

THE AMERICAN UNIVERSITY IN CAIRO

SCHOOL OF CONTINUING EDUCATION

INTERNATIONAL HUMAN RIGHTS LAW OUTREACH PROGRAM

‘IHRLOP’

FINAL REPORT

Grant #263-G-00-06-00098-00

Education and Training in Human Rights

“Now we know we can discuss human rights without being anti-government”

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EXECUTIVE SUMMARY

This project was designed to create an improved environment for the protection of human rights within the Egyptian universities through providing human rights training within selected university faculties. The project was highly successful due to combining IHRLOP purpose built materials, participatory training methodologies, and dedicated flexible trainers, with perceptive engaged university participants, supportive university administrations, and USAID funding that supported the kind of cumulative training capable of producing highly accomplished human rights resource persons within the universities. Seven universities on 9 campuses participated, with 19 different faculties involved and an initial intake of 447 trainees in Basic I with the most committed 319 continuing into Basic II. Whereas 80 resource persons were scheduled for advanced training, 88 were actually included. Between 85 and 88 participated in the several advanced training sessions and completed 142 hours of training as human rights 'resource persons'.

The program was designed to include skills units even at the basic level with advanced internet searching in order to decrease dependence on IHRLOP training staff and give participants confidence to begin using training materials. All participants received a CD containing PowerPoint training presentations, key documents, additional readings and links to the relevant internet sites. Training sessions addressed underlying issues preventing access to rights or contributing to violations to provide a more informed focus for trainees' subsequent activities. Through presenting the basic human rights documents with a topic focus IHRLOP sought to build the foundations for active, effective understanding by participants and sustainability of their engagement with the issues. To expand the horizons of human rights advocacy, the project included other areas: 'the culture of volunteerism', the 'role of culture and tradition' for understanding universality of rights, 'constituency building' and 'critical thinking'. Practice in designing curricula for teaching human rights in their faculty or university were also included as appropriate in the training sessions.

The methodology was at all times intensely participatory, which supported the strategic focus of the trainings and created productive discussions facilitated by the highly engaged IHRLOP training team. Networking spontaneously occurred and at an earlier time than projected. The funding provided had a significant impact on the successful completion of the project as it allowed for advanced training of resource persons to complete a substantial number of training hours within a variety of groupings and contexts.

Unforeseen consequences appeared during the project. Supportive university environments led to the entrenching of a human rights culture among participants demonstrated by participants playing key roles incorporating human rights topics within their lectures, and pushing for the creation of human rights 'centers' in their own universities; even a 'human rights coordinator' was appointed in one of the target universities. Feedback indicated increased civil society activities and interaction with community development associations and with the National Council for Human Rights and the National Council for Motherhood and Children. Human rights 'camps' sought to invigorate designing university curricula with a human rights focus. The Final Forum provided spaces for the resource persons to speak about their successful

activities and examine lessons learned. Personalities active in human rights advocacy education gave brief presentations and provided opportunities for participants to discuss issues with them. A booklet with all participants' contact details was distributed for future networking use.

Recommendation: To capitalize on this momentum and increase the scope throughout Egypt of the development of a protective environment for human rights, similar training should be provided for the several Egyptian universities not covered in this project, so that the network of highly educated and dedicated persons supportive of a human rights culture extending from within the universities into their surrounding communities established by this project can be spread throughout Egypt.

INTRODUCTION

BACKGROUND AND OBJECTIVES OF THE PROJECT

IHRLOP is a project-based organization located within the AUC the School of Continuing Education. It was originally created in 2003 under a USDOS grant to provide human rights education and training for civil society activists under a two year grant. Over that time IHRLOP created and developed human rights training materials specific to the context of human rights in Egypt and the Arab World. The next funding sought and received was from USAID to continue to provide this kind of training for faculty and staff in selected Egyptian universities with the objective of creating improved enabling environments for the protection of human rights within the selected faculties and universities of Egypt.

SPECIFIC OBJECTIVES

1. To provide basic human rights training for 20 Egyptian faculties to enable construction of the human rights curriculum. At least 400 persons are projected to be trained in these sessions.
2. To intensify training for potential members of 'focal groups' in each faculty chosen from those participating in the basic training, to prepare them to undertake leadership roles, and to equip them to be 'resource' persons in their respective faculties, transferable to the larger civil society.
3. To stimulate networking between and among faculties by those trained within the respective faculties with further training designed to assist them with the formation of inter-faculty, cross-faculty, and cross-university human rights promotion and protection groups.
4. To motivate and encourage civil society volunteerism and further promotion of human rights natural leadership and advocacy within the university and civil society organizations.

FUNDING

The funding was made available through a grant from the USAID Democracy and Governance Program of 1.05 million USD to be expended on the project over three years. This grant, when awarded, provided that 110 percent of salaries would be deducted for indirect costs. Halfway through the grant, in mid 2008 during the second year of the grant, IHRLOP was notified that a

new NICRA would be instituted and backdated to 1/1/08 whereby the indirect costs deduction was changed to 105 percent of salaries. IHRLOP adjusted its budget at that time.

However, in mid-summer 2009 (two to three months before the end of the grant period) implementation of a new NICRA rate was announced for indirect costs to be calculated as a joint percentage (23.7% of salaries added to 58% of direct costs). Implementation was *back-dated to 1/9/08*. Due to this back-dated implementation of the new NICRA IHRLOP budget was completed in deficit. Retrospective applications of such a NICRA rate changes which cause detriment to the budgetary integrity of a project is not usually followed, but on this occasion it was followed. Had the NICRA rate applicable to the grant as originally approved been followed the grant would have been completed within budget. All training activities specified in the approved proposal were completed within the project period.

DESIGN OF THE PROGRAM AND ORGANIZATIONAL DEVELOPMENT

Working within the constraints of the Egyptian university system IHRLOP made contact with University presidents and vice presidents to organize training. We received professional and often enthusiastic support and cooperation from the universities that took part of the trainings: Alexandria University, Asyut University, Banha University, Helwan University, Tanta University, the three campuses of the Suez Canal University, and Zagazig University. The IHRLOP staff organized training programs especially for these participants and their university administrations, modifying already created materials as required. Most training sessions were presented in Arabic with three exceptions when concurrent translation was used. Since staff members were mainly full-time employees further development of materials could take place during the non training period as well as commitment to the training in the field. From time to time key academics and NGO personalities were employed as contract trainers to provide specific areas of expertise or to conduct special sessions.

OFFICE AND STAFF

Organizationally the office was located within AUC under the School of Continuing Education and responsible to the Office of the Vice President of the School of Continuing Education. The office was however physically located off campus in Bustan Street allowing easy access for both staff and visitors. The program had some change of staff initially, but the core who substantially ran the program comprised Dr Enid Hill as the program's principal investigator, Heather Gilles as director, and Islam Lotfy as executive manager. Yara Fathy and Mohamed Elwi as trainers were with the project for a large part of its life, also Tarek Beltagy as part time trainer, Khaled Niazee as accountant and Fatma Kamal as secretary. Hisham Marei as senior clerk in charge of the logistics of organizing transport for people, equipment and materials was with the project from the beginning. Maha Esmat, office assistant and Ahmed Mansour, junior clerk came on board later in the project as work loads increased. The logistics of compiling materials in the office and their relocation along with staff and equipment was enormous and required careful planning and commitment by the responsible staff. Field work often comprised three weeks out of the office in diverse locations, relatively close to Cairo (Zagazig) and distant (Alexandria and Asyut).

TECHNICAL APPROACH

The training itself covered five types/ levels of human rights training conducted over a period of three years. Resource persons identified for advanced trainings completed 142 training hours altogether.

Basic I human rights training: Thirty hours of training, with a target of up to 400 plus individuals from the university faculties. This training provided an understanding of the international human rights system and of the international covenants and other instruments, and also included national and regional provisions and institutions that define and specify how such rights are to be implemented and can be protected. Advanced internet searching was introduced as a skill.

Basic II training: Twenty-eight hours follow-up training centered on human rights advocacy and covered an extended spread of issues and international mechanisms that set standards for human rights protection. Skills units were also introduced at this time which included team building and group participation. The persons participating in these two trainings were invited to identify themselves as being interested in becoming resource persons who would then continue the training with additional advanced sessions and skills training.

Resource persons: This terminology was used for those persons identified as having the interest, enthusiasm and leadership potential to continue offering IHRLOP human rights training within their universities for whom IHRLOP would provide further training. The term was coined by Nader Tadros from Peoples Advocacy who was a guest trainer with the preceding IHRLOP civil society project. The rationale is that to expect all persons trained to become trainers is unrealistic, but they can be effective in other roles and a ‘resource’ for human rights advocacy in other ways.

Resource person’s trainings I and II (hereinafter called Advanced training): Resource persons selected from the ***Basic training groups*** were trained in the context of what is needed for them to form effective focal/resource groups within the universities and their communities. This ranged from topics such as the Egyptian political system, budgetary analysis, constituency building, critical thinking and further skills units such as, notably, the culture of volunteerism, group work, and managing discussions.

Human Rights Camp: Resource persons were brought together in two groups where they learned to analyze potential curricula materials and establish methods that would be productive for human rights training within their universities; also to organize themselves for working in the future to continue to sustain a protective environment for human rights.

One-day Forum: This was **the capstone event** that provided the opportunity for all participants to meet together and participate in a general ‘forum’ conference, where Resource persons in particular could showcase their work over the training period as well as hear from other experts on human rights education in universities and from others with whom IHRLOP had worked in the course of the Project.

All the above trainings attracted numbers of participants exceeding those originally estimated, other than a shortfall (29%) between Basic I and Basic II.

Basic I Target 400	Basic II	Advanced I Resource persons Target 80 – 88 identified	Advanced II Resource persons	Human Rights Camps Resource persons 2 groups	Final Forum Resource persons
447	319	89	87	31 and 51 =82	85

WORK PROGRAM

The program was developed to fit in with university timetables and necessitated long periods in the field. This had to be undertaken to achieve project goals. Basic training workshops lasted 5 days, with the sessions 2 hours on average and lunch and light refreshment breaks daily. Vice presidents and presidents attended from time to time, as well as other administrators keeping an eye on content and faculty participation. On the whole such visitors entered into the spirit of the training and became interested participants. The materials were purpose-built or modified according to interests of participants and Egyptian contexts, all of which were generally well-received. The methodology throughout the trainings was participatory. All project staff were available to support participants as the need arose, both during training and afterwards, when participants sought advice on human rights related activities.

Since the logistics of traveling to the regional universities together with the materials provided each participant was mammoth, all project staff deserve great credit for the part they played in preparations for transporting materials, organizing travel, and on arrival, setting up for training, then packing up to depart. Credit must also go to the university administrations and their staffs who facilitated entry into their universities and dealt with various needs thereafter.

Statistics on location and trainings are available in **Appendix A**.

CONTEXT OF THE TRAININGS

The training sessions were designed to equip every university faculty group with the basics of international human rights law and advocacy so they could either use these skills for training within their universities or use them in their communities. As usual, participants come from a variety of backgrounds with different knowledge bases, so that trainers had to be prepared for and supportive of such diversity. The staff was able to handle this lack of homogeneity well. The main problem occurred because of the perceived “American connection” of the training program. This American connection was viewed variously as the funding source or the umbrella organization of AUC and demanded a large amount of time from trainers on each first day which cut into valuable training time. This issue arose in every university, in every Basic I training undertaken.

To be able to teach, train or be a productive advocate in human rights, in addition to the knowledge base of human rights, participants would require certain skills, and these were

incorporated into the trainings. IHRLOP staff identified the weakness of such skills as a major concern early on as a result of initial conversations with NGO leaders in Egypt and in the region.

Some training programs have notoriously left participants after training has ended and the trainers have left, with the question: “What do I do next?” Leaving behind portfolios of materials does not usually answer this question. To compensate for the exodus of trainers IHRLOP gave all participants a copy on CD of the PowerPoint presentations used as well as supplementary reading materials and internet sites for future reference urging them to freely use such materials as needed them. Feedback has indicated that the CDs were used by nearly all. Some used the materials provided within their families and faculties, often within their lectures. They said they inserted small segments as introductions into their lectures, or as an introduction to human rights generally. The materials were also used within their community NGO activities or within the syndicate with which they were affiliated.

THEMES AND FINDINGS

The participatory methodology of IHRLOP contributed greatly to the willingness of participants to take part in discussions, respond to challenges, and otherwise successfully utilize their new understandings of facts and skills. Participants were able to present human rights material in various workshop exercises both individually and in groups. Workshops developed as congenial and productive spaces with even the larger groups exhibiting tolerance of others and where various and conflicting views were put forward without rancor. While the numbers of those in our groups who were actually already designated to teach human rights was limited, feedback indicated that the materials were absorbed and used in a variety of other teaching/ training contexts. What university administrators sought was a “human rights culture” within their universities and we believe the project has accomplished this.

Feedback indicated that participants were examining human rights issues on their own and using the learned skills outside of the formal training sessions. Many were making contact with the larger human rights organizations such as National Council for Human Rights (NCHR) and National Council for Motherhood and Children (NMC), and were offering training within those organizations in their regional area. As predicted, participants indicated they were forming groups and alliances within faculties and within and across the universities as well as in their communities.

The advanced trainings provided a neutral space to encourage networking across faculties and universities and worked as expected. Many productive alliances formed in the course of the trainings but were especially evident in the human rights camps and the Final Forum. Also evident in feedback was an increase in structured civil society activities. Networking avenues were formed and are to date still functioning. A contact booklet was produced at the final forum listing all participants and contact details. This contact book has already been passed onto NGO leaders and interested Embassies as a new resource.

MATERIALS DEVELOPMENT:

IHRLOP has developed its own materials suitable for its participatory methodology and in a format that could be adapted from group to group as required. However, these groups of participants from the Egyptian universities were noticeably different from the civil society/NGO

groups trained under the preceding grant. All trainers were encouraged to “read” their group and structure the materials and trainings accordingly to accommodate the particularities of different groups. Feedback indicates that this technique achieved engagement with the training materials, empathy between trainers and trainees, and success with reinforcing objectives of the human rights training. Feedback continually remarked about the ‘team work’ of IHRLOP trainers and it was evident from these remarks that we had reached a standard the participants sought to emulate.

Materials were developed for specific ‘entry points’ particularly in so-called controversial topics. Using entry points in areas such as **gender-based violence** (considered as relevant to both genders) **anti-terrorism and emergency laws** (considered as global phenomena), **universality of rights** (considered in relation to cultural specificities and traditional values), produced full and frank discussions and effectively allowed people to come to grips with underlying issues and potentially taboo areas and enable them to discuss such topics and themes by a group within a human rights context.

IHRLOP did not want to repeat trainings and courses available from other providers except where it was necessary for basic understanding of human rights. Therefore areas like political participation were not touched as other providers offer such training. **Alternative dispute resolution (ADR)** was however offered within a human rights context and as structured information for immediate use. This subject focused participants already active in community dispute activities who had not realized its human rights context and who really appreciated the new focus and material. This was another example where the training allowed participants already active in NGOs to be more effective.

Critical thinking, another area identified in regional evaluations of human rights training as necessary, was provided in two sessions of interactive participation. Many participants identified this as something they would use with their students as well as being of benefit to them individually. It was by introducing such topics not usually part of standard human rights education or TOT, that gave participants the confidence that they now had the background to undertake the training themselves and helps eliminate the dependencies created by trainer-trainee relationships.

PARTICIPATORY METHODOLOGY

Participatory methodology is a teaching and learning strategy that facilitates processes for the participants being able to articulate their thoughts, opinions and feelings, and to describe and analyze their experiences as they formulate strategies for action, and then to evaluate them. IHRLOP trainers used this approach throughout the training to ensure that the prior experiences of the participants were starting points for absorbing new information and encouraged them to reflect upon new ideas within their existing frame of reference.

This technique was designed to provide a sense of human dignity in each and all participants, and to strengthen their personal and interactive community capacities. The training sessions included brainstorming and other exercises that facilitated entry into new topics, short lectures with PowerPoint presentations interspersed with focused discussions, case studies and other work groups, which reported back to the whole group followed by discussion. This methodology combined with trainers being present throughout all sessions and contributing to discussions,

developed a sense of community and team work among trainers and participants. A relaxed atmosphere was created which allowed productive exchanges of opinions and ideas. It created an environment whereby trainers facilitated participants' articulating issues, discussing dilemmas and suggesting potential solutions, rather than providing the solution itself. Participants commented regularly and enthusiastically on this 'teamwork'.

Certainly, such experiences dealing with human rights issues should carry over into participants' future activities. IHRLOP believes that wide-ranging possibilities of carry-over from such IHRLOP human rights trainings can contribute to the sustainability of commitment to, and support for, the expansion in Egypt of a protective environment for human rights, the overall goal of the project.

Be that as it may, a frequently remarked problem associated with training in the region is: What happens after training is completed? Thus the issue of post training activities by participants inevitably arises. Already UNDP BENAA has sought access to use IHRLOP trained resource persons from their training in universities. IHRLOP had signed a protocol to coordinate and supervise training in participating universities in November 09. The initial trainings have taken place in Tanta and Asyut universities with plans for more.

NETWORKING

In regional evaluations many participants said they are interested in networking but did not want to work by themselves to make it happen. Although networking was acknowledged in evaluations as necessary, after training is completed this is usually outside the scope of funding for training as such. Recognizing networking as linked to sustainability, IHRLOP attempted to lay the foundations for post-project networking through the Project's structure and methodology. Thus in the advanced training modules with the Resource persons a variety of avenues for developing networking were incorporated.

We mixed faculties and universities in the groups that were formed as a built-in feature of the Advanced training. This meant people mixed across the faculties of their universities and between and among the faculties of different universities, and again by discipline in the human rights camps. Basic I and II training groups interacted only with the people from the same university and often from the same or a sister faculty. We discovered that some, even from the Resource persons, had not previously interacted professionally with persons from other universities nor had they visited within their universities.

In the **Advanced training**, the Resource persons were taken in small groups of four to meet with a similar group from other universities (up to 20 people), then in the second Advanced training, groups were remixed across university faculties as well as regionally. In the **Human Rights Camps**, another remixing took place. In the **Final Forum**, the Resource persons all came together for the first time and most gave presentations, divided as simultaneous sessions of sciences and humanities.

Only a set of trainings generously funded in this way by USAID could have achieved this potential for self-generated networking produced by systematically graduated training across the course of five trainings. This continuum of training was a factor mentioned positively in several

evaluation reports, but trainee evaluations also recommended that to be sustainable follow-up meetings are needed to encourage continuity.

Whereas many donors are usually alert to numbers trained as benchmarks of success which means training as many as possible for the money provided this project not only trained a respectable number given the funding, it was also able to retain and mix 88 highly enthusiastic and capable Resource persons. It was the expectation that they would initiate networking as they articulated believing their experience with human rights training had been personally rewarding, worthwhile generally, and should be continued.

Initiatives to continue contact came from the participants themselves. Some of the results included starting IT networks within universities, a Yahoo group and a Facebook group. At the personal level one faculty member from the nursing faculty was told she had to repeat all the training for the rest of her faculty. As an individual, she found this request daunting. However, on sharing her concerns with others, two colleagues from her university said they would be happy to join her in providing training. Members of Banha and Asyut universities got together and plan to cooperate in jointly offering trainings. At least some participants seem now to realize they are not alone and that cooperative activities to provide human rights training are possible.

It is beyond the scope of this report to speculate on the long term results; however, present indications are that such cooperative connections and activities made will continue.

UNFORESEEN CONSEQUENCES

The project objectives as mentioned were achieved steadily and often sooner than anticipated. A number of other consequences arose from the trainings and included the following:

- The creation of human rights centers or other administrative structures for entrenching a human rights culture which suits the particular university. The following universities are either in active discussion or have created a structure to further human rights activities: Tanta University, Suez Canal University, Banha University, and Zagazig Physical Education faculties (male and female).
- Whereas Asyut University already had a human rights center located within their Law faculty, IHRLOP human rights activities have revitalized their programs.
- The Port Said campus of Suez Canal University has established a child rights center.
- Trainees in several universities reported incorporating human rights within lectures on other subjects.
- Although the IHRLOP training sought to target younger faculty, senior faculty also were found attending, some of whom are members of the NDP and active in local government councils, and who have indicated they understand and will apply human rights principles.
- A number of self described committed Muslims say the training has broken down perceptions and beliefs that human rights is a western concept and affirmed that they can now advocate that human rights is not against the Islamic religion. (feedback sheets).
- Several trainees expressed the opinion that they now understand why discussion on human rights is not anti-government and it is now clear how human rights can be discussed without one being taken as anti-government.

- More organized use of existing human rights and civil society activities is evident (feedback).
- Many requests were received from other entities to undertake the same training. Banha University wanted us to train the Banha police headquarters officers; the Suez Canal Authority wanted the same training; journalists interviewing IHRLOP also requested training; and the Future Generation Foundation (Egyptian Government) in Asyut asked for training. Most of these requests were outside the scope of the project so could not be undertaken.
- We did respond to a request for one-day training for education and nursing faculties on the Convention on the Rights of the Child in Port Said (who later established the Child Rights Center).
- An internet web forum, on human rights for faculty and students is under construction in Tanta University. Several trainees also began creating blogs as a result of the internet skills sessions, indicating the success of the internet skills units. Facebook and Yahoo groups have also been established to encourage networking and ongoing communication among trainees.

OUTCOMES

IHRLOP exceeded the numbers predicted in the original proposal. With more time and money we could have achieved greater numbers. The Basic I target was 400 persons receiving the basic training; the Project trained 447 in Basic I. In the Basic II training these numbers dropped for a number of reasons, one identified in the evaluation report was a lack of clear objectives cited by some participants. Other factors included travel and academic responsibilities. A return training for Alexandria turned out not to be convenient. Some universities insisted on contacting participants and miscommunication occurred. Given that the participants taught classes and some had overseas commitments, while others had academic pursuits and/or extensive faculty responsibilities, the drop in numbers in Basic II was considered reasonable in this context, particularly as IHRLOP focus was on identifying those with the energy, time and commitment for further training.

The target for the training of Resource persons was 80; we selected 88 persons for Advanced trainings. Many more wanted to be resource persons. For the Advanced trainings, it was only one who could not attend due to commitments abroad and there was therefore more than a full compliment of projected attendance. The human rights camps attracted 82 of the 88 Resource persons. Feedback has consistently indicated strong commitment among the Resource persons to their various professional interests and responsibilities. This commitment translated into increased human rights focused activities within faculties, with students, and within their communities.

CONCLUSION

The program was completed on target within time and within the initially approved budget. All numerical targets were met and feedback indicated that project objectives had been achieved. The external evaluation also concluded that the project was successful. Several outcomes like sustainability and the continuation of networking appear positive and ongoing, but long-term assessment remains in the future. The caliber of the participants and the evident enthusiasm of no small number, however, indicate that these elements will continue. The project was a successful

combination of IHRLOP's purpose-built materials and participatory-training methodologies, dedicated and flexible trainers, together with perceptive and willing university faculty participants within supportive universities. Guest trainers and NGO leaders who participated also acknowledged that now considerable resources exist within the universities where IHRLOP trained. Papers are being written about human rights education within universities and civil society groups are seeking funding to undertake further trainings within those participating universities. UNDP BENAA are now using the resource persons for further human rights training in universities.

Resource persons at Ismailia campus of the Suez Canal University report that one of them has completed human rights trainings to police officers at Police Headquarters using modified IHRLOP materials and received very good feedback. At Tanta University following the UNDP BENAA trainings the resource persons are planning more trainings over the next six months for students, faculty, and officers of the government departments. Banha University reports that the proposed trainings for students was postponed due to flu concerns but they have prepared brochures on human rights for distribution.

Throughout the grant project we were very conscious of building in sustainability into the training. Thus the two final activities—the **Human Rights Camps** and the **Final Forum**, both of which were held during the final reporting quarter of the grant, are of special significance. From the participants in these last sessions, the Resource persons (some 85 to 87 individuals), the most engaged and energetic trainees, we expect the leadership to emerge that can carry forward the human rights culture we had sought to stimulate within Egyptian universities. Thus, we—literally-- introduced many of them for the first time to their counterparts in other universities and faculties. Most had never visited other universities and did not usually associate across faculties in their own universities. In this way we sought to sow seeds for wider and more effective networking in the cause of human rights protection. In the **Final Quarterly Report** we describe these culminating activities.

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HUMAN RIGHTS CAMPS

In July the IHRLOP held the Human Rights Camps. The participants were formed into two groups, resource persons from the science faculties and the humanities faculties from the participating universities. The location was Alexandria, continuing the strategy of holding such composite group programs away from individual universities and to guarantee commitment by participants to the training. The program was to look at the text books of individual participating universities, analyze their context and prepare curricula that addressed individual faculty needs within universities in order to enable the various disciplines to develop specific human rights materials relevant to their academic areas. The two days included two specialized guest speakers, Dr Ashraf Marei NAS NGO and disabilities advocate, on rights of the disabled and Dr Saaed El Masry, Professor of Sociology at Cairo University, and head of the Social Research Program, IDSC, on the role of faculty in establishing and enhancing human rights inside universities.

The program was designed to include a revision period, and then breakout groups to examine existing materials and look at the needs within their disciplines and then to plan revised curricula

accordingly. Only six Resource persons (of the 88) could not attend due to prior travel commitments.

Some feedback:

Group 1 Science faculties:

- “I added two chapters to the University Human Right Education text book.”
- Another participant reported giving a lecture on trafficking at the Ministry of Social Solidarity under the auspices of the National Council for Women.
- Another wrote: “I have authored a text book covering the philosophical dimensions of human rights and how to deal with them objectively.”

Other reports included:

- Building the infrastructure of the Child Rights Unit (Port Said campus), garnering popular support for students, faculty and staff. Completed a data base on Port Said’s children and held 5 seminars related to child rights, children’s rights in religion, institutions’ concerns with child rights and children’s rights in the Egyptian community.
- Holding sessions on volunteerism and designing human rights programs and a number of trainees from Basic I and Basic II course attended.

Group 2 Humanities faculties – some feedback

- “I used my position as manager of the quality assurance program [in Banha University] to accomplish establishment of student complaints mechanisms, establish academic guidance through which students can learn of their rights and obligations and provide a number of counseling services, and providing due care of students with disabilities.”

Other reports included:

- Establishing ADR in the university.
- Preparing a course on human rights for the police.
- Presenting Basic I and Basic II to colleagues; used the materials for students with 5 minutes for discussion before lectures.
- Speaking at an event on human rights sponsored by the Pan Arab Nasserite Party, contributing to translating a number of human rights texts, joining the National Front for Change and spreading the culture of volunteerism especially to vote in the 2010 elections, providing journalists with copies of materials to use in publicity and discussion.
- Taking the initiative to spread the culture of human rights among the youth under National Council for Youth and UNICEF; giving a week long course to elementary students at Kafr El Zayat Gharby.

THE FINAL FORUM

To provide the opportunity for all, resource persons and other participants to celebrate the finalization of the program and to give some examples of their work over three years concentrating on good news stories and successes as well as lessons learned. The one day event also included some plenary sessions with invited guests giving short speeches on special areas as well as discussion time. Eighty-five Resource persons attended the event, with absences due to being outside Egypt on academic pursuits. The total attendance was 198 people. The location was the Zamalek Marriott. Invited guests included representatives of AUC, Dr Edward Simpson, Vice President of the School of Continuing Education who gave the welcome address and

presented the certificates. Mrs. Lora Gonzales, USAID CTO for IHRLOP attended for the day, meeting with resource persons and invited guests and listening to their experiences.

The first plenary session was *Teaching Human Rights in Egyptian Universities (Between the hope, aspiration and the reality)* chaired by Professor Mostafa Elwi, Head of the Political Science Department at Cairo University, and Shura Council member, guest trainer for IHRLOP and who also contributed his experience; Dr Essam El-Zanaty, Dean of Asyut University Faculty of Law, and director of the university's human rights center *The Human Rights Curriculum Subjects in the Egyptian Universities – An Overview*. Dr. Saeed el-Masry, Professor of Sociology at Cairo University, and head of the Social Research Program, IDSC. (*Our aspiration with Human Rights Education*).

IHRLOPs Resource persons held presentations based on discipline areas in which they outlined their activities over the training period and spoke of successes and challenges faced. The concurrent sessions were well attended and gave others a brief idea of the impact of the training and some of the outcomes.

Ambassador Ahmed Haggag, UNDP BENAA National Coordinator and Heather Gillies Director IHRLOP spoke of the background to each organizations activities and the cooperation anticipated in the future. BENAA wants to use the resource people in the participating universities to run trainings for the students and other faculty. IHLROP staff will supervise and mentor these resource persons over this training. A protocol of cooperation for this to be achieved was signed in November 2009.

In the second plenary session Dr Amr Salama Counselor AUC and former Minister of Higher Education and Scientific Research spoke on his experience with human rights education within Egyptian universities, and Mr Hafez Abou-Sa'eda, General Secretary of the Egyptian Organization for Human Rights (EOHR), spoke on *The role of civil society in support of those policies, with observations around it*.

The local media were present during some of the session. Cuttings from this print media are included as **Appendix E (separate to this report)**.

Sources consulted which reinforced the approach we created.

Regional Training Courses on Human Rights in MENA-region. SIDA Support of Raoul Wallenberg Institute (RWI) of Human Rights and Humanitarian Development. Sida Evaluation 06/32 of August 2006.

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Reclaiming Voices: A Study on Participatory Human Rights Education Methodology Asia Pacific: ARRC 2004.

Trainings by location

Appendix A

Training		Location
Basic -1		
	Workshop-1	Zagazig Female Phys Ed
	Workshop-2	Helwan Female Phys Ed
	Workshop-3	Zagazig Male Phys Ed
	Workshop-4	Suez Canal - Ismailia Campus 1
	Workshop-5	Suez Canal - Port Said Campus 1
	Workshop-6	Banha 1
	Workshop-7	Alexandria
	Workshop-8	Banha 2
	Workshop-9	Suez Canal - Suez Campus 1
	Workshop-10	Suez Canal - Ismailia Campus 2
	Workshop-11	Suez Canal - Suez Campus 2
	Workshop-12	Asyut 1
	Workshop-13	Asyut 2
	Workshop-14	Tanta 1
	Workshop-15	Asyut 3
	Workshop-16	Tanta 2
	Workshop-17	Tanta 3
	Workshop-18	Suez Canal -Port Said Campus Seniors (2)
Basic - 2	Workshop-1	Banha 1
	Workshop-2	Banha 2
	Workshop-3	Suez Canal Ismailia Campus 1
	Workshop-4	Suez Canal Ismailia Campus 2
	Workshop-5	Suez Canal Suez Campus 1
	Workshop-6	Suez Canal Suez Campus 2
	Workshop-7	Suez Canal Port Said Campus 1
	Workshop-8	Suez Canal Port Said Campus 2
	Workshop-9	Helwan
	Workshop-10	Zagazig female
	Workshop-11	Tanta 1
	Workshop-12	Tanta 2
	Workshop-13	Tanta 3
	Workshop-14	Zagazig male
	Workshop-15	Asyut 1
	Workshop-16	Asyut 2

	Workshop-17	Asyut 3
	Workshop-18	
Advanced	Workshops-1-4	Ain Sukna
	Workshops-1-4	Ain Sukna
Human Rights Camps		
	Camp 1	Alexandria
	Camp 2	Alexandria

Trainings by faculty

Appendix B

University	School	Number of Participants		
		Basic Course 1	Basic Course 2	Advanced Course
Alexandria	Arts	n/a	n/a	n/a
	Commerce			
	Dentistry			
	Institute Higher Studies			
	Kindergarten			
	Medical Research Institute			
	Medicine			
	Pharmacy			
	Physical Education			
	Veterinary Medicine			
Asyut				
	Agriculture			
	Arts			
	Commerce			
	Education			
	Law			
	Medicine			
	Nursing			
	Pharmacy			
	Science			
	Social Science			
	Human Rights Ministry Yemen			
Banha				
	Agriculture			
	Arts			
	Education			
	Engineering			
	Medicine			
	Nursing			
	Physical Education			

	Quality Education			
	Veterinary medicine			
Helwan				
	Physical Education			
Suez Canal - Ismailia campus				
	Arts			
	Agriculture			
	Commerce			
	Education			
	Medicine			
	Pharmacy			
	Science			
	Tourism			
	Veterinary Medicine			
Suez Canal - Port Said campus				
	Commerce			
	Education			
	Engineering			
	Kindergarten			
	Nursing			
	Physical Education			
	Science			
Suez canal - Suez campus				
	Commerce			
	Education			
	Engineering			
	Industrial Education			
	Science			
Tanta				
	Agriculture			
	Arts			
	Commerce			
	Dentistry			
	Education			
	Engineering			
	Medicine			

	Nursing			
	Pharmacy			
	Physical Education			
	Science			
	Computers IT			
Zagazig	Physical Education male and female			
Notes: The following faculties number 14 and remained constant throughout the training i.e. were representative for all phases of the trainings (except the computer faculty).				
	Arts: more than one branch e.g. history, media etc.,			
	Dentistry			
	Agriculture: several branches			
	Education: many branches, specific education, industrial education, kindergarten, quality education etc.			
	Medicine			
	Nursing			
	Veterinary Medicine			
	Science: many branches, botany, marine, zoology, geology etc.			
	Tourism			
	Computers and IT			
	Physical Education			
	Commerce: can include - political science and business etc.			
	Social Science			

Trainings by numbers of participants
Appendix C

University	Number of Participants			Camp 1	Camp 2	Final Forum
	Basic Course 1	Basic Course 2	Advanced Course			
Asyut						
group 1	30	18				
group 2	23	13				
group 3	28	25				
Tanta						
group 1	32	26				
group 2	34	25				
group 3	28	26				
Suez Canal						
Ismailia campus						
group 1	9	14				
group 2	29	14				
Suez campus						
group 1	28	16				
group 2	22	13				
Port Said campus						
group 1	28	21				
group 2	29	29				
Helwan Sports female	19	11				
Zagazig Sports						
male	23	18				
female	26	23				
Banha						
group 1	18	14				
group 2	19	13				
Alexandria	22	NIL			NIL	
Total	447	319	RP's in March 89 and April 87	RP's 31 attended science faculties	RP's 51 attended Humanities faculties	198 attended including the 85 RP's

- **Basic I:**

- **Human Rights historical background + UDHR**

Start with the trainee by asking them to write positive and negative impressions towards “Human Rights” word, then discussing their opinions. After this we start a quick historical tour about human rights roots in the old and exist civilizations and cultures, finally we overview the UDHR and the 2 categories of the rights “civil and political rights” and “economic, social, cultural rights”.

- **ICCPR**

Overview of the Convention and its application in the domestic context and show to the trainees the Egyptian periodic report to the human rights committee.

- **ICESCR**

Overview of the Convention and its application in the domestic context.

- **CAT**

Overview of the Convention and its application in the domestic context, its one of only two possible avenues of individual submissions for Egypt. Case studies of torture examined.

- **CEDAW**

Overview of the Convention and analysis on how discrimination operates in respect to women.

- **CRC**

An overview of the Convention on the Rights of the Child its main articles, its thrust and a brief look on case studies in the Egyptian context.

- **NHRIs**

Overview of the role of national institutions the international norms (Paris Principles) and the Egyptian NCHR its legislation and mandates.

- **Civil Society and NGOs**

Clarifying the meaning of civil society and the different elements of it and a brief about the Egyptian NGOs law number 84/2002.

- **Internet advanced search skills**

Skills unit in front of computers, practicing search skills from advanced search through to human rights sites with Arabic language functions and onto academic sites with free access to academic journals. Blogging was looked at in its various forms.

- **Right To Development**

Examination of rights, needs and entitlements and the relationship of development within the human rights context. Links to constituency building, budget analysis, Egyptian political system, ICESCR, universality of rights.

- **Human Rights Education**

Discussing with the trainees the meaning of HR Education and the benefits the university and larger society will gain.

- **Basic II:**

- **Universality of Human Rights and Cultural and tradition**

Overview of the international implications for human rights of culture and tradition and examination of the terminology and its implications for limiting rights or the universality of rights specifically for Egypt and the region. Overview of the same arguments used outside the region.

- **Violence Based on Gender**

Overview of issues of violence and the role of gender and processes of advocacy.

- **Academic Freedoms and social responsibility**

Overview of the 4 international declarations on academic freedoms including social responsibility. Overview of national universities legislation and case studies.

- **Anti Terror Laws and National Security Laws – International view**

Delivered by Dr Mustafa Elwi to put emergency laws and anti terror laws in context and examine limitations to rights under international and national laws.

- **NGOs (Establishment and Fund rising)**

Further focusing on the NGOs issues and teaching the trainees the fundraising ways domestically and internationally.

- **Team Building**

Overview of mechanisms of team building, its focus and benefits, with practical exercises.

- **Culture of Volunteerism**

To encourage volunteerism as a tool. Included statistical information and reasons for volunteering as well as the benefits that flow to the organizations.

- **African Charter on Human's and People's Rights**

Overview of the system and its relevance to Egypt. It is one of two individual complaints mechanism available to Egyptians.

- **Advanced I:**

- **UN System**

Background and overview of how the UN works as it's the basis of country reporting and complaints mechanisms as well as special rapporteurs and other human rights advocacy mechanisms. Links to Basic I and II, advocacy, environmental rights.

- **Egyptian Political System**

An overview of the political processes (not regime) available to advocates and how they can be used effectively. If advocates and NGOs are going to approach government and politicians they need to know how the system works. – link to constituency building and advocacy and budget analysis

- **Alternative Dispute Resolutions**

To give an overview of different dispute resolution techniques (mediation, negotiation, arbitration) with examples of where they can be used. Links to constituency building, Egyptian political system, UN system and other international and regional treaties.

- **Transparency**

On issues of corruption and benefits of transparency. Links to Egyptian political system, budget analysis.

- **Human Rights Council Simulation**

Using modified rules of the UN Human Rights Committee itself and a case study comprising Israel and Palestine issues - the participants using the rules of debate asked questions and raised human rights issues in a simulation situation.

- **TOT skills**

Its aim was to practice on how to use TOT skills like facilitation skills, discussions, case studies and presentation skills in the context of human rights. All exercises were based on human rights related issues.

- **Budget advocacy and analysis**

Materials developed and presented by Helmy Elrawy of NGO Budget Observatory, looked at role of the government and the budget how to analyze the budget and use budget advocacy.

- **Right to Environment**

Presentation by local NGO Habi director Mohamed Nagi and included examples of his campaigns and case study exercise. Links to Egyptian political system and budget advocacy

- **Advocacy Campaigns**

Using your abilities and the organizations in supporting the cases you adopt, the different ways and means and the benefits of advocacy campaigns even if it doesn't reach its main goal. Link to constituency building.

- **Constituency Building**

Benefits of a constituency compared with coalitions, role of beneficiaries and members, benefits of a constituency base, scanning the environment tools such as “friends and allies” and “triangle analysis”. Links to budget advocacy, advocacy, Egyptian political system, ADR.

- **Advanced II:**

- **Right to Housing**

ESC Right where the principles learned can be applied to other rights civil and political as well as ESC. Developed and presented by Habit personnel Joseph Schekla and Rabia. This NGO has an international as well as national reach so participants can see first hand how such a NGO operates.

- **Dealing with groups**

After gaining the skill of building a team in Basic II it was necessary to concentrate on the mechanisms of dealing with different groups and its dynamics. The session covered the various points required to know how to deal with different groups.

- **Culture of Participation**

This session concentrated on participation, why do we need it, why it's necessary and different forms of participation.

- **Critical thinking**

Training in critical thinking techniques including fallacies, reasoning and logic. Prepared in Arabic for the first time. While science faculties have experience in reasoning most faculties will not have experience in the human rights context. Builds on sessions like universality of rights.

- **Open Space Forum**

A form of break out sessions for participants to choose a range of topics to be discussed involved selecting chairpersons and recorder and has a report back session; participants are encouraged to move from group to group.

- **Institutional Building**

After the further study of NGOs and civil society it was necessary to learn how to build institutions which are the prerogative of NGOs and civil society the main core of working in the field of human rights. Prepared and delivered by Hani Ibrahim.

- **Designing a Human Rights Program**

As the main goal is to have university faculties trained and able to teach human rights at the Egyptian universities it was imperative for them to be trained on how to design a human rights program for different categories based on the triangle of knowledge, skills and attitudes. Prepared and delivered by Hani Ibrahim.

Human Rights Camps

- Groups reassemble in discipline areas
- Participants work on examination of existing human rights syllabi in the universities and put together discipline specific curriculum.
- Lecture on Convention on disabilities and access issues for the disabled.
- Lecture on roles of academics on establishing and enhancing concepts of human rights in universities and the wider society.