for a staff member rather than a typical function of a board. There have not been any discussions regarding more strategic issues such as the question of whether or not to move to a new e-learning platform.

A review and/or clarification of the role of the Editorial Board would be useful taking into consideration the role of the Consultative Board. In the framework of this review, it might be good to also consider the option of combining the two boards.

> **Finding 13: The role of the Editorial Board is not entirely clear and might benefit from revision.**

Moodle Platform

Based on a key informant interview with an expert, Moodle is not the most modern, but overall a good platform that is used by many open universities and distance learning initiatives. Nevertheless, the HELP Secretariat would need to find an answer to the strategic question of whether Moodle remains the best solution or whether a simpler platform or a cloud-based platform would be more useful. Another question to be answered is whether it should be the same company that is hosting and developing the platform since there have been some issues with regard to these arrangements in the past. Furthermore, it could be explored whether or not to integrate links to systems of NTIs and BAs into the HELP platform.

Generally, the Moodle platform needs attention. A log-on into the system as well as semi-structured interviews with users reveal that it is not easy to navigate and find something on the e-learning platform. Moreover, the platform contains many courses, which are not yet completed and therefore inaccessible for users. These findings are confirmed by survey results. 40% of TOT participants, who responded to the survey, were satisfied only partially with the user-friendliness of the HELP platform, while 4% were not satisfied (see Figure 17 in Annex 8). Among HELP Network members, 36% were partially satisfied and 7% were not satisfied (see

Figure 18 in Annex 8). Given that legal professionals have been described by many interviewees as a conservative group that is generally not so familiar with modern technologies, the user-friendliness of the HELP platform is of particularly high importance. One staff member of the HELP Secretariat should be dedicated to the maintenance of the e-learning platform. A tender for revamping the Moodle platform (design, hosting and development) is currently being processed.

> **Finding 14: The Moodle e-learning platform requires an overhaul in order to improve user-friendliness.**

Webpage

The HELP webpage was visited 67 000 times between November 2012 and September 2015. At the time of writing, there are 25 national HELP webpages that are maintained by focal and info points in their country's respective official language. Some interviewees indicated that these national webpages were a useful resource for practitioners. A visit of a number of national webpages reveals that they differ in terms of the amount of published content.

A few focal and info points mentioned technical difficulties in updating their national webpage. It was suggested either providing clearer instructions and more training on the technical aspects of managing the national webpages or centralizing the technical administration of the sites in the HELP Secretariat while leaving the responsibility for content contribution with the focal and info points.

> **Finding 15: The HELP webpage, including national pages, are used by practitioners. The technical aspects of updating national webpages require more attention.**

5.3.3   Co-operation With Partners

The HELP Secretariat is very proactive in seeking co-operation with Council of Europe internal and external partners. External partners include umbrella organisations for NTIs and BAs such as the European Judicial Training Network (EJTN) and the Council of Bars and Law Societies of Europe (CCBE), donors (HRTF, EC) and other international organizations (UNHCR, OHCHR, UNODC, UNICRI, OSCE, etc.), as well as non-governmental organizations like the Human Rights House Network.

Forms of fruitful co-operation and benefits thereof are described in the paragraphs below:

Course Development

The HELP Secretariat cooperates with many other Council of Europe entities as well as partner organisations on the development of training courses. Typical contributions from HELP partners to the process include (i) the provision of relevant handbooks, guidelines, other materials or oral guidance that can be used as a basis for the courses, (ii) the recommendation of experts and/or

participation in their selection process, (iii) contribution to the working group/a quality review of the training materials. In some cases, partners also contribute financially to the development of a course. In the case of Bioethics, the concerned Division decided to develop its own HELP course. In this case, the Bioethics Division will manage the process and the HELP Secretariat will provide support.

The HELP Programme benefits from co-operation on course development in the form of free of charge subject matter expertise while partners benefit from an increased focus on their area of work. Both parties bring in complementary skills and can learn from each other throughout the process.

External partner organization representatives, who were interviewed in the framework of the evaluation, were generally quite satisfied with their co-operation with the HELP Programme and found that it had improved over time. Among internal partners, the feedback received was a bit more mixed. The following lessons can be learned from past co-operation:

- It is important to clarify, and possibly quantify, from the beginning what contributions are expected from the co-operation partner as a number of Council of Europe internal interviewees noted that they had underestimated the time investment required from their side. Co-operation can be expected to work best when it is formalized and contribution to a HELP course is part of the objectives of the respective staff member. External partners welcomed the increasing formalization of their co-operation with the HELP Secretariat, for example through a partnership declaration/associate partner agreement.

- Since the HELP Secretariat intends to manage processes efficiently and works under tight deadlines, key milestones and corresponding meetings need to be planned much in advance in order to ensure that partners can contribute to the very dynamic process.

- The selection of the right experts to develop a course is crucial. Subject matter expertise in the topic of the course is essential for determining the selection criteria and evaluating the experts' competencies.

- If the decision is taken to develop a course, it is of high importance to have sufficient budget allocated for paying the fees of the experts. Expectations of pro bono work risk resulting in extended/incomplete processes or poor quality outputs. It is crucial that experts know what is expected from them before joining the working group. It is also essential that co-operation partners know what financial contribution is required from them.

- Co-operation partners would appreciate some recognition for their contribution and visibility in the final product.

Course Implementation

Partners can have multiplier effect for HELP if they use HELP courses for their own trainings. The Human Rights House Network, for example, cooperates with the HELP Programme in implementing HELP courses in the form of multinational courses. The CCBE will partner with the HELP Secretariat when the course on Asylum will be launched in Turkey and Greece. The UNHCR has not yet used the asylum course for its own trainings, but has supported the implementation of it through logistical support provided in pilot member states.

A Council of Europe internal interviewee mentioned that there would be some interest in using HELP materials for the division's own training but that it was not clear to them how to access these, although they have been part of the working group which produced them. Another Council of Europe partner noted that it had not been clarified who would pay the national tutor to implement the course that is currently still under development.

TOT/Trainers

In the past, when the TOT session had a strong focus on content rather than HELP training methodology, relevant Council of Europe divisions provided those parts of the training that were relevant to their mandate. For example, the Support Team to the Special Representative of the Secretary General for Roma Issues and the Sexual Orientation and Gender Identity Unit were involved in anti-discrimination training.

Furthermore, other Council of Europe entities also make use of the services of HELP certified trainers when they require experts for training or other elements of their work. The HELP certificate is considered a seal of quality in terms of knowledge of human rights in this regard.

Visibility

A very common, though not systematically applied, form of co-operation is that the HELP Programme and its Council of Europe internal and external partners disseminate information about and promote each other's events and/or training programmes through links on their webpages, seminars, etc., resulting in increased visibility and demand among the respective target groups.

Co-operation with the ECtHR can be considered particularly important to provide visibility and legitimacy to the HELP Programme. While still not reaching its full potential, it has improved in recent times. Examples of co-operation include study visits to the ECtHR organized in the framework of the HELP Programme, presentations by an ECtHR representative at HELP events, as well as the joint development of a HELP promotional video. An interviewee recommended that a presentation of the HELP Programme should also be included in the study visits organized by the ECtHR.

A potential future area of co-operation that could be discussed by concerned Council of Europe entities is whether to turn a (revamped) HELP e-learning platform into a central repository of all kinds of Council of Europe trainings that should be available to partners in member states.

Contacts

Internal and external partners mentioned the exchange/provision of contacts as an area of co-operation with the HELP Programme. The EJTN and the CCBE, for example, sometimes liaise between the HELP Secretariat and NTIs/BAs, advise on target groups for training, support the identification of focal points, or inform the HELP Secretariat about training courses developed by their members. Both of them as well as the EC benefit from networking opportunities that the HELP Programme provides with regard to non-EU member states.

Information Exchange and Coordination

Mutual exchanges of information about activities between the HELP Secretariat and external partner organisations take place in order to coordinate the development of training programmes and avoid overlaps. These exchanges sometimes lead to new insights and ideas.

A potential area of co-operation that might be worth exploring in the future would be a partnership with online university networks such as Coursera or edX in order to further disseminate the new Articulate versions of self-learning materials.

> **Finding 16: The HELP Secretariat is very proactive in seeking co-operation with Council of Europe internal and external partners in order to create synergies and maximize its visibility and outreach. It might be worth exploring the feasibility of partnering with online university networks for further dissemination of self-learning materials.**

5.3.4 Compliance with Good Programme Management Practices

Working Methods

The HELP Secretariat is described by stakeholders as an extremely committed, dynamic, efficient, responsive team with whom it is a pleasure to work. The process of developing the most recent HELP courses within the framework of "HELP in the 28", for example, has been described as very well managed. Moreover national tutors, who have the crucial task of adapting and implementing HELP courses to and in Council of Europe member states, are appreciative of the support they received from the HELP Secretariat during this process. 47% of survey respondents were very satisfied and 28% were satisfied (while 8% were not satisfied) (see Figure 19 in Annex 8).

Important strengths of the HELP Secretariat, which was also reflected in the HELP training methodology, are certainly flexibility and innovation. The HELP Programme is constantly testing new ways of working: from self-learning to distance learning and blended learning; one or two

tutors per course; mixing different types of legal professionals in the same training course; mixing legal professionals and other target groups in the same course; offering multi-national seminars, etc.

The HELP Programme takes learning and continuous improvement very seriously and cares about the quality of its end-products. This is why feedback loops are built into the working processes. Courses are, for example, first piloted in a few countries. Based on feedback received from trainers, they are then refined before being used for larger audiences. Even within one course, participants have the possibility of giving feedback about the degree to which the course meets their expectations. For courses that are currently being developed and newly rolled out, a mid-term face-to-face meeting is planned between the tutor and course participants. The tutors then have the possibility to adjust course content for the second half of the course.

Finding 17: The attitude and working methods of the HELP Secretariat are exemplary in the sense that they are geared towards continuous improvement.

Monitoring System

Recently, the HELP Programme introduced training course feedback forms into its Moodle platform in order to assess training participants' satisfaction with the training. This is a very good step into the right direction.

Generally, more attention should be devoted to the development of a monitoring system to keep track of the outputs produced and the outcomes achieved by the HELP Programme. This would include systematically collecting data to measure key performance indicators. At output level, indicators could be the number of HELP courses launched in co-operation with NTIs and BAs, the number of legal professionals certified, and the course completion rate among training participants. Some of this data is already collected by the HELP Secretariat but not in a sufficiently systematic way.

Outcome-level indicators have been specified in the Programme and budget, and include the number of HELP curricula integrated into the national in-service training programmes for legal professionals and the number of member states in which initial and continual legal education includes a mandatory component on the ECHR and other human rights protection mechanisms.

Obviously data at outcome level can only be collected in co-operation with NTIs and BAs. With the purpose of looking into possibilities of strengthening the monitoring and evaluation of results of HELP courses, NTIs, BAs and trainers were asked through the online surveys about their practices of collecting data to measure training results.

When it comes to measuring the magnitude of training activities, the most commonly collected statistics concern the number of legal professionals who participated in training courses. Less NTIs, BAs and trainers also register the number of persons who completed courses and/or were certified. Gender disaggregated data is collected only by very few survey respondents.

It was also found that the most common method to assess the quality of training courses was through a paper-based course evaluation form completed by participants at the end of each course. In order to assess the results of the trainings, many NTIs and BAs measure course participants' knowledge at the end of the course. Very few re-contact participants a few months after a training session in order to assess changes in their knowledge, attitude and behaviour.

The HELP Secretariat could consider the option of requesting national tutors to systematically report on output level indicators for the HELP trainings they have given in the framework of the Programme. It might even be possible to add a reporting function to the Moodle platform so that data collection and aggregation could be automatized. Focal and info points could be asked to systematically report on outcome level indicators in co-operation with the NTI and BA that they liaise with. The extent to which HELP training has changed the attitude and behaviour of training participants could be assessed in the framework of an evaluation every few years. This could be done independently through re-contacting training participants registered on the Moodle platform and/or in co-operation with NTIs and BAs which collect similar data (or are encouraged by the HELP Secretariat to collect similar data).

Finding 18: The systematic monitoring of HELP results requires more attention.

Gender Mainstreaming

Prior to the Council of Europe's Gender Equality Strategy 2014-17 coming into force, the HELP Secretariat, like most other entities, has not been paying much attention to gender issues. This has been changing in more recent times. The Head of the HELP Unit was appointed to be a member of the Gender Mainstreaming Team of the Council of Europe Secretariat and has made efforts to develop gender mainstreaming capacity among her colleagues.

The previous anti-discrimination course has not included any specific module on gender-based discrimination but the adaptation of the course in the framework of "HELP in the 28" has a gender dimension. When discussing LGBT rights, which are often associated with gay men, the specific concerns of lesbian women are taken into consideration.

It should also be noted that, although this has not been intentional, the women to men ratio of TOT participants is 3 to 2 in favour of women.

The HELP Secretariat may consider also mainstreaming other Council of Europe (transversal) issues in its work such as Roma, disability, children's rights, national minorities, LGBT rights and cybercrime[16] more systematically.

Finding 19: The HELP Secretariat is increasingly mainstreaming gender in line with the Council of Europe's Gender Equality Strategy.

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[16] Cybercrime can be considered a transversal issue in the legal field because electronic evidence (e.g. location data on smartphones) is often used in court cases.

5.3.5 Assessment of Resources

Table 5 summarizes the HELP staff resources that were available in 2015, to manage "HELP in the 47", "HELP in the 28" and "HELP in Russia".

Table 5: Staff resources of the HELP Secretariat in Strasbourg

Title	Grade	Number of Staff	Comments
Head of Unit	A2	1	
Programme Managers	A2	2	One of them worked for six months and one was seconded for eleven months
Project Officers	B4	1	On a nine months contract at 80% part-time
	B3	5	On temporary contracts of six to nine months
Administrative Assistants	B2	3	Two on a permanent and one on a temporary contract

In addition, one Project Officer (B5) and one Administrative Assistant (B2) were based in Moscow to manage the "HELP in Russia" project. The unit also benefited from the services of the Documentalist of the Human Rights National Implementation Division (around 20% of her time) and two interns.

It became very clear from semi-structured interviews with all different types of stakeholders that the HELP Secretariat is severely understaffed for the huge amount of work it accomplishes. Maintaining high quality work is a serious challenge under such conditions. There have been accounts of shortcomings in communication, delays in sending required documentation, or very last minute and ad-hoc activities that result from a shortage of human resources.

Furthermore, the temporary nature of the Project Officers' contracts and a high turnover has been detrimental to the effectiveness of the Programme. The development of some HELP courses and other activities got interrupted when the temporary contract of the HELP staff member in charge ended. Moreover, it is important that NTIs/BAs and focal/info points have a contact person in the HELP Secretariat whom they trust. This is difficult to achieve if temporary staff members disappear for at least three months of the year without being able to keep an email account with an out-of-office message open. In countries where the Council of Europe has an office, this is less problematic as the HELP Secretariat often manages to delegate negotiations and work to staff members in the field.

Currently, the staff of the HELP Secretariat is specialized with regard to countries more than different technical competencies. Semi-structured interviews revealed that staff members lose a lot of time trying to solve technical problems related to the Moodle platform or the webpage. Furthermore, as mentioned in section 5.3.2, the Moodle platform needs attention. The evaluator recommends hiring an e-learning practitioner and possibly a web communication specialist who can release other staff members from the burden of dealing with IT issues.

As mentioned in section 2.3, between 2010 and 2015, the HELP Programme had been funded almost entirely by extra-budgetary resources. From 2016 onwards, the HELP Secretariat is hoping to have core functions of the Programme covered by the OB, while funding national implementation through regional and national projects. The core HELP component relates to the management of the HELP Network and other structures, the continued updating of existing training courses and the development of one or two new curricula per year in response to societal changes or emergencies.[17]

For the biennium 2016-2017, the costs of an A2 Head of Unit, a B5 Project Officer, and a B2 Administrative Assistant position are already funded by the OB. The evaluator considers this decision important for the sustainability of the HELP Programme. Furthermore, the HELP Secretariat has requested the secondment of a Senior Legal Advisor to work on the substance and update of courses and training materials. Such a position is badly needed for quality assurance purposes and because the evaluator does not estimate that a body like the Editorial Board can be expected to be in charge of course updating. In addition, the evaluator would advocate for at least one B5-level technical IT expert for HELP to be covered by OB funds in order to manage the e-learning platform and technical problems with courses as well as the HELP webpage including national pages. Such a setup can be considered the minimum level of resources required for managing the core aspects of the HELP Programme.

For the implementation of HELP at national and regional level, further staff resources would be needed in the field as well as at Headquarters. These can be covered by project funds.

The non-staff financial resources available to the HELP Secretariat have been sufficient for carrying out the Programme activities. Starting from 2016, less money will be available for core HELP activities, though, since the HRTF will fund a regional HELP in the Balkans project rather than "HELP in the 47".

> **Finding 20: The HELP Programme is severely understaffed for the amount of work it accomplishes. A more sustainable allocation of resources to the HELP core function would be desirable.**

5.4 Impact and Sustainability

> **To what extent can it be expected that NTIs and BAs will continue to use the materials produced by the HELP Programme in the long term? What is the measurable impact of the HELP Programme?**

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[17] The core HELP component includes: the HELP Network and Conference, communication with focal/info points, Consultative and Editorial Boards, quality checking and updating training materials, coordination of working groups, TOTs, further developing the HELP methodology, and co-operation with external partners.

5.4.1 Usage of HELP Trainings by NTIs and BAs

Ways of Using HELP Materials

As mentioned earlier, it is the aim of the HELP Programme that NTIs and BAs continue updating and using distance learning courses that have been developed for and with them. It is expected that they eventually include these into their regular training curricula and give legal professionals credit for taking the courses.

Survey data as well as semi-structured interviews indicate that institutions use HELP materials as the resource for publications or the development of their own training programmes. 43% of HELP Network members, who responded to the survey, indicated that the NTI/BA they represent/liaise with often (17%) or sometimes (26%) uses parts of the HELP materials for developing their own materials (see Figure 20 in Annex 8:). In Ukraine, for example, a tutorial on HUDOC and other ECtHR resources was integrated into the curriculum on the ECHR of the National School of Judges and it used mainly HELP materials as a resource.

Furthermore, HELP national tutors also use materials at an individual level. 47% of respondents to the survey for TOT participants fully agreed and 24% agreed with the statement that they are taking inspiration from HELP materials available online, also for other training courses they provide on human rights (see Figure 21 in Annex 8). In Ukraine, for example, trained HELP trainers and experts who have been involved in designing HELP courses, use HELP materials for developing training for regional branches of the National School of Judges. Similarly, at the National Institute of Magistracy in Romania, trainers usually check which HELP materials are available online when drafting their own training curricula for initial trainings.

It can be considered a good indicator of success of the HELP Programme that 21% of HELP Network members, who responded to the survey, fully agreed and 37% agreed that the NTI/BA they represent/liaise with was able to improve the quality of the human rights training it offers as a result of membership in the HELP Programme. Only 10% didn't agree and 3% didn't agree at all (see Figure 22 in Annex 8).

However, it is not so common for NTIs or BAs to replicate an entire HELP course. Only 10% of HELP Network members, who responded to the survey, stated that their institution had often (5%) or sometimes (5%) re-launched a HELP course on its own initiative and without the support of the HELP Secretariat (see Figure 23 in Annex 8).

Nevertheless, there are some success stories of HELP courses having been integrated into the curricula of NTIs and BAs. In addition to the French BA, which uses the introduction course for initial training (see Box 2), the National Institute of Justice of Moldova integrated the HELP Introduction course into its continuous education programme for judges. In Bosnia and Herzegovina, the training centres for judges and prosecutors integrated the HELP course on Hate Speech and Hate Crime into their training programme.

Box 2: Success Story

The French BA in Paris is using a simplified version of the HELP Introduction course as part of its initial training programme for lawyers. Until now, about 2 000 lawyers have been trained on this course. It is planned that every semester about 200 additional lawyers will take the course.

In some cases, dissemination of HELP materials also takes place at a regional level. The Lithuanian BA has launched the training course on admissibility several times. It is planning to adapt the course to a shorter version in order to launch it in regional capitals. Similarly, the Russian BA intends to disseminate all courses developed for Russian lawyers in the framework of the HELP Programme to its regional chambers. Until now, one course is available at the regional level. Once there will be five courses, the idea is to move them from the HELP Moodle platform to a local operating system.

In the UK, efforts are being made to have HELP e-learning courses validated to count for credit for barristers' mandatory Continuing Professional Development (CPD). In Ukraine, similar attempts with regard to the training curriculum for judges have failed. In general terms, 6% of HELP Network members who responded to the survey fully agreed and 13% agreed that the NTI/BA they represent/liaise with started to give accreditation for the completion of human rights training courses as a result of membership in the HELP Network (see Figure 24 in Annex 8). The Federal Chamber of Lawyers of the Russian Federation has tripled the number of questions related to the ECHR that are included in the qualification for membership in the bar association.

> **Finding 21: HELP materials are often used by NTIs, BAs and trainers as a basis for developing their own courses. Only in a few cases have complete HELP courses been integrated into NTIs' and BAs' training curricula and can be taken by legal professionals to obtain accreditation.**

Obstacles Hindering Usage

When asked in the online survey to identify up to five obstacles that prevent a more extensive usage of HELP materials, HELP Network members indicated a lack of sufficient financial resources and staff capacity as well as a lack of HELP materials available in their official/usual language(s) and the fact that their institution does not generally offer distance learning (see Figure 1 below). Further issues of significance include the insufficient user-friendliness of the HELP online platform, a lack of awareness about the possibility of using HELP materials, as well as the institution's preference to develop training materials itself. These answers are consistent with responses to other survey questions as well as semi-structured interview data.

Figure 1: Obstacles that prevent a more extensive usage of HELP materials by NTIs/BAs
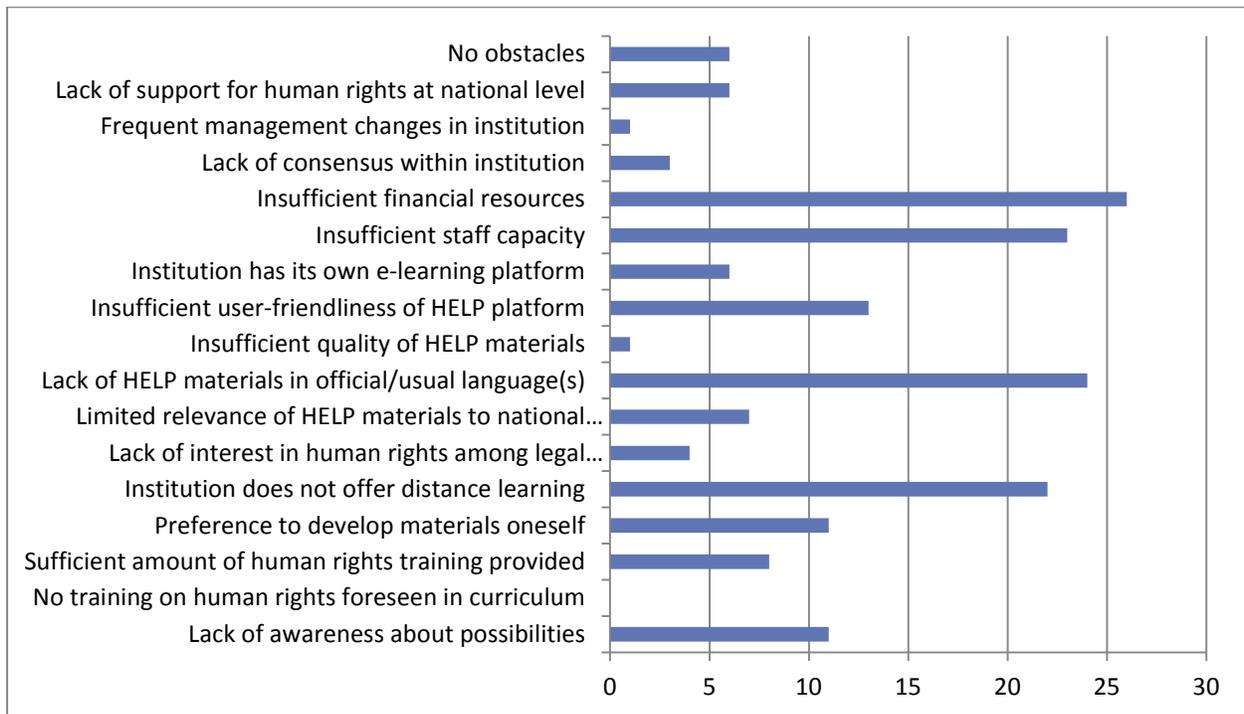
Source: Survey among HELP Network members

While some of these obstacles (e.g. a lack of financial resources of NTIs/BAs) cannot be mitigated by the HELP Programme, others could be tackled. The training and certification of HELP national tutors, for example, is a measure that partially addresses the limitations in staff capacity. Other important measures include a focus on translating and adapting HELP materials for different national contexts, an overhaul of the Moodle platform, strengthening of communication, including on the benefits of distance learning, and possibly remaining flexible and open to blended trainings.

> **Finding 22: The most important obstacles to a more extensive usage of HELP materials by NTIs/BAs that can be addressed by the HELP Programme include a lack of staff capacity, the limited availability of HELP materials in official/usual languages, scepticism towards distance learning, an insufficient user-friendliness of the HELP online platform, and a lack of awareness about the possibility of using HELP materials.**

5.4.2 Intended Long-term Impact: Decreased Work Load of ECtHR

The stated intended impact of the HELP Programme is an improved knowledge, awareness and application of the ECHR among legal professionals in member states and thereby a reduction in the case load of the ECtHR as well as better quality applications received from lawyers.

In order to effectively contribute to a decrease in the caseload of the ECtHR, however, a significant up-scaling of HELP training would be required. Currently, only a very small percentage of legal professionals actually benefits from HELP trainings. In each HELP course, 20

to 25 legal professionals can be trained (if at all). In comparison, there are around 140 000 judges, 93 000 prosecutors and 1.148 million lawyers practicing in the 47 Council of Europe member states.[18] In line with the provision that human rights training for legal professionals is the responsibility of member states, a much more systematic uptake of HELP training by NTIs and BAs would be needed to achieve a significant multiplier effect.

A few interviewees also pointed out that the impact that can be expected from the HELP Programme is limited in member states whose judiciary is not fully independent. They noted that making judges aware of human rights standards has limited immediate effects in countries where they are unable to incorporate these standards into their work as a result of the general political climate. It was, however, pointed out that training legal professionals on human rights in such member states was nevertheless important because firstly such trainings were the only means of having some kind of influence in these countries, and secondly it was important to prepare legal professionals for a future in which the political climate might become more conducive.

Finding 23: A more systematic uptake of HELP courses by NTIs and BAs would be needed for reaching the critical mass of legal professionals that would result in a decreasing case load of the ECtHR.

5.4.3 Impact on Gender Equality

Given the fact that gender has not been mainstreamed by the HELP Secretariat in the past, it is not surprising that hardly any contribution to gender equality has been observed by stakeholders. Only one national tutor mentioned in the online survey that the course on family law had made participants aware of parents' equal parental rights.

Based on survey statistics, the percentage of women among participants in HELP trainings provided by national tutors was 50%. Completion rates are also almost equal between women and men (88%/87%).

Finding 24: It has not been possible to find any evidence that the HELP Programme has positively contributed to gender equality in the justice sector, which is, however, not surprising, given that gender mainstreaming has only recently been introduced into Council of Europe cooperation policy and practice.

5.4.4 Risks

Stakeholders identified a few risks of the HELP Programme that could potentially cause negative impacts. These include the risks that (i) wrong information is being disseminated, thereby

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[18] Calculations based on data from CEPEJ (2014): Report on "European judicial systems – Edition 2014 (2012 data): efficiency and quality of justice".

reversing the intended positive effects of the training, and that (ii) the image of the Council of Europe is negatively affected. Both scenarios can occur if (i) model courses are of poor quality, (ii) translations of good model courses are of poor quality, (iii) national adaptations of good model courses are of poor quality, or (iv) NTIs/BAs or other stakeholders independently use and adapt HELP courses, while maintaining the Council of Europe logo, in a way that is not in line with the original meaning of Council of Europe legal instruments. Until now the negative impacts described have not yet materialized, though.

> **Finding 25: Risks of the HELP Programme include a risk to disseminate incorrect information and a reputational risk for the Council of Europe.**

5.5 Added value

> **What is the added value of the HELP Programme for the Council of Europe and in comparison with other human rights training providers inside and outside the Council of Europe?**

5.5.1 Comparison with Other Human Rights Training Programmes Managed by the Council of Europe

The HELP Programme is <u>THE</u> recognized provider of human rights training for legal professionals in the Council of Europe. Other Council of Europe entities provide face-to-face training on human rights to other target groups such as prison and police officers, including the cybercrime community, members and staff of parliaments, or school teachers. Annex 9 provides a non-exhaustive summary table of types of human rights trainings offered by the Council of Europe. Apart from the HELP Programme, only the ECtHR and the Justice and Legal Co-operation Department offer capacity building for legal professionals.

While the Justice and Legal Co-operation Department coaches a small number of judges with a focus on matters related to the efficiency of justice, the ECtHR receives numerous delegations of legal professionals and law students from member states for study visits. Such study visits include the attendance of a hearing, a meeting with the elected judge from that respective country, and presentations of case law on different articles of the ECHR. The ECtHR also sends lawyers to member states in order to provide trainings. A small number of legal professionals that are either sent from the EJTN or seconded from a member state receive one-year on-the-job training programmes by being assigned to the ECtHR's registry.

The difference between the HELP Programme and other human rights training providers of the Council of Europe is mainly the methodology used. By relying on online and blended learning, working with a network of NTIs and BAs, training and certifying trainers, and adapting general training modules to each country context, the HELP Programme has the potential to reach a large number of legal professionals through its trainings. As courses come in a ready-made package format, they could also be used by other organisations.

On a different note, training programs generally aim at developing knowledge, skills and attitude of training participants. The HELP training curricula mainly focus on developing knowledge about specific human rights topics and related case law of the ECtHR as well as legal professionals' skills to apply this knowledge in their work. The attitude part is also addressed, for example through kick-off meetings or integrating videos of important personalities or victims of human rights abuses into their courses, but to a lesser extent.

The study visits offered by the ECtHR, on the other hand, focus more on attitude than on knowledge and skills. They are a suitable tool for positively influencing the mindsets of a small number of legal professionals with decision-making powers. Both activities are very complementary.

Having said this, there have been moments in the past, in which the HELP Programme has been in competition with other Council of Europe initiatives. When it was launched, the network component of the HELP Programme was, for example, duplicating some elements of the Lisbon Forum[19]. Furthermore, the ECtHR obtained HRTF funds in 2012 to set up a centre for training legal professionals on the ECtHR's case law. More recently, there has also been a competition between the HELP Programme and other entities for project funding. All of these situations have by now been resolved, but it would be important to avoid similar scenarios in the future.

> **Finding 26: The HELP Programme is THE recognized provider of human rights training for legal professionals in the Council of Europe. HELP training is complementary to the study visits organized by the ECtHR.**

5.5.2 Comparative Advantage vis-à-vis Similar Trainings Offered by Other Providers

Also in a wider context, the HELP Programme is seen as THE resource for human rights training for legal professionals by interviewees. There is a wide range of other institutions offering training, or funds for training, on (human rights) law to legal professionals (see Figure 2 below).

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[19] The Lisbon Forum was a network of the heads of the judicial training institutes in Council of Europe member states that met regularly in plenary meetings to exchange views and information on specific topics of interest.

Figure 2: External (Human Rights) Training Providers for Legal Professionals
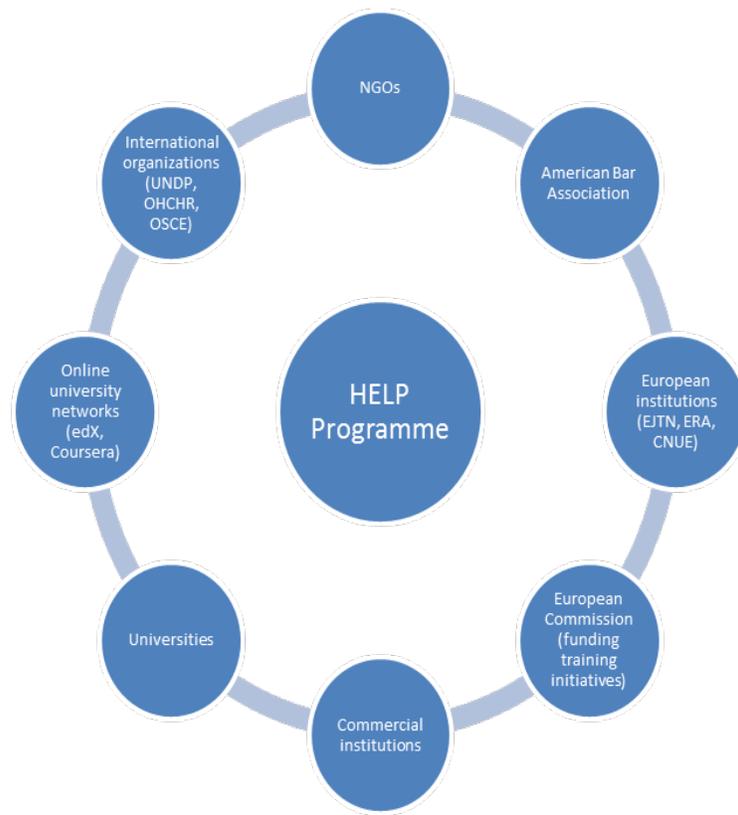
However, many of these institutions provide general legal training with no specific focus on human rights. In international organizations or NGOs, which offer human rights training, this is usually less institutionalized than the HELP Programme. Table 6 summarizes the advantages and disadvantages of the HELP Programme vis-à-vis some or all of the above mentioned training providers as identified by interviewees.

Table 6: Advantages and disadvantages of the HELP Programme identified by interviewees

Advantages	Disadvantages
• Credibility due to close connection with ECtHR and being part of Council of Europe's virtuous cycle	• Limited user-friendliness of e-learning platform; lack of email notification system for informing subscribers of new developments; inaccessible through Google; awareness raising about existence is required
• Tailored approach: courses adapted to each country and including most frequent violations of ECHR and current challenges; possibility to adapt to needs of participants after kick-off meeting; ability to connect general and specific information	• Training is provided at a working level, not at a higher level where decision makers can influence policies
• Online training as a modern form of training, accessible everywhere, suitable	• Online training is not suitable for all persons, especially older generations

Advantages	Disadvantages
for persons who cannot attend face-to-face trainings	• Face-to-face training is often seen as more effective
• Specialized on human rights rather than teaching it as one part of the programme	• Limited value of accreditation
• Provision of training for prosecutors, who have less training opportunities elsewhere	
• Not commercial and available for free	
• Pan-European network offering high outreach and dissemination potential enhanced through focal/info point system	
• Training through certified national tutors	
• Free from cumbersome administrative procedures for participating institutions	
• Multiplicator effect through work with NTIs and BAs rather than individual legal professionals	
• More safety for participants in Council of Europe training courses than for participants in courses offered by NGOs in countries with difficult human rights situations	
• Institutionalized programme allowing for sustainability and updating of existing courses over time (rather than one-off project)	
• Combination of three target groups: judges, prosecutors and lawyers	

Finding 27: The HELP Programme has some key advantages in comparison with other external human rights training providers, which include a stronger credibility due to its close connection with the ECtHR, the ability to combine general and specific elements and target courses to the needs of participants, as well as the capacity to reach a large number of legal professionals. The most important disadvantages are the scepticism towards e-learning as well as the limited user-friendliness of the HELP e-learning platform resulting in a limited accessibility of self-learning courses for legal professionals.

6. CONCLUSIONS

> *Relevance: The HELP Programme is relevant for the Council of Europe. It is in line with high-level declarations as well as recommendations of the Committee of Ministers and other Council of Europe entities. It also generally meets the needs of NTIs/BAs. An extension of the Programme to non-legal target groups should be limited to a few exceptional cases as it risks the diversion of scarce resources away from those areas where they can be used most effectively. Law students are, however, a target group to which an extension of the HELP Programme seems at the same time relevant and feasible.*

The HELP Programme is generally in line with relevant recommendations and declarations of the Committee of Ministers and other Council of Europe entities. It is actually at the core of the Council of Europe's efforts to support the implementation of the ECHR and other conventions at national level. It is part of the measures foreseen in the 2016-21 Action Plan on Strengthening Judicial Independence and Impartiality. Furthermore, it ensures relevance to NTIs'/BAs' needs through a demand-based selection of training topics, its training methodology and general flexibility and adaptation to its partners' wishes. Consultation of the Department for the Execution of Judgments and the ECtHR might be more systematic to gain a better understanding of the ECtHR case law.

An extension of the HELP Programme to other target groups is currently being discussed. Such an extension would be relevant in the sense that there is a (perceived) demand for human rights training for various target groups. However, the feasibility of such an extension is highly questionable given the already stretched capacity of the HELP Programme (see below on efficiency) and the specific needs of different target groups.

The only type of extension that seems at the same time feasible and relevant would concern law students. Law students have similar training needs as legal professionals and could therefore be trained on the same materials. Furthermore, a normative basis exists because CM Recommendation 2004(4) also calls upon states parties to ensure that training on the ECHR and the ECtHR's case-law is being integrated into university education. Currently no other Council of Europe entity is developing and implementing human rights training for university students in co-operation with universities. While co-operation with universities would certainly be beyond the HELP Secretariat's capacity, it might be possible to reach law students through self-learning (e.g. though a partnership with online university networks).

Other Council of Europe entities that are planning to provide training courses based on e-learning approaches to their respective target groups should make use of the HELP e-learning platform and the HELP Secretariat's expertise in course development.

Effectiveness: The HELP Programme is effective in producing good quality tutor-run distance learning courses. Anecdotal evidence suggests that those legal professionals who took HELP training gained knowledge about the respective legal topic they were trained on. Self-learning courses have the potential to reach a large number of legal professionals. However, to date they are hardly used.

The HELP Programme has developed and implemented a range of distance learning courses on various conventions and human rights topics. However, finalization of some of the advertised courses has been delayed and is therefore still pending. The quality of HELP distance learning courses is quite good but it is necessary to allocate sufficient resources to the periodic update of training materials in order to ensure their continued usefulness.

Similarly, the TOT provided for national tutors is generally of good quality. Further efforts are required to ensure that the services of certified national tutors will be used by NTIs/BAs so that the investment into the TOT fully pays off.

As for the direct effects of tutor-run distance learning courses, anecdotal evidence suggests that those legal professionals who took HELP training gained knowledge about and became more aware of the respective legal topic they were trained on and consequently changed their way of working.

Some self-learning materials have recently been updated. They have the potential to reach a large number of legal professionals as they are open to any individual. However, to date they are hardly used, probably as a result of limited promotion and user-friendliness of the e-learning platform (see the section below on efficiency) as well as the lack of possible certification.

Efficiency: The HELP Programme is managed effectively and efficiently. It is run with very limited and stretched human resources. The attitude and working methods of the HELP Secretariat are exemplary in the sense that they are geared towards continuous improvement and the maximization of synergies through partnerships. More attention needs to be given to communication as well as to further improvements of the e-learning platform and HELP webpage including national pages. There is also room for further increasing the value for money of the Programme: by focusing more on enhancing the usage of its products, the Programme could achieve better results in terms of the number of and costs per legal professional(s) trained.

The HELP Programme is managed by an extremely dedicated and dynamic team. Its attitude and working methods are exemplary in the sense that they are geared towards continuous improvement. The team is also very proactive in seeking co-operation with Council of Europe internal and external partners in order to create synergies and maximize its visibility and outreach. The HELP Secretariat is increasingly mainstreaming gender in line with the Council of Europe's Gender Equality Strategy. However, the systematic monitoring of HELP results, ideally in co-operation with NTIs and BAs, requires more attention.

The HELP Secretariat is severely understaffed for the amount of work it accomplishes. A more sustainable allocation of resources to the HELP core function would be desirable. Furthermore, the Programme's value for money could be improved. Sometimes the HELP Programme is trying to do too much with too little and thereby undermining its effectiveness and efficiency. By focusing more on enhancing the usage of its products (see the section below on impact and sustainability), the Programme could achieve better results in terms of the number of and costs per legal professional(s) trained.

As for the structures established and communication tools used by the HELP Programme, it should be noted that more attention needs to be given to the technical elements of the Programme, namely the e-learning platform and HELP webpage including national pages. In particular the Moodle platform requires an overhaul in order to improve its user-friendliness.

The added value of the Consultative and Editorial Boards might be increased by reviewing their roles and focusing their efforts on issues of a more strategic nature. Quality assuring and updating individual training courses as well as creating content for the HELP webpage are tasks that might better be assured by staff members or experts.

The focal/info point system can be expected to function more effectively if more attention was given to communication. This concerns communication with the NTIs/BAs about the role of the focal/info points as well as with focal/info points themselves about on-going developments related to the HELP Programme. The annual HELP Network Conference is seen very positively by members of the HELP Network.

> *Impact and Sustainability: The HELP Programme was able to achieve some positive impact and there are also a few success stories related to sustainability but a more systematic integration of HELP courses into NTIs'/BAs' training curricula would be needed in order to have a significant impact on the respect of human rights in member states and a decrease in the case load of the ECtHR.*

HELP materials are often used by NTIs/BAs/trainers as a basis for developing their own courses. However, only in a few cases did NTIs/BAs integrate entire HELP courses into their training curricula and give credit to those legal professionals who are trained on them. In order to reach the critical mass of legal professionals that is necessary to have a measurable impact on the respect of human rights in member states (thereby decreasing the case load of the ECtHR), a more systematic uptake of HELP courses by NTIs/BAs would be needed.

The most important obstacles to a more extensive usage of HELP materials by NTIs/BAs that can be addressed by the HELP Programme include a lack of staff capacity, the limited availability of HELP materials in official/usual languages, scepticism towards distance learning, an insufficient user-friendliness of the HELP online platform, and a lack of awareness about the possibility of using HELP materials.

It has not been possible to identify any impact on gender equality of the HELP Programme to date. The Programme's risks relate to the risk of disseminating incorrect information and reputational risks for the Council of Europe.

> *Added Value: The HELP Programme plays a very specialized role within the Council of Europe and also among other external providers of (human rights) training for legal professionals. Within its specific field of expertise, the Programme has a clear comparative advantage.*

The HELP Programme is THE recognized provider of training on the ECHR for legal professionals in the Council of Europe and beyond. By offering knowledge and skills training to a large number of legal professionals, HELP training is complementary to the attitude-changing study visits organized by the ECtHR for judicial decision-makers.

In comparison with Council of Europe external human rights training providers, the HELP Programme has the advantages of a stronger credibility due to its close connection with the ECtHR, the ability to target courses to the specific needs of participants, as well as the capacity to reach a large number of legal professionals across Europe. The most important disadvantage is the limited user-friendliness of the HELP e-learning platform, which limits the accessibility of self-learning courses for legal professionals.

7. RECOMMENDATIONS

Based on the findings and conclusions described above, the following recommendations are addressed to the HELP Secretariat. They are presented in the order of (perceived) importance.

Recommendations

1) Less is more: focus efforts rather than further spreading resources too thinly:
    a) Focus on legal professionals instead of expanding to other target groups (unless a Council of Europe entity specifically asks for HELP support in developing an e-learning course for the target group it is concerned with).
    b) Focus on the replication of existing HELP distance learning courses in member states rather than developing new ones (unless there is a pressing need for responding to emerging human rights challenges and societal changes that require immediate Council of Europe action).
    c) Focus on the usage of HELP courses. Strengthen communication with NTIs/BAs with a view to convince them to integrate HELP courses into their curricula. Seek more formal commitments of NTIs/BAs (e.g. through Memoranda of Understanding) to use HELP courses after running the pilot.
2) Review the Moodle platform with a view to making it more user-friendly. This should certainly involve working on the structure and layout of the platform. Possibly it could

also touch upon more strategic questions related to the overall suitability of Moodle versus other systems or the arrangements for the hosting and development of the platform. It might be possible to bring together a group of trusted subject-matter experts to discuss these matters.

3) A staff workload analysis should be done with a view to assess the adequacy of staff resources of the HELP Secretariat. Diversify staff competencies with a view to having specialized expertise for managing the Moodle platform as well as the HELP webpage and other communication matters.

4) To enhance the usage of HELP courses (and possibly to also reach university students), focus efforts on developing and promoting self-learning courses. It may be feasible to request the support of NTIs/BAs, focal/info points as well as partner organisations in more systematically promoting HELP self-learning courses (after making the Moodle platform more user-friendly!). Focal/info points might also be able to liaise with some key universities and the Council of Europe's Education Department can promote courses through their network. Moreover, the option of establishing partnerships with online universities such as Open University or online university networks such as Coursera and edX should be considered. Incentives such as a certificate and possibly study visits to Strasbourg at regular intervals should be provided for the most committed/successful trainees. Finally, some HELP resources/courses should be made more interactive (i.e. Articulate versions for courses on ECHR articles and integration of more audiovisuals).

5) Review and clarify the roles of the Consultative and Editorial Board. Consider combining both and focusing meetings on strategic issues that concern the future direction of the HELP Programme rather than the quality review and updating of courses. Cover web communication and course quality assurance and updating functions through staff members.

6) Systematically monitor and evaluate results in co-operation with NTIs/BAs. National tutors could be requested to report on output level indicators, possibly through a function on the e-learning platform. Focal and info points could be asked to systematically report on outcome level indicators in co-operation with the NTI and BA that they liaise with. The extent to which HELP training has changed the attitude and behaviour of training participants could be assessed every few years in the framework of an evaluation.

In addition to these recommendations, the evaluator has also identified some opportunities for improvement. The DIO will not follow up on their implementation. They include the following:

HELP Courses

1) More systematically mainstream gender and other Council of Europe transversal issues.
2) Improve the design of the HELP certificates.

TOT Sessions

1) Put more focus on the technical aspects of the Moodle platform in the TOT sessions.
2) Focus TOT sessions on legal professionals who have a clear mandate from NTIs/BAs to give a HELP training course afterwards.
3) Provide participants with materials prior to the training in order to be able to squeeze all content into four days of TOT.

HELP Network

1) Provide more networking opportunities (e.g. ice-breaking activities or cultural events) for participants during the HELP Conference.
2) Improve communication with NTIs and BAs about the role of focal/info points as well as with focal and info points themselves about on-going developments related to the HELP Programme.
3) Provide clearer instructions and more training on the technical aspects of managing the national webpages to focal/info points or, better, centralize the technical administration of the sites in the HELP Secretariat while leaving the responsibility for content contribution with the focal/info points.

Consultative Board

1) Plan and prepare meetings more in advance by fixing the dates 12 to 18 months ahead and sharing the draft agenda and items to be reviewed one month ahead of the meeting.
2) Design mechanisms that ensure a representation of prosecutors on the Consultative Board.
3) Consider whether Consultative Board members might be able to play a role during kick-off meetings of HELP courses in order to add a level of seniority to the event.

Co-operation with Internal and External Partners

1) Plan key milestones and corresponding meetings of working groups much in advance.
2) Clearly communicate expectations for contributions from partners to the development of a course at the beginning of the co-operation.
3) Formalize partnerships with external organizations as much as possible.
4) Strengthen communication and co-operation with Council of Europe internal partners with a view to increase the visibility of the Programme and the usage of HELP materials and the HELP e-learning platform by them.
5) Provide more visibility of partners who contributed to training courses in the final products.
6) Include a presentation of the HELP Programme in the study visits organized by the ECtHR.

7) After reviewing the e-learning platform, discuss with concerned Council of Europe entities whether to turn a (revamped) HELP e-learning platform into a central repository of all kinds of Council of Europe trainings that should be made available to partners in member states.

Project Management

1) Introduce systematic risk management to the operations of the HELP Programme in line with current Council of Europe policy in this regard.

8. LESSONS LEARNED

Based on the evaluation findings, the following lessons can be identified as being applicable to other projects, trainings or other activities implemented by the Council of Europe:

- Internal coordination is important in order to avoid that different Council of Europe entities enter into competition (e.g. for project funds) with each other.
- Resources should be allocated to the establishment of a monitoring and evaluation system in order to be able to measure results.
- User-friendliness and focus are crucial for attracting self-selected target groups with busy schedules to e-learning, even if courses are of high quality.
- The importance of communication with project stakeholders is of paramount importance. Sufficient resources should therefore be allocated to this activity.
- At the beginning of any type of co-operation or partnership, it is important to clarify roles and expectations of contributions.
- Meetings and events need to be planned a long time in advance as important stakeholders have busy schedules.
- If projects have technical components that require IT skills, these should not be underestimated and sufficient resources should be allocated to this area.
- E-learning is a very dynamic field and requires constantly staying abreast of new technological developments.
- The selection of the right experts to develop training courses is crucial and requires subject matter expertise.
- It is important to allocate sufficient resources to the development of a training course in order to avoid delays and frustration.
- Specialization on a specific product is a good guarantor for success within and outside the Council of Europe.

ANNEX 1: HELP PROGRAMME THEORY OF CHANGE

Reduced case load and improved effectiveness of the ECtHR

Improved quality of well-founded and reduced number of inadmissible applications to the ECtHR

Decreased number of member states' court decisions that violate the ECHR

Judges, prosecutors and lawyers are trained through moderated distance learning, self-learning or other training courses

NTIs and BAs integrate training courses into their curricula and use national tutors to run them

National tutors adapt master courses to their country's specific context and launch a pilot course to test and then refine materials

HELP Secretariat posts distance and self-learning resources on the Moodle platform

HELP Secretariat provides national tutors appointed by NTIs and BAs with TOT and HELP guidebook on training methodology

Editorial Board advises, quality controls and regularly updates materials

NTIs and BAs are willing to cooperate with the HELP Secretariat to implement human rights training

Focal and Info Points liaise with NTIs and BAs

HELP Secretariat (with the help of experts) develops relevant model training courses

Consultative Board advises on strategic issues and quality controls model courses

HELP Network members exchange good practices at HELP Conference and identify training priorities

Rectangular squares represent activities of the HELP Secretariat. Rectangular squares with round edges stand for activities carried out by the structures created by the HELP Programme, over which the HELP Secretariat has some degree of influence (e.g. through formal contracts). Circles represent the objectives of the HELP Programme. These cannot be achieved directly by the HELP Programme but require the co-operation of NTIs and BAs. Circles highlighted in grey are the main outcomes for which the HELP Programme is accountable, while circles with dotted lines symbolize long-term impact to which the Programme is expected to contribute.

ANNEX 2: PROJECTS WITH HELP COMPONENTS

Name of Project	Project Reference	Countries	Budget	Donor	Timeframe
Support to criminal justice reforms in the Republic of Moldova	2015/DGI/VC/3192	Moldova	€ 2 million	DANIDA	January 2015 – December 2017
Strengthening the Implementation of European Human Rights Standards in Ukraine	2015/DGI/JP/3237	Ukraine	€ 1.7 million	EC	January 2015 – December 2017
Application of the European Convention on Human Rights and the case-law of the European Court of Human Rights - Azerbaijan	2015/DGI/JP/3235	Azerbaijan	€ 1.4 million	EC	January 2015 – December 2017
Application of the ECHR and harmonization of national legislation and judicial practice in line with European Standards - Georgia	2015/DGI/JP/3236	Georgia	€ 900 000	EC	June 2015 – May 2017
Strengthening the Capacity of the Turkish Judiciary on Freedom of Expression	2014/DGI/JP/3083	Turkey	€ 2.8 million	EC	September 2014 – December 2016
Support to the implementation of European human rights standards in Kosovo*	2014/DGI/VC/3038	Kosovo	€ 506 000	Norway and Switzerland	October 2014 – October 2016
Support to a coherent national implementation of the European Convention on Human Rights in the Republic of Moldova	2014/DGI/VC/3015	Moldova	€ 600 000	HRTF	January 2014 – February 2016

Name of Project	Project Reference	Countries	Budget	Donor	Timeframe
Strengthening the effective application of the ECHR and the case law of the European Court of Human Rights in Armenia	2013/DG I/VC/2915	Armenia	€ 1 million	DANIDA	October 2013 – December 2015
Support to the criminal justice reform in Ukraine	2013/DG I/VC/2821	Ukraine	€ 1.8 million	DANIDA	January 2013 – September 2015
Strengthening the lawyers' capacity for domestic application of the European Convention on Human Rights (ECHR) and of the Revised European Social Charter (RESC)	2013/DG I/JP/2849	Armenia, Azerbaijan, Georgia, Moldova, Russian Federation and Ukraine	€ 980 000	EC	January 2013 – June 2015
Supporting the Individual Application to the Constitutional Court in Turkey	2013/DG I/VC/3014	Turkey	€ 408 000	HRTF	November 2013 – April 2015
Improving the operational capacities of the Public Defender's Office of Georgia	2015/DG I/VC/3320	Georgia	€500 000	HRTF	January 2015 – December 2016
Supporting the criminal justice reform and combating ill-treatment and impunity – Armenia	2015/DG I/JP/3234	Armenia	€500 000	EC (PCF)	July 2015 – June 2017
Supporting national efforts of prevention and combatting discrimination - Moldova	2015/DG I/JP/3238	Moldova	€500 000	EC (PCF)	June 2015 – May 2018

ANNEX 3: REVISED EVALUATION MATRIX

Evaluation Question	Sub-Question	Measure(s) / Indicator(s)	Data Source(s)
To what extent is the HELP Programme relevant?	To what extent is the HELP Programme in line with relevant recommendations and declarations of the Committee of Ministers?	• Degree to which the HELP Programme addresses the needs identified in Committee of Ministers Recommendation (2004) 4, the 2010 Interlaken Declaration, the 2012 Brighton Declaration, and the 2015 Brussels Declaration	• Document review • Interviews with CDDH Secretariat • Interviews with PACE Secretariat
	To what extent does the HELP Programme meet the needs of the NTIs and BAs?	• Process of consulting NTIs and BAs regarding their needs • Feedback from NTI and BA representatives	• Interviews/survey with HELP Network
	To what extent would an extension of the HELP Programme to other target groups be relevant and feasible?	• Stakeholders' feedback on relevance and feasibility of extending the HELP Programme to universities • Stakeholders' feedback on relevance and feasibility of extending the HELP Programme to other relevant (non-legal) professionals	• Interviews with HELP Network and other stakeholders in member states • Interviews with CoE entities providing human rights training

Evaluation Question	Sub-Question	Measure(s) / Indicator(s)	Data Source(s)
To what extent is the HELP Programme effective?	What types of materials have been developed by the HELP Programme?	• Number and types of materials developed and tested	• HELP webpage • Interviews with HELP Secretariat
	To what extent are the materials developed by the HELP Programme of good quality?	• Satisfaction of NTIs and BAs with materials produced • Satisfaction of legal professionals with training	• Interviews/survey with HELP Network • Interviews/survey with TOT participants • Interviews with CoE entities providing human rights training • Analysis of course evaluation sheets completed by HELP course participants
	To what extent are NTIs and BAs using HELP materials?	• #/% of NTIs and BAs in which HELP is used	• Interviews/survey with HELP Network • Interviews/survey with TOT participants
	What factors influence the degree of usage of the HELP materials by NTIs and BAs?	• Factors identified by key stakeholders	• Interviews/survey with HELP Network

Evaluation Question	Sub-Question	Measure(s) / Indicator(s)	Data Source(s)
	To what extent are other CoE entities using HELP materials?	• Degree to which HELP materials have been used by other programmes • Degree to which HELP materials are considered helpful by other programmes • Assessment of mechanism/process for ensuring that HELP components are integrated into other programmes	• Mapping of CoE training initiatives • Interviews with HELP Secretariat, CoE staff in other Directorates
	What factors influence the degree of usage of the HELP materials by other CoE entities?	• Factors identified by key stakeholders	• Interviews with HELP Secretariat, CoE staff in other Directorates
To what extent is the HELP Programme managed in an effective and efficient way?	To what extent are the approach, working methods and communication tools of the HELP Programme effective in enhancing co-operation of NTIs, BAs and HELP course participants?	• Feedback of concerned stakeholders on approach, working methods, communication tools, including HELP Network, Focal and Info Point System, Consultative Board, Editorial Board, online platform, national webpages, TOT sessions, etc.	• Interviews/survey with HELP Network • Interviews with Editorial Board
	To what extent is the training approach of the HELP Programme efficient?	• Cost per legal professional trained	• Analysis of project budget in comparison with figures on HELP course participants

Evaluation Question	Sub-Question	Measure(s) / Indicator(s)	Data Source(s)
	To what extent is programme management in line with good practices?	• Strategic planning • SMART programming and reporting • Clear roles and responsibilities • Monitoring and evaluation of results • Sound financial management • Gender mainstreaming • Risk management • Flexibility and ability to adapt to changes	• Project documentation • Interviews with HELP Secretariat
	To what extent is the HELP Programme institutionalized in the CoE?	• Funding structure of the HELP Programme • Assessment of work time spent	• Project documentation • Interviews with HELP Secretariat
	To what extent is the HELP Programme's co-operation with other organisations effective?	• Types of co-operation with other organisations, including the observers in the HELP Network, and its results	• Interviews with HELP Secretariat and HELP Network • Interviews with partner organisations

Evaluation Question	Sub-Question	Measure(s) / Indicator(s)	Data Source(s)
What is the measurable impact of the HELP Programme?	To what extent have the capacity building measures provided by the HELP Programme improved course participants' knowledge and application of the ECHR?	• # of judges/prosecutors/lawyers who participated in HELP training • % judges/prosecutors/lawyers who state that their knowledge of the ECHR has improved as a result of the HELP training • % of judges/prosecutors/lawyers who state that they have applied knowledge obtained in the HELP training in their work	• Analysis of course evaluation sheets completed by HELP course participants
	What impact has the HELP Programme had on gender equality?	• Extent to which HELP course participants have become more aware of relevant gender equality issues as a result of the HELP Programme • Extent to which women have become more empowered as a result of the HELP Programme	• Interviews/survey with HELP Network • Interviews/survey with TOT participants
	What unexpected effects has the HELP Programme generated?	• Effects identified by stakeholders	• Interviews/survey with HELP Network • Interviews/survey with TOT participants

Evaluation Question	Sub-Question	Measure(s) / Indicator(s)	Data Source(s)
	What negative effects has the HELP Programme generated?	• Effects identified by stakeholders	• Interviews/survey with HELP Network • Interviews/survey with TOT participants
	To what extent do NTIs and BAs assess the results of their training activities that result from the co-operation with the HELP Programme?	• % of NTIs and BAs, which collect statistics about numbers of training participants and completion rates of courses • % of NTIs and BAs, which have participants evaluate their courses	• Interviews/survey with HELP Network • Interviews/survey with TOT participants
To what extent can it be expected that NTIs and BAs will continue to use the materials produced by the HELP Programme in the long term?	To what extent are HELP materials sustainably integrated into legal professional education in member states?	• % of NTIs and BAs, which have made use of HELP materials outside the framework of a HELP project • % of NTIs and BAs, which have integrated HELP courses into their curricula • % of NTIs and BAs, in which credits obtained in HELP courses are counted towards professional qualification points	• Interviews/survey with HELP Network • Interviews/survey with TOT participants

Evaluation Question	Sub-Question	Measure(s) / Indicator(s)	Data Source(s)
	To what extent do NTIs and BAs have the capacities to further develop and update the HELP materials in the future?	• Appropriate human resources with sufficient expertise are available • Clear political will	• Interviews/survey with HELP Network • Interviews with HELP Secretariat
What is the added value of the HELP Programme for the CoE and in comparison with other human rights training providers inside and outside the CoE?	To what extent does the HELP Programme have a clear comparative advantage vis-à-vis similar projects implemented by other international organisations?	• Views of key stakeholders	• Interviews with HELP Network and other stakeholders in member states • Interviews with partner organizations
	What value does the HELP Programme add in comparison with other human rights training programmes managed by the CoE?	• Views of key stakeholders	• Mapping of CoE training initiatives • Interviews with HELP Secretariat, CoE staff in other Directorates • Interviews with HELP Network and other stakeholders in member states

ANNEX 4: LIST OF INTERVIEWEES

Name	Title	Organization	Function in HELP	Country
Ms Noemi Alarcon	Lawyer		National Tutor	Spain
Mr Oscar Alarcon Jimenez	Co-Secretary of the European Committee on Crime Problems	Council of Europe	Partner	
Mr Petros Alikakos	Judge	Court of First Instance of Thessaloniki	Consultative Board member	Greece
Mr Dmitriy Bartenev		Human Rights House Network	Tutor	
Mr Vincent Berger	Lawyer	Barreau de Paris	Editorial Board member	
Mr Wojciech Bergier	Advocate	Polish Bar Council (member)		Poland
Mr Grzegorz Borkowski	Head of Office	National Council of the Judiciary	Coordinator of the Consultative Board	Poland
Mr Samuel Boutruche	Judicial Engagement Coordinator	UNHCR	Partner	
Ms Valentina Boz		Council of Europe	HELP Secretariat	
Ms Sandra Budimir	Lawyer		Consultative Board member, Focal Point, National Tutor	Croatia
Ms Larisa Bykova		Council of Europe	HELP Secretariat ("HELP in Russia")	
Ms Teresa Cabrita	Project Manager	European Judicial Training Network (EJTN)	Partner	
Mr Rafael Andrés León Cavero	Head of Human Rights Department	Spanish Ministry of Justice		Spain
Mr Benoit Chamouard	Judge	L'Ecole Nationale de la Magistrature	Focal Point	France
Ms Ségolène Chesneau		Council of Europe	HELP Secretariat	

Name	Title	Organization	Function in HELP	Country
Ms Agnieszka Dabrowiecka	Deputy Director, Department of International Co-operation and Human Rights	Ministry of Justice		Poland
Mr Yuri de Boer	Sexual Orientation and Gender Identity	Council of Europe	Partner	
Ms Natacha de Roeck	Head of HELP Unit	Council of Europe	Head of HELP Secretariat	
Ms Katia Dolgova-Dreyer	Head of Unit for Higher Education Policy and Qualifications	Council of Europe		
Mr Miodrag Dordevic	Supreme Court Judge	Judicial Training Centre	Focal Point	Slovenia
Mr Andrew Drzemczewski	Head of Legal Affairs and Human Rights Department, Secretariat of the Parliamentary Assembly	Council of Europe		
Mr Julen Fernandez Conte	Delegate	Abogacia Espanola, Delegacion Bruselas	Info Point	Spain
Ms Virginie Flores	Human Rights Intergovernmental Co-operation Division	Council of Europe		
Ms Tetyana Fuley	Judge	National School of Judges of Ukraine	Focal Point and National Tutor	Ukraine
Ms Sieglinde Gamsjaeger	Legal Advisor to Training Committee	Council of Bars and Law Societies of Europe (CCBE)	Partner	
Mr Gvozdiy		Ukrainian National Association of Lawyers	BA representative	Ukraine
Mr Achim Holzenberger	Special Coordinator, DGI	Council of Europe		
Ms Silvia Ivanova	Division for Resource Mobilisation and Donor Relations	Council of Europe		
Ms Lydia Izovitova	President	Ukrainian National Association of Lawyers	BA representative	Ukraine
Mr Szymon Janczarek		National School of Judiciary and Public Prosecution and Council of Europe	Focal Point	Poland

Name	Title	Organization	Function in HELP	Country
Ms Regina Jensdottir	Head of Division and Programme co-ordinator for Children's Rights	Council of Europe	Partner	
Ms Hanne Juncher	Head of Justice and Legal Co-operation Department	Council of Europe		
Mr Elchin Khalafov	Acting Rector	Justice Academy of the Ministry of Justice of Azerbaijan Republic	NTI representative	Azerbaijan
Mr Matthias Kloth	Head of Division and Executive Secretary for MONEYVAL	Council of Europe	Partner	
Ms Natalia Kravchuk	Associate Professor	Russian State University of Justice	Info Point	Russia
Mr James Lawson	National reports on the implementation of the European Social Charter	Council of Europe	Editorial Board member	
Mr Josquin Legrand	Lawyer	Barreau de Paris	National Tutor	France
Mr Stéphane Leyenberger	Secretary, European Commission for the Efficiency of Justice	Council of Europe		
Ms Laurence Lwoff	Secretary of DH-BIO	Council of Europe	Partner	
Ms Hanna Machinska	Head of Council of Europe Office in Warsaw	Council of Europe		
Mr Alessandro Mancini	Parliamentary Projects Support Division, Secretariat of the Parliamentary Assembly	Council of Europe	Partner	
Ms Maria Michelidou	Data Protection Unit	Council of Europe	Partner	
Ms Isabela Mihalache	Support Team to the special Representative of the Secretary General for Roma Issues	Council of Europe	Partner	
Ms Aleksandra Miletić	Lawyer		Focal Point	Bosnia and Herzegovina

Name	Title	Organization	Function in HELP	Country
Mr Simon O'Toole	Barrister	Bar Council of England and Wales (member)	Consultative Board member	United Kingdom
Mr Villano Qiriazi	Head of the Education Policy Division	Council of Europe		
Mr Vladimir Palamarciuc	Lawyer	TurcanLaw	Info Point and National Tutor	Moldova
Mr Pavlovic		Ukrainian National Association of Lawyers	BA representative	Ukraine
Ms Svitlana Pavlysh		National School of Judges of Ukraine	NTI representative	Ukraine
Ms Yulia Pererva	Programme Coordinator, Education for Democratic Citizenship and Human Rights	Council of Europe		
Mr Mikołaj Pietrzak	Advocate	Polish Bar Council (Head of the Human Rights Commission)		Poland
Ms Tania Rakusic-Hadzic	Head of Criminal Law Co-operation Unit	Council of Europe		
Ms Beatrice Ramascanu	Civil judge	National Institute of Magistracy	Consultative Board member, Focal Point	Romania
Mr Roberto Rivello	HELP Project Manager	Council of Europe	HELP Secretariat	
Mr Denis Roth-Filchet	European Commission against Racism and Intolerance (ECRI)	Council of Europe	Partner	
Ms Jolanta Samuolyte	Lawyer	Lithuanian Bar Association	Consultative Board member, Info Point, National Tutor	Lithuania
Mr Alexander Seger	Head of Cybercrime Division	Council of Europe		
Mr Krzysytof Smiszek	President	Polish Society of Antidiscrimination Law	National Tutor	Poland

Name	Title	Organization	Function in HELP	Country
Ms Eliza Suchożebrska	Government Co-Agent of Poland before the European Court of Human Rights			Poland
Ms Ana-Maria Telbis	President of the Executive Board	European Human Rights Association	Editorial Board member	
Ms Tatiana Termacic	Head of Division, Human Rights National Implementation	Council of Europe	Supervisor of HELP Secretariat	
Mr Patrick Titiun	Head of Private Office, European Court of Human Rights	Council of Europe	Partner	
Mr Oleksandr Tomeyev	Head, Unit for Interuniversity and International Relations	National Academy of the Public Prosecutor's Office	NTI representative	Ukraine
Mr Musa Toprak	Deputy Secretary General	Union of Turkish Bar Associations	Info Point	Turkey
Mr Pier Giovanni Traversa	Attorney at Law	Bar of Bari (member)	Consultative Board member	Italy
Ms Eleni Tsetsekou	Head of Sexual Orientation and Gender Identity Unit	Council of Europe	Partner	
Ms Liudmila Ulyashyna	Manager, International Law in Advocacy Program	Human Rights House Network	Partner	
Ms Anita Van de Kar	Criminal Law Division	Council of Europe	Partner	
Mr Antoine Verachtert	Secretariat of the Co-operation Group to Combat Drug Abuse and Illicit Trafficking in Drugs (Pompidou Group)	Council of Europe	Partner	

Name	Title	Organization	Function in HELP	Country
Mr Heiko Wagner	Directorate-General for Justice, Criminal Justice/ Judicial Training	European Commission	Donor	
Ms Danuta Wisniewska-Cazals	Governmental Committee of the European Social Charter and of the European Code of Social Security	Council of Europe	Partner	
Mr Rupert Wolff	President	Österreichischer Rechtsanwaltskammertag	Info Point	Austria

ANNEX 5: SURVEY FOR HELP NETWORK

The following survey is conducted in the framework of an evaluation of the HELP Programme, which the Council of Europe is undertaking through its Directorate of Internal Oversight. The survey is addressed to representatives of national training institutions for judges and prosecutors, representatives of bar associations, HELP focal points and HELP info points. The evaluation aims at providing strategic guidance on the future direction of the HELP Programme. The survey consists of 12 questions. Your participation in it is anonymous and a unique opportunity to help improve the services offered by the HELP Programme. The Council of Europe will be grateful to receive your response by date.

1. Which type of legal professional are you?
    a. Judge
    b. Prosecutor
    c. Lawyer
    d. Other. Please specify:

2. What is your gender?
    a. Female
    b. Male
    c. Other
    d. Do not want to disclose it

3. In which functions are you involved in the HELP Programme? Please select all that apply.
    a. Representative/staff of national training institution for judges
    b. Representative/staff of national training institution for prosecutors
    c. Representative/staff/member of national bar association
    d. Representative/staff/member of local/regional bar association
    e. Focal Point
    f. Info Point
    g. National tutor/participant in training of trainers (TOT)
    h. Other. Please specify:

4. Since when is the institution that you represent/liaise with (in the case of focal/info points) involved in the HELP Programme?
   a. 2006
   b. 2007
   c. 2008
   d. 2009
   e. 2010
   f. 2011
   g. 2012
   h. 2013
   i. 2014
   j. 2015

5. How satisfied are you with the following elements of the HELP Programme:

	Very satisfied	Satisfied	Partially satisfied	Not satisfied	Not satisfied at all	Don't know
HELP Network Conference						
Quality of HELP training materials						
Quality of training offered to national tutors						
User-friendliness of HELP online platform						
Focal and Info Point System						
Consultative Board						
Editorial Board						
Communication/Information sharing in general						
Relevance of the HELP Programme to your country's needs						
HELP Programme overall						
Other. Please specify:						

6. How many distance learning/blended training courses has the institution that you represent/liaise with launched **in co-operation with the HELP Programme**? If the institution has launched a course on the same topic more than once in co-operation with the HELP Programme, please count each launching as one course (e.g. if the course on Admissibility was launched three times, please select "e. Three").
   a. None
   b. None, but we are currently preparing to launch one
   c. One
   d. Two
   e. Three
   f. Four
   g. Five
   h. More than five
   i. Don't know

7. What kind of data does the institution that you represent/liaise with systematically collect to assess the results of its trainings, and in particular those that originated from the HELP Programme? Please select all that apply:
   a. Statistics on number of training participants of each course
   b. Statistics on number/percentage of training participants who completed each course
   c. Statistics on number/percentage of training participants certified after each course
   d. Statistics of the above disaggregated by gender
   e. Paper-based course evaluation forms to be completed by course participants after each course
   f. Online course evaluation forms to be completed by course participants after each course
   g. Informal but documented feedback sessions between training participants and tutors at the end of each course
   h. Knowledge tests after completion of each course
   i. Knowledge tests before and after each course
   j. Knowledge, attitude, behaviour tests several months after completion of each course
   k. Don't know
   l. Other. Please specify:_____

8. **Apart from the training courses that were launched in co-operation with the HELP Programme**, in what way and to what extent has the institution that you represent/liaise with made use of HELP resources **without direct support from the HELP Programme**?

	Often	Sometimes	Rarely	Never	Don't know	Doesn't apply
The institution used HELP materials as an input for publications						
The institution promoted the usage of HELP materials available online through publications, seminars, a link on its webpage or other means						
The institution took inspiration from HELP materials available online and used parts of them when developing its own trainings						
The institution on its own initiative and without support received from the HELP Secretariat re-launched a course that the HELP Programme developed for this institution						
The institution adapted a HELP model course that was available on the Moodle platform to our national context and launched it without support received from the HELP Secretariat						
Other. Please specify:						

9. What obstacles, if any, have prevented the institution that you represent/liaise with from making more usage of HELP materials? Please select up to five responses.
   a. The institution was not aware of this possibility.
   b. The curriculum of the institution does not foresee training on human rights.
   c. The institution already provides a sufficient amount of human rights training and does not require any further materials.
   d. The institution prefers to develop training materials itself.
   e. The institution does not offer distance learning programmes.
   f. The legal professionals that the institution serves do not have a strong interest in human rights training.
   g. The HELP materials available have limited relevance in our national context.
   h. There are not sufficient HELP materials available in our official/usual language(s).
   i. The HELP materials available are not of sufficient quality.
   j. The HELP platform is not user-friendly enough.
   k. The institution has its own e-learning platform.
   l. The institution does not have sufficient staff capacity.
   m. The institution does not have sufficient financial resources.
   n. There is no consensus within the institution on the issue.
   o. There are frequent management changes within the institution.
   p. There is a lack of political support for human rights at national level.
   q. There are no obstacles.
   r. Don't know
   s. Other. Please explain:_____

10. Please indicate to what degree you agree with the following statements:

As a result of membership in the HELP Programme, the institution I represent/liaise with…	Fully agree	Agree	Partially agree	Don't agree	Don't agree at all	Don't know	Doesn't apply
…is more up-to-date regarding latest developments in the area of human rights training.							
…has more contacts and co-operation with other institutions.							
…was able to adopt some good practices.							
…started to offer human rights training.							
…was able to improve the quality of human rights trainings offered.							

As a result of membership in the HELP Programme, the institution I represent/liaise with…	Fully agree	Agree	Partially agree	Don't agree	Don't agree at all	Don't know	Doesn't apply
…was able to increase the frequency of human rights trainings offered.							
…incorporated the standards of the European Convention on Human Rights or other Council of Europe conventions into initial training programmes							
…incorporated the standards of the European Convention on Human Rights or other Council of Europe conventions into in-service training programmes							
… started to give accreditation for the completion of human rights training courses							
… makes human rights training a mandatory requirement for legal professionals							
Other. Please specify:							

11. Please provide any information on any unexpected or negative impact of the HELP Programme that you may have noticed.

_____

12. Please provide any information on any contribution to gender equality by the HELP Programme that you may have noticed.

_____

13. Please provide any other comments that you may have on the HELP Programme.

_____

Thank you very much for completing the survey!

ANNEX 6: SURVEY FOR NATIONAL TUTORS/TRAINED TRAINERS/TOT PARTICIPANTS

The following survey is conducted in the framework of an evaluation of the HELP Programme, which the Council of Europe is undertaking through its Directorate of Internal Oversight. The survey is addressed to national tutors/trained trainers/TOT participants of the HELP Programme.

The evaluation aims at providing strategic guidance on the future direction of the HELP Programme. Depending on your answers, the survey consists of 9 to 17 questions. Your participation in it is anonymous and a unique opportunity to help improve the services offered by the HELP Programme. The Council of Europe will be grateful to receive your response by 15 December 2015.

1. Which type of legal professional are you?
   a. Judge
   b. Prosecutor
   c. Lawyer
   d. Other. Please specify: _____

2. What is your gender?
   a. Female
   b. Male
   c. Other
   d. Do not want to disclose it

3. In which HELP training of trainers (TOT) session(s) have you participated? Please select all that apply.
   a. October 2013
   b. December 2013
   c. February 2014
   d. November 2014
   e. February 2015
   f. September 2015
   g. October 2015 (for Russia)

4. Do you sometimes train legal professionals (in the past and/or near future) on human rights?
   a. Yes
   b. No

If no, continue with question 5. If yes, continue with question 6.
5. In what role and why have you participated in the training? _____

Continue with question 14.

6. How many, if any, HELP training courses have you led as a tutor? If you have launched a course on the same topic more than once, please count each launching as one course (e.g. if you launched the course on Admissibility three times, please state "3"). If you have not launched any course of a specific category, please answer "0" in the respective field.
   a. Within the framework of the HELP Programme: _____
   b. On the initiative of a national training institution/bar association (without direct co-operation with/support from the HELP Programme): _____
   c. On your own or another institution's initiative (without direct co-operation with/support from the HELP Programme): _____
   d. Other. Please specify: _____

If the answer is >0 in any of these, continue with question 7. If the answer is 0 for all of these, continue with question 10.

7. In total, how many and what types of persons have participated in the HELP training courses that you have led?

	Judges	Prosecutors	Lawyers	Other. Please specify:
Within the framework of the HELP Programme				
On the initiative of a national training institution/bar association (without direct co-operation with/support from the HELP Programme)				
On your own or another institution's initiative (without direct co-operation with/support from the HELP Programme)				
Other. Please specify:				

8. How many women and men were enrolled in these courses when they started?
   Women: _____
   Men: _____

9. How many women and men completed these courses successfully?
   Women: _____
   Men: _____

10. What kind of data did you systematically collect to assess the results of these courses?
    Please select all that apply:
    a. Statistics on number of training participants of each course
    b. Statistics on number/percentage of training participants who completed each course
    c. Statistics on number/percentage of training participants certified after each course
    d. Statistics of the above disaggregated by gender
    e. Paper-based course evaluation forms to be completed by course participants after each course
    f. Online course evaluation forms to be completed by course participants after each course
    g. Informal but documented feedback sessions with training participants at the end of each course
    h. Knowledge tests after completion of each course
    i. Knowledge tests before and after each course
    j. Knowledge, attitude, behaviour tests several months after completion of each course
    k. Don't know
    l. Other. Please specify:_____

11. Please indicate to what degree you agree with the following statements:

	Fully agree	Agree	Partially agree	Don't agree	Don't agree at all	Don't know	Doesn't apply
The TOT training provided me with the necessary methodological skills to run a HELP course as a national tutor.							

	Fully agree	Agree	Partially agree	Don't agree	Don't agree at all	Don't know	Doesn't apply
The TOT training provided me with the necessary expertise in an area of human rights law to run a HELP course as a national tutor.							
The TOT training helped me improve the human rights training that I am providing outside the framework of HELP.							
I am taking inspiration from HELP materials available online also for other training courses I provide on human rights.							
Other. Please specify:							

12. Is there any clear intention from any institution to use your services as a national HELP tutor in the future?
    a. Yes, regularly
    b. Yes, from time to time
    c. Yes, once
    d. No
    e. Don't know
    f. Other. Please explain:

If the answer is d or e, continue with question 14.

13. Which type(s) of institution is/are intending to use your services as a national HELP tutor in the future? Please select all that apply.
    m. National training institution for judges and/or prosecutors
    n. Bar association
    o. NGO
    p. University/academia
    q. Other. Please specify:
    r. None

14. How satisfied are/were you with the following elements of the HELP Programme:

	Very satisfied	Satisfied	Partially satisfied	Not satisfied	Not satisfied at all	Don't know	Doesn't apply
Quality of TOT training provided by the HELP Programme							
Quality of content of model courses produced by the HELP Programme							
Quality of translation of training materials (if provided by the HELP Programme)							
Support received from HELP Secretariat during the overall process of adapting a course to the needs of the specific target group and running it							
User-friendliness of HELP online platform							
Communication and information management by the HELP Secretariat							
Time planning/management and organization of the overall process of adapting a course to the needs of the specific target group and running it by the HELP Secretariat							
Co-operation/coordination between the HELP Secretariat and the national training institution/bar association you are working with							

	Very satisfied	Satisfied	Partially satisfied	Not satisfied	Not satisfied at all	Don't know	Doesn't apply
Relevance of the HELP Programme to your country's needs							
HELP Programme overall							
Other. Please specify:							

15. Please provide any information on any unexpected or negative impact of the HELP Programme that you may have noticed.
_____

16. Please provide any information on any contribution to gender equality by the HELP Programme that you may have noticed.
_____

17. Please provide any other comments that you may have on the HELP Programme.
_____

Thank you very much for completing the survey!

ANNEX 7: COMPLIANCE WITH CM DOCUMENTS

Year	Instrument	Provision
2004	CM Recommendation (2004)4	The Committee of Ministers (…) recommends that member states ascertain that <u>adequate university education</u> and **professional training concerning the Convention and the case-law of the Court exist at national level** and that such education and training are included, in particular - as a component of the <u>common core curriculum of law and, as appropriate, political and administrative science degrees and, in addition, that they are offered as optional disciplines to those who wish to specialize;</u> - as a component of the **preparation programmes of national or local examinations for access to the various legal professionals** and of the **initial and continuous training provided to judges, prosecutors and lawyers;** - in the <u>initial and continuous professional training offered to personnel in other sectors responsible for law enforcement and/or to personnel dealing with persons deprived of their liberty</u> (for example, members of the police and the security forces, the personnel of penitentiary institutions and that of hospitals), <u>as well as to personnel of immigration services</u>, in a manner that takes account of their specific needs
2010	Interlaken Declaration	The Conference stresses the need for effective measures to reduce the number of clearly inadmissible applications (…) [and] calls upon States Parties and the Court to ensure that **comprehensive and objective information is provided to potential applicants on the Convention and the Court's case-law, in particular on the application procedures and admissibility criteria.**
2012	Brighton Declaration	The Conference (…) expresses the determination of the States Parties to ensure effective implementation of the Convention at national level by (…) **providing appropriate information and training about the Convention in the study, training and professional development of judges, lawyers and prosecutors**
2015	Brussels Declaration	The Conference calls upon the States Parties to increase efforts at national level to (…) **improve the training of judges, prosecutors, lawyers and national officials on the Convention and its implementation**, including as regards the execution of judgments, **by ensuring that it constitutes an integral part of their vocational and in-service training, where relevant, including by having recourse to the Human Rights Education for Legal Professionals (HELP) programme** of the Council of Europe, as well as to the training programmes of the Court and to its publications;

Bold = provisions with which the HELP Programme complies

<u>Underlined</u> = provisions with which the HELP Programme does not comply

ANNEX 8: SURVEY RESULTS

Figure 3: How satisfied are you with the following element of the HELP Programme: Relevance of the HELP Programme to your country's needs?
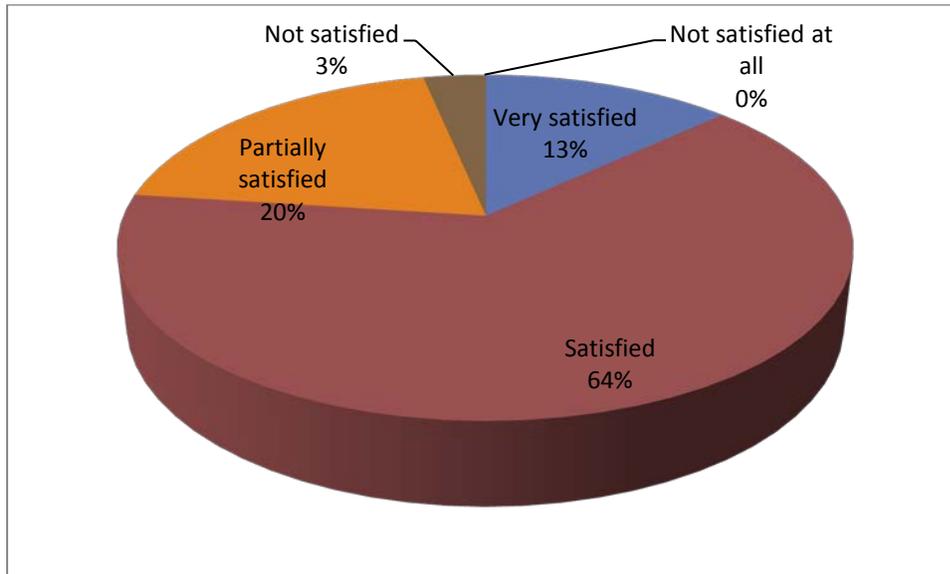

Source: Survey among HELP Network

Figure 4: How satisfied are you with the following element of the HELP Programme: Relevance of the HELP Programme to your country's needs?
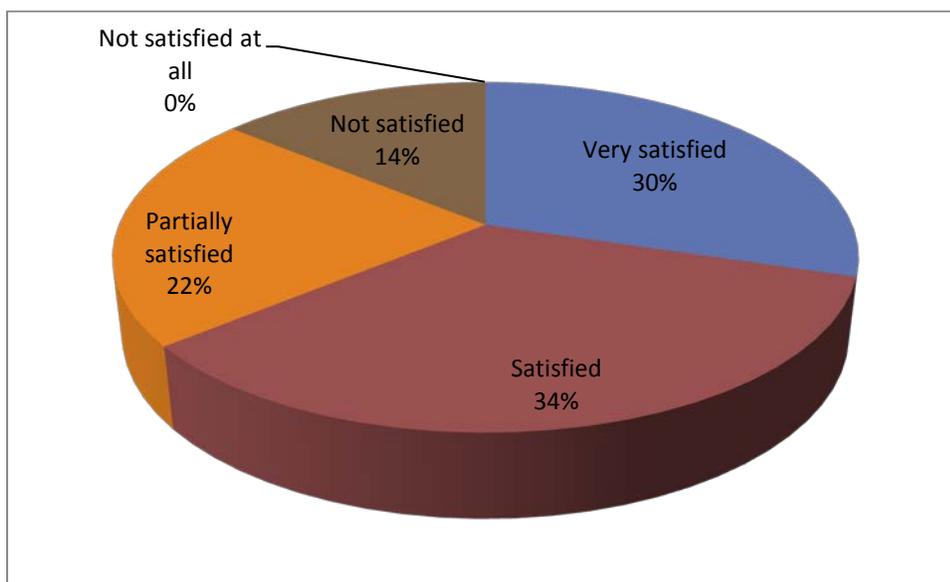

*Source: Survey among TOT Participants*

Figure 5: How satisfied are you with the following element of the HELP Programme: Quality of HELP training materials?


Not satisfied
0%

Not satisfied at all
0%

Partially satisfied
21%

Very satisfied
28%
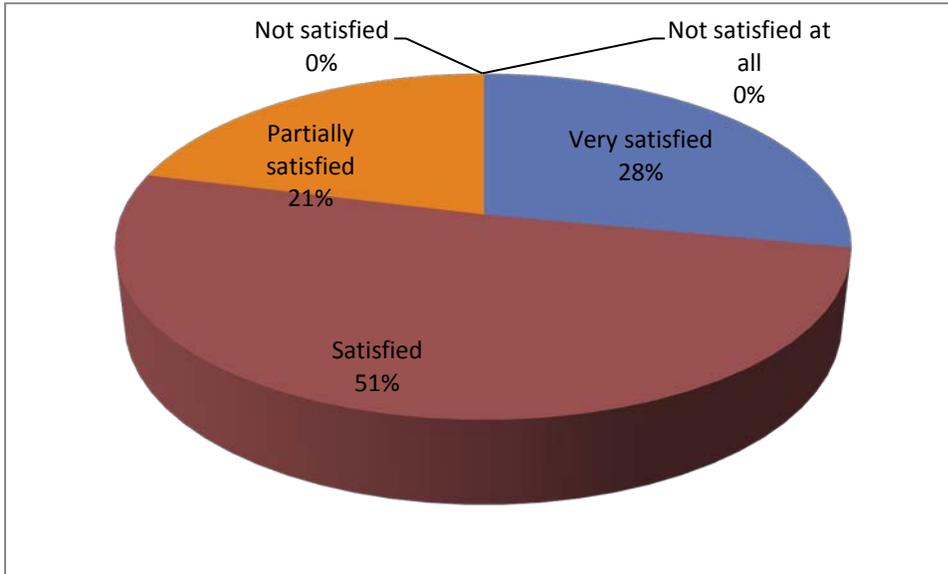
Satisfied
51%

*Source: Survey among HELP Network*

Figure 6: How satisfied are you with the following element of the HELP Programme: Quality of content of model courses produced by the HELP Programme?

Not satisfied
4%

Not satisfied at all
0%

Partially satisfied
31%

Very satisfied
21%
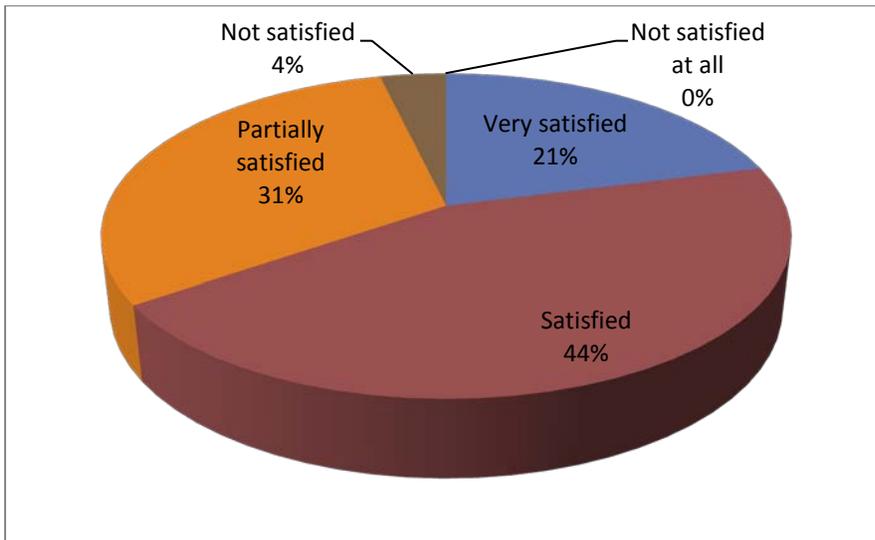
Satisfied
44%

Source: Survey among ToT Participants

Figure 7: How satisfied are you with the following element of the HELP Programme: Quality of translation of training materials (if provided by the HELP Programme)?

Not satisfied at all 8%
Not satisfied 10%
Partially satisfied 23%
Very satisfied 22%
Satisfied 37%
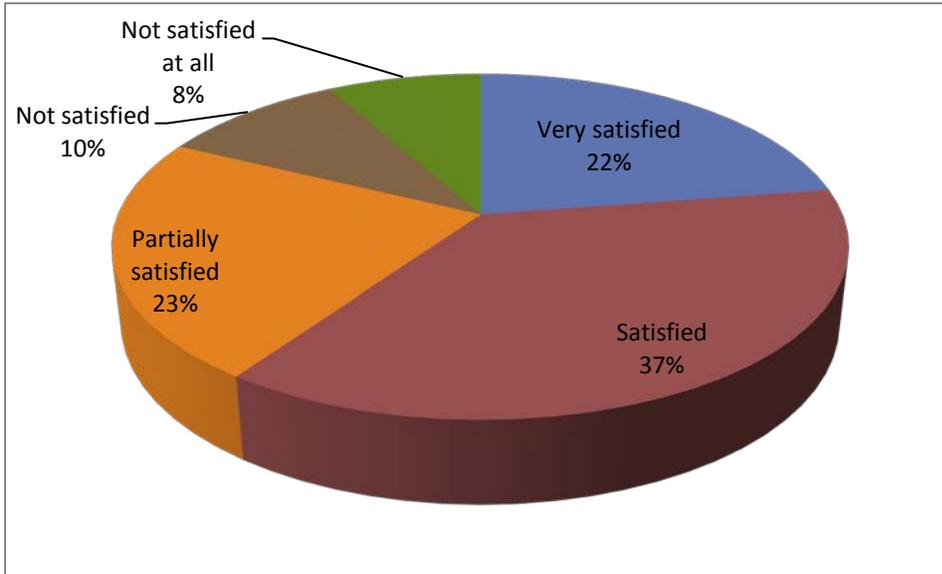
Source: Survey among ToT Participants

Figure 8: How satisfied are you with the following element of the HELP Programme: Quality of TOT training provided by the HELP Programme?

Not satisfied 0%
Not satisfied at all 0%
Partially satisfied 27%
Very satisfied 31%
Satisfied 42%
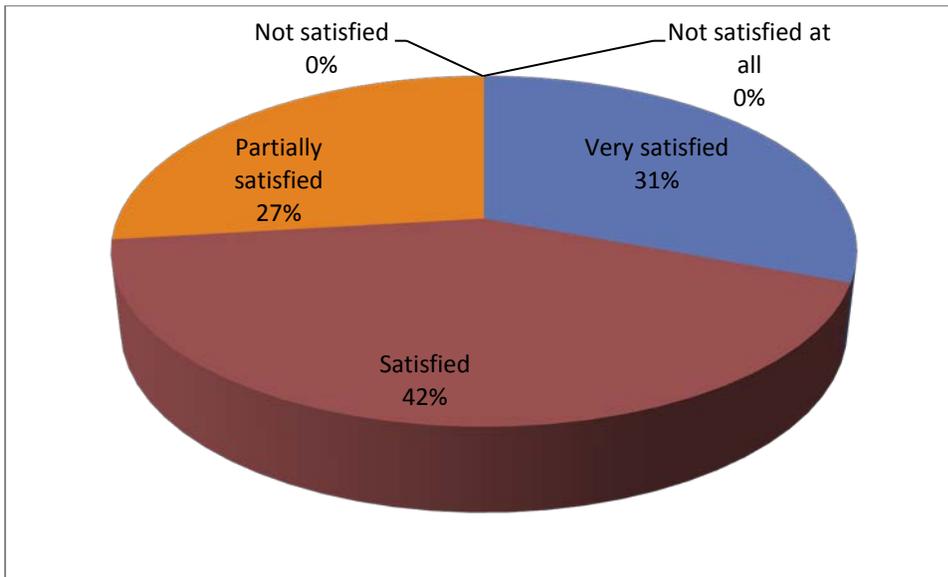
Source: Survey among ToT Participants

Figure 9: To what degree (extent) do you agree or disagree with the following statement of the HELP Programme: The TOT training provided me with the necessary methodological skills to run a HELP course as a national tutor?
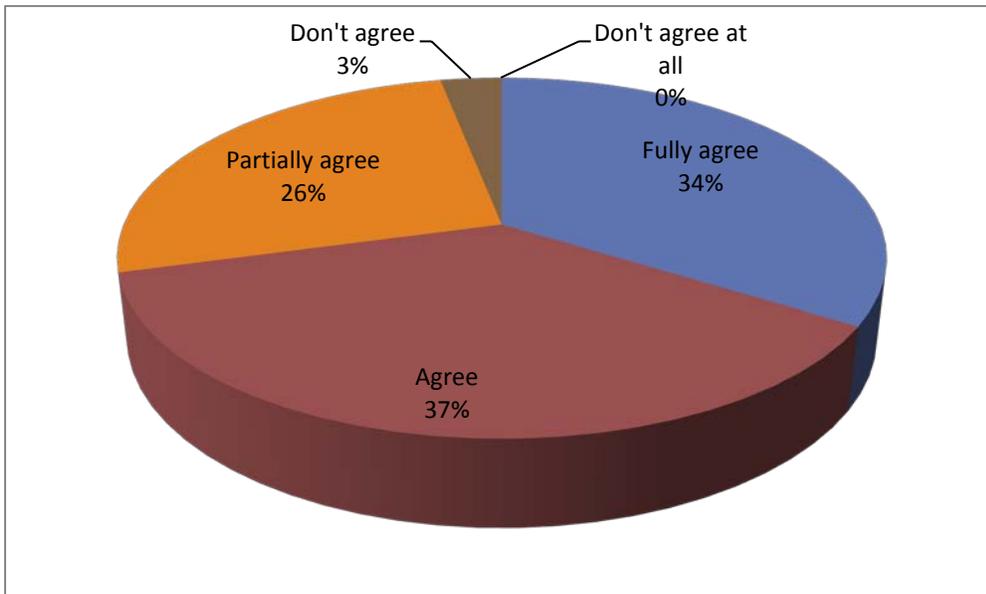
Source: Survey among ToT Participants

Figure 10: To what degree do you agree or disagree with the following statement of the HELP Programme: The TOT training helped me improve the human rights training that I am providing outside the framework of HELP?
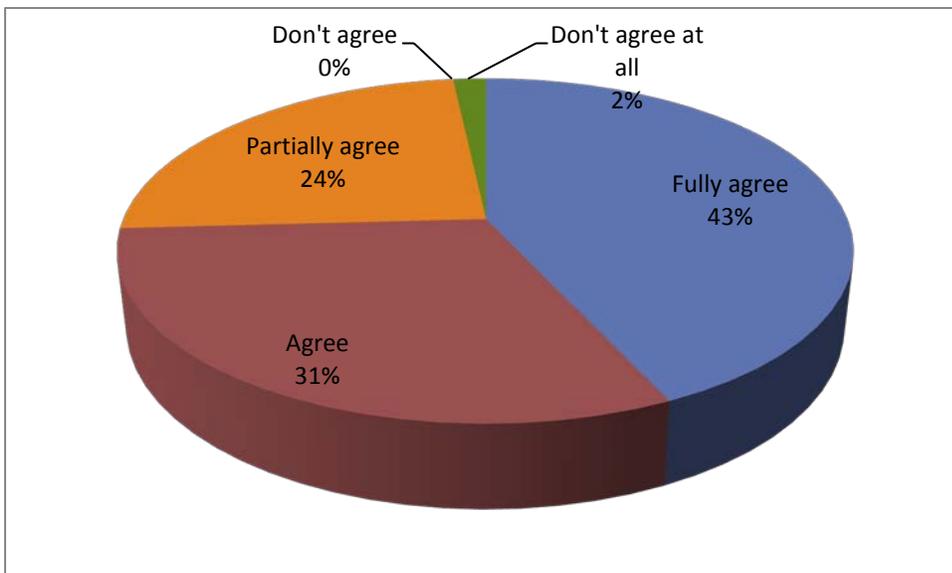
Source: Survey among ToT Participants

**Figure 11: How satisfied are you with the following element of the HELP Programme: HELP Network Conference?**

Partially satisfied 9%
Not satisfied 0%
Not satisfied at all 0%
Very satisfied 46%
Satisfied 45%
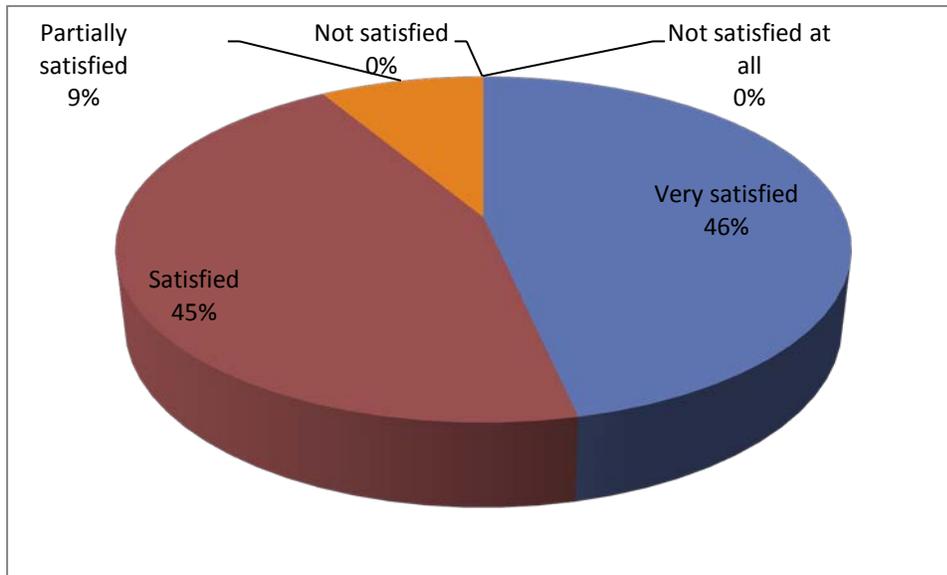
Source: Survey among HELP Network

Figure 12: To what degree do you agree or disagree with the following statement of the HELP Programme: As a result of membership in the HELP Programme, the institution I represent/liaise with is more up-to-date regarding latest developments in the area of human rights training?

Don't agree 7%
Don't agree at all 0%
Partially agree 18%
Fully agree 34%
Agree 41%
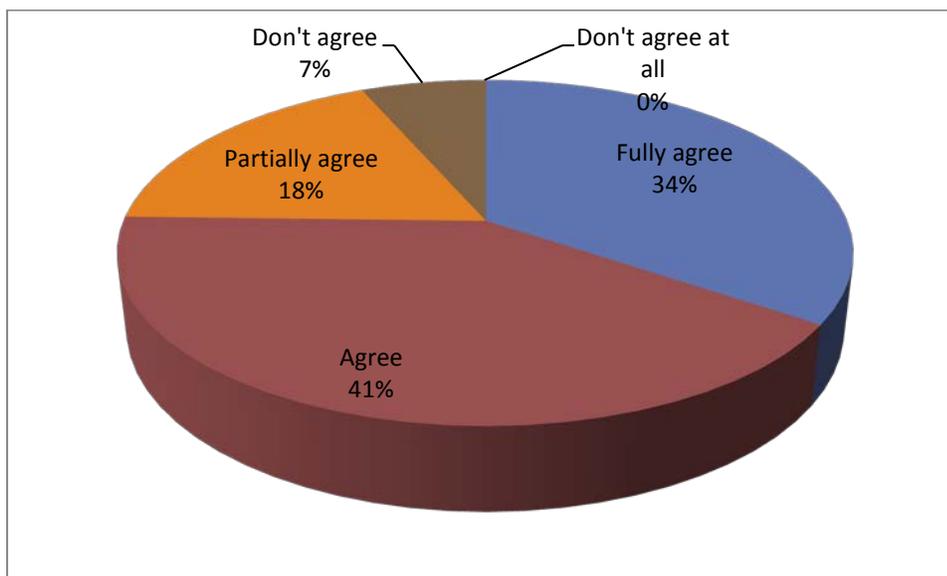
Source: Survey among HELP Network

Figure 13: To what degree do you agree or disagree with the following statement of the HELP Programme: As a result of membership in the HELP Programme, the institution I represent/liaise with has more contacts and co-operation with other institutions?

Don't agree
8%

Don't agree at all
3%

Fully agree
20%

Partially agree
35%

Agree
34%
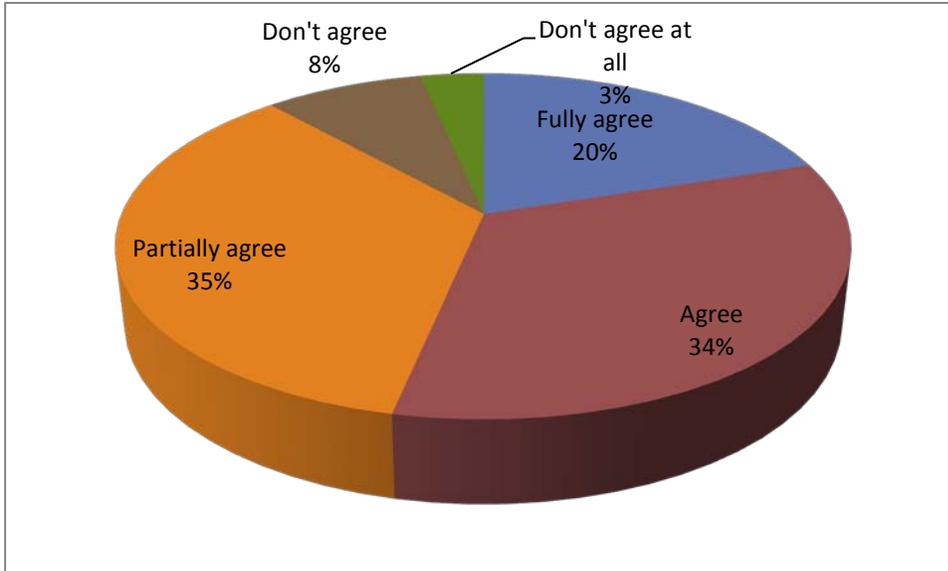
Source: Survey among HELP Network

Figure 14: How satisfied are you with the following element of the HELP Programme: Focal and Info Point System?

Not satisfied
9%

Not satisfied at all
0%

Very satisfied
24%

Partially satisfied
29%
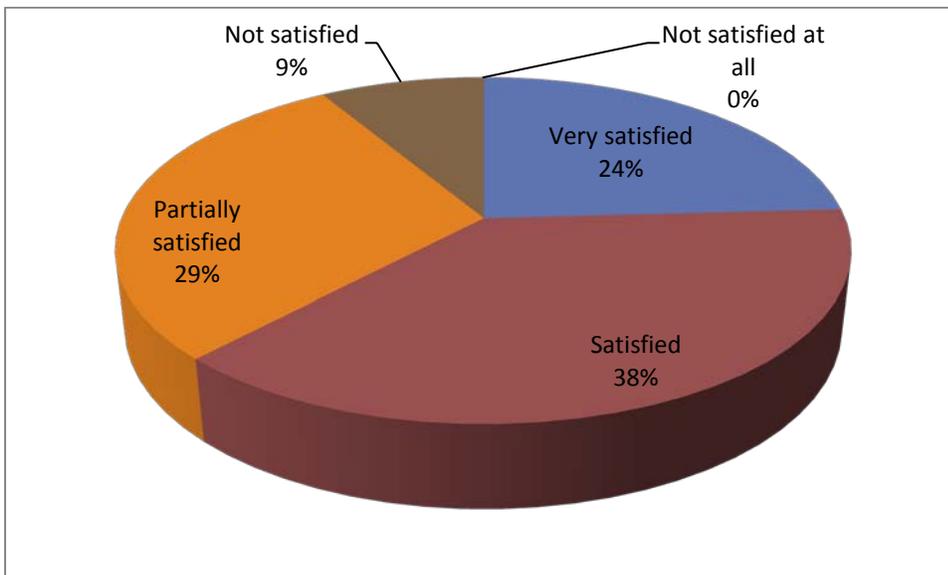
Satisfied
38%

Source: Survey among HELP Network

Figure 15: How satisfied are you with the following element of the HELP Programme: Communication/information sharing?
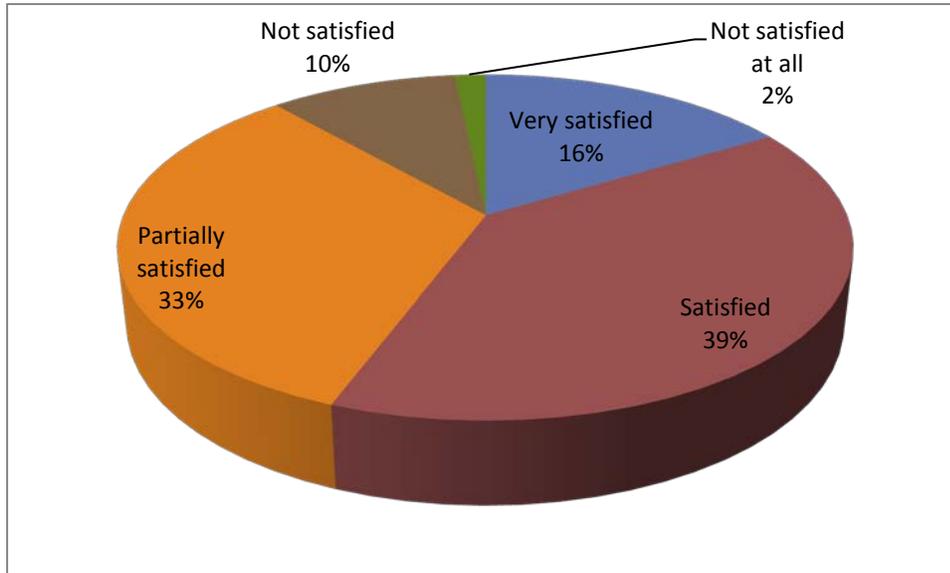
Source: Survey among HELP Network

Figure 16: How satisfied are you with the following element of the HELP Programme: Communication and information management by the HELP Secretariat?
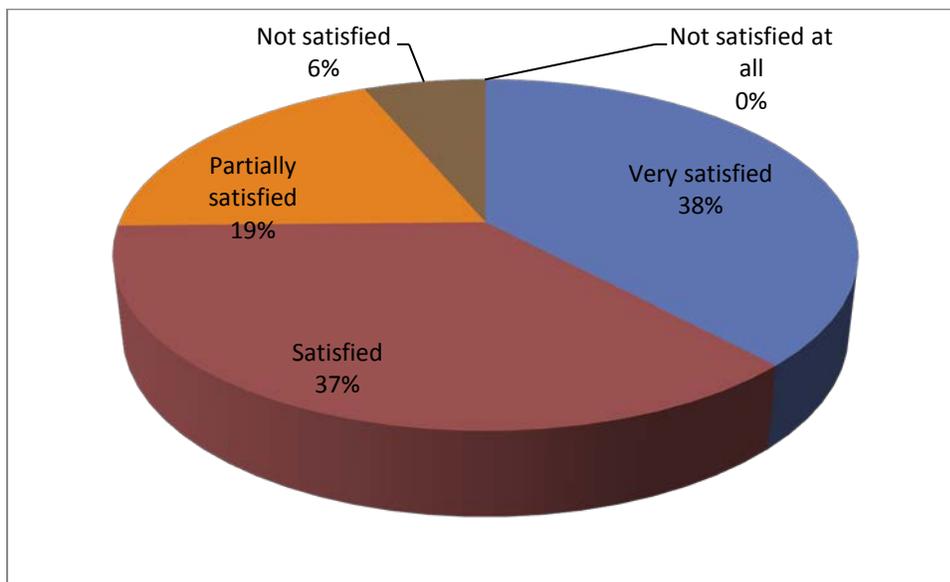
Source: Survey among ToT Participants

Figure 17: How satisfied are you with the following element of the HELP Programme: User-friendliness of HELP online platform?
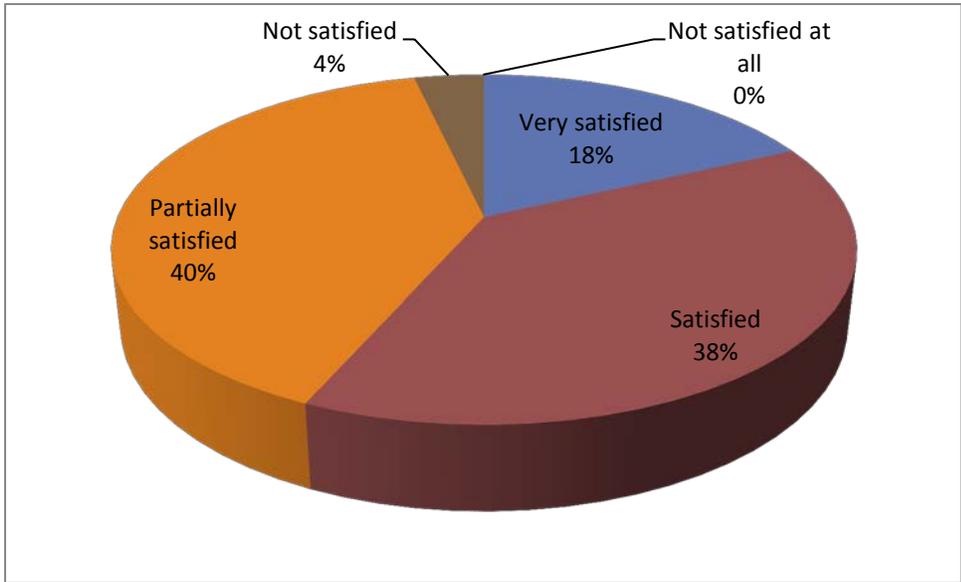
Source: Survey among ToT Participants

Figure 18: How satisfied are you with the following element of the HELP Programme: User-friendliness of HELP online platform?
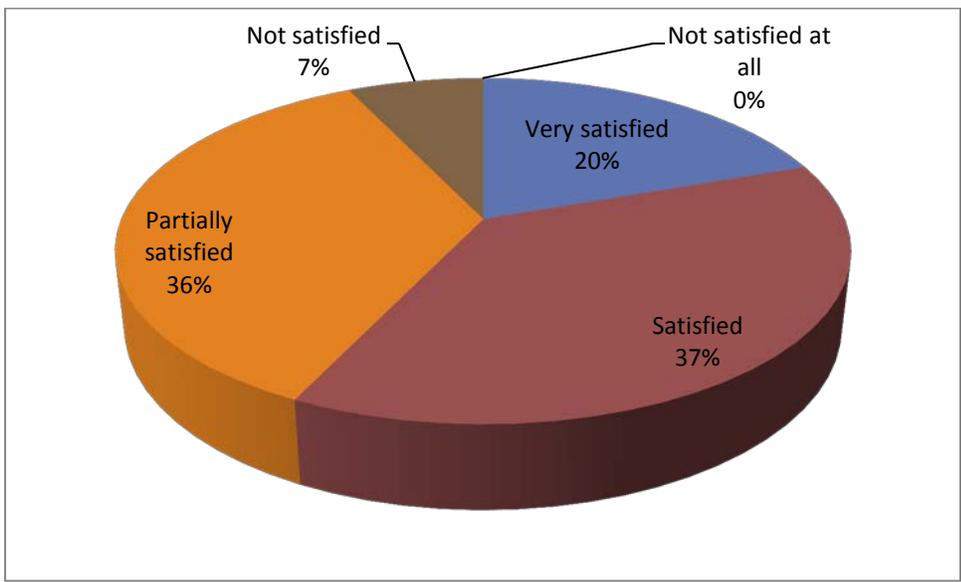
Source: Survey among HELP Network

Figure 19: How satisfied are you with the following element of the HELP Programme: Support received from HELP Secretariat during the overall process?

Not satisfied
8%

Not satisfied at all
0%

Partially satisfied
17%

Very satisfied
47%

Satisfied
28%
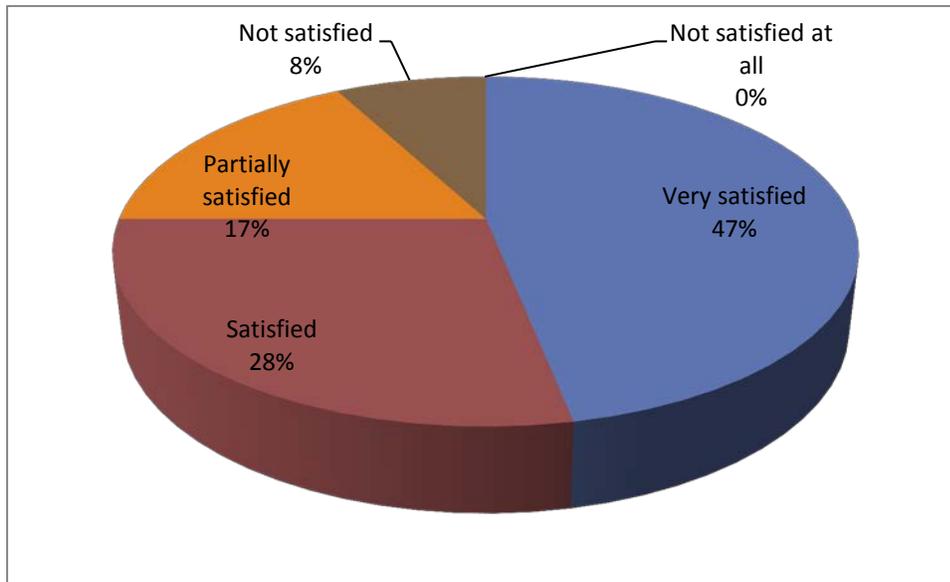
Source: Survey among ToT Participants

Figure 20: In what way and to what extent has the institution that you represent/liaise with made use of HELP resources without direct support from the HELP Programme: The institution took inspiration from HELP materials available online and used parts of them when developing its own trainings?

Doesn't apply
8%

Don't know
16%

Often
17%

Never
15%

Sometimes
26%

Rarely
18%
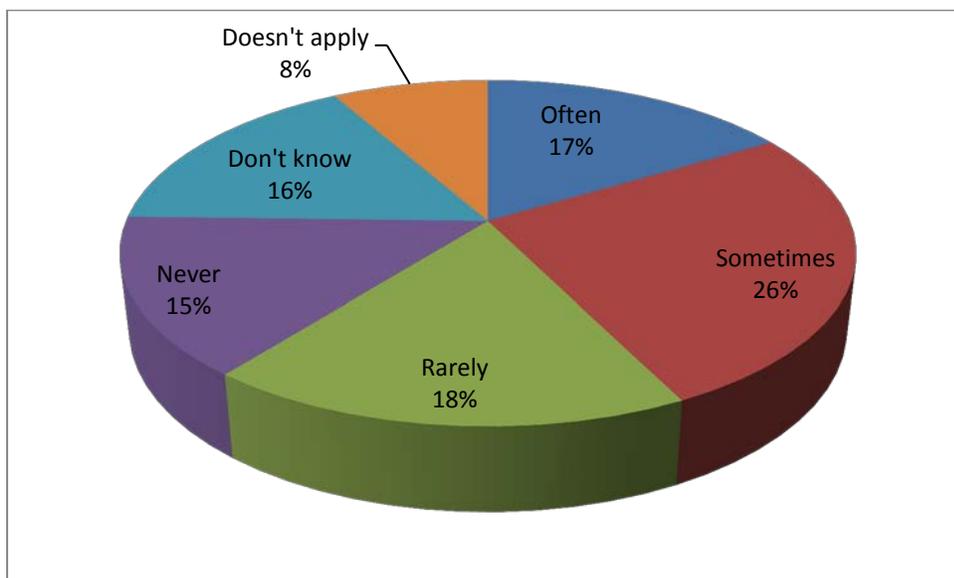
Source: Survey among HELP Network

Figure 21: To what degree do you agree or disagree with the following statement of the HELP Programme: I am taking inspiration from HELP materials available online also for other training courses I provide on human rights?
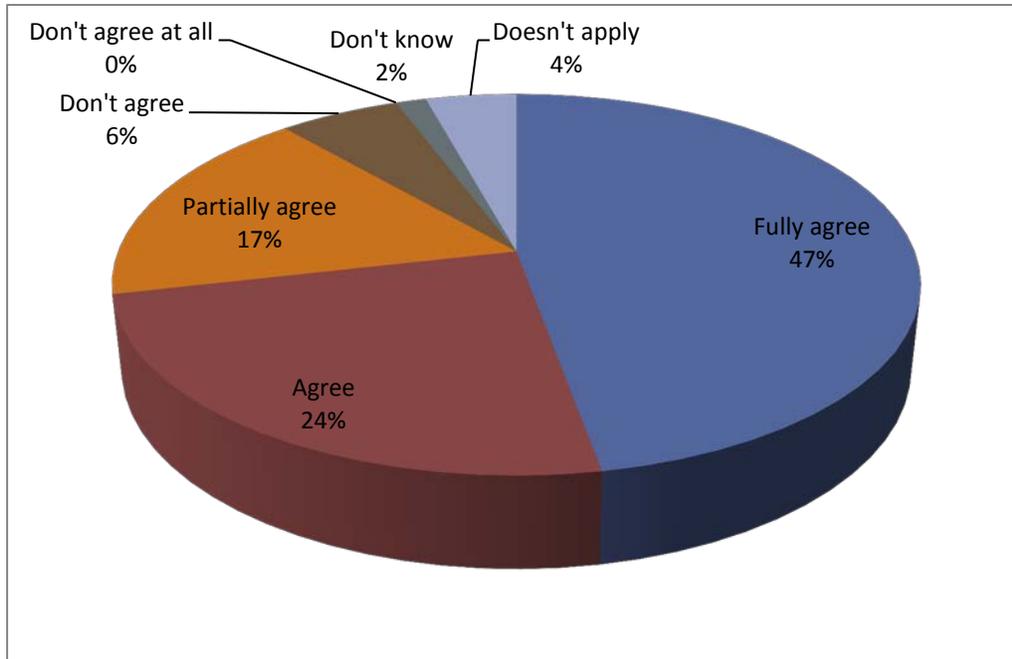

Source: Survey among ToT Participants

Figure 22: To what degree do you agree or disagree with the following statement of the HELP Programme: As a result of membership in the HELP Programme, the institution I represent/liaise with was able to improve the quality of human rights trainings offered?
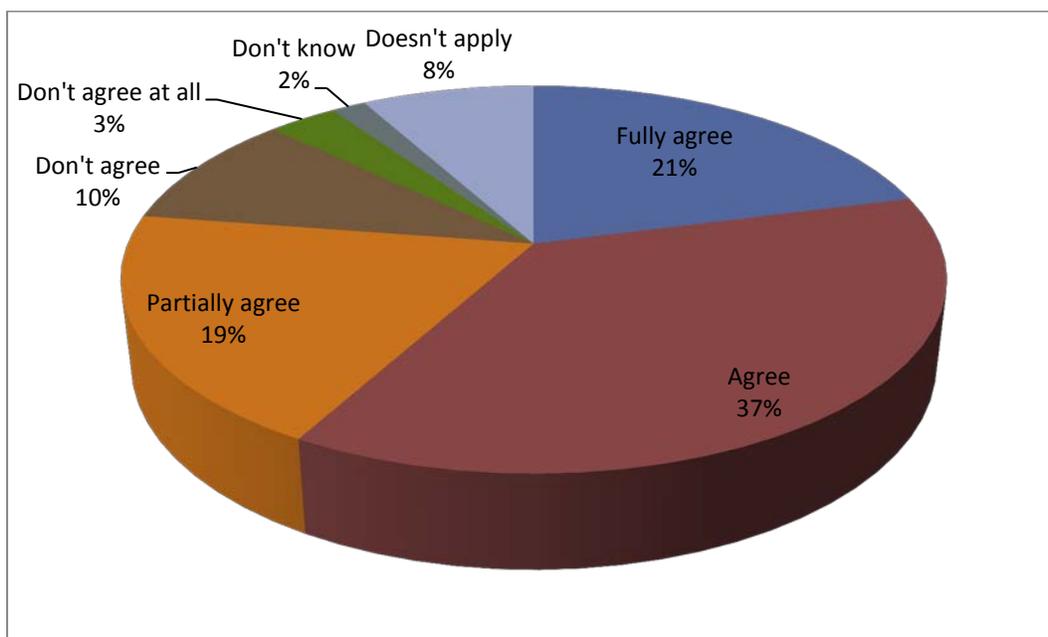
Source: Survey among HELP Network

Figure 23: In what way and to what extent has the institution that you represent/liaise with made use of HELP resources without direct support from the HELP Programme: The institution on its own initiative and without support received from the HELP Secretariat re-launched a course that the HELP Programme developed for this?
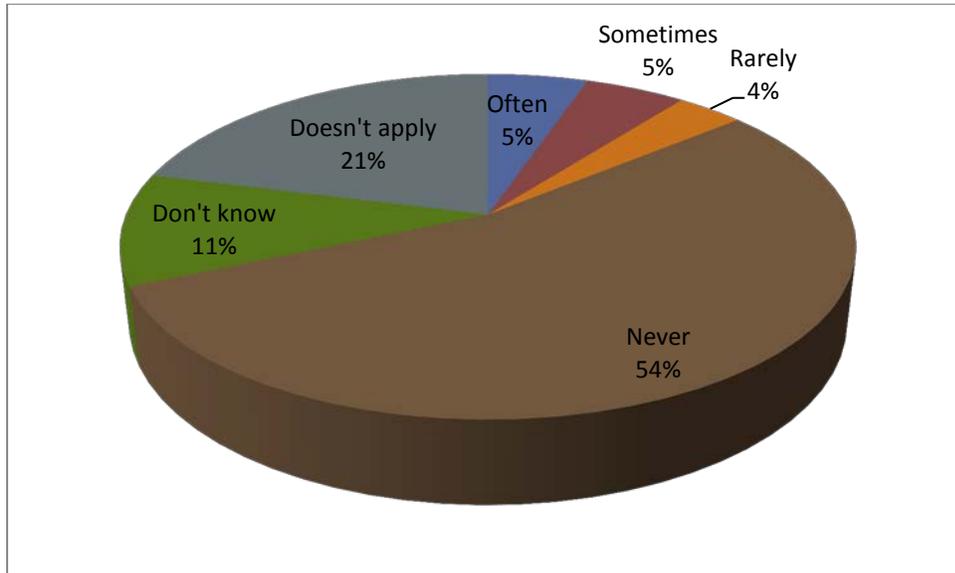
Source: Survey among HELP Network

Figure 24: To what degree do you agree or disagree with the following statement of the HELP Programme: As a result of membership in the HELP Programme, the institution I represent/liaise started to give accreditation for the completion of human rights training completion of human rights training courses?
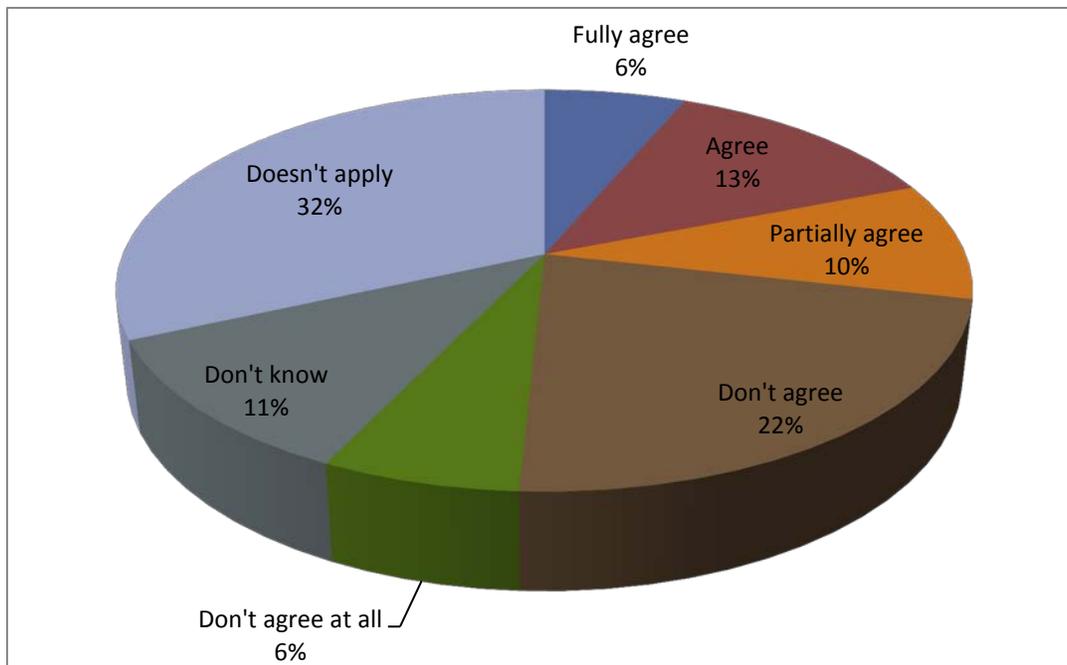
Source: Survey among HELP Network

ANNEX 9: HUMAN RIGHTS TRAININGS PROVIDED BY OTHER COE ENTITIES

Entity	Target Group	Form of Capacity Building
ECtHR	Delegations of legal professionals and law students	• Study visits: attendance of a hearing and meeting with judges, presentation of case law on different articles of the ECHR • One-year training for a small number of legal professionals that are assigned to the registry to analyse applications (in co-operation with EJTN) • Secondments of legal professionals from member states • Trainings in member states
Cybercrime Division	Cybercrime community	• Face-to-face trainings, materials also available for download on webpage
Criminal Law Co-operation Unit	Prison officers	• Face-to-face training
PACE	• Staff working on human rights in parliaments (27/28 member states) • Members of parliaments (24 member states)	• 3-4 times a year exchanges with colleagues from PACE, ECtHR and Execution Department • Regional and national seminars
Justice and Legal Co-operation Department	Judges	• Small number of coachings with focus on efficiency of justice
Education Department: • Unit for Higher Education Policy and Qualifications • Education Policy Division	• National ministries of education • Teachers • Primary and secondary school students (end beneficiaries)	• Promotion of Education for Democratic Citizenship and Human Rights Education
Sexual Orientation and Gender Identity Unit	Police officers	• Ad-hoc face-to-face training in exceptional cases