



Integration of FRAME in the Education Activities at the European Inter-University Centre for Human Rights and Democratization

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Executive Summary

The report 'Integration of FRAME in the Education Activities at the European Inter-University Centre for Human Rights and Democratization' accounts for the initiatives undertaken at EIUC to disseminate FRAME project's research results to the beneficiaries of EIUC education activities. After the brief introduction to the structures and programmes available at EIUC, the report focuses on various initiatives across the academic years (starting from 2014/2015 and ending with the planned activities of the year 2016/2017). It also presents the guide to the FRAME research results organised from the point of view of the themes taught at the European Master's Programme in Human Rights and Democratisation (E.MA). The report finishes with the brief section focused on recommendations and best practices.

List of abbreviations

DE.MA	The Master in Democratic Governance
EIDHR	European Instrument for Democracy and Human Rights
E.MA	The European Master's Programme in Human Rights and Democratisation
EIUC	European Inter-University Centre for Human Rights and Democratization

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I. Introduction: Integrating FRAME in Education Activities at EIUC

The dissemination of any research project targets a number of audiences. FRAME is no different from this perspective offering knowledge about the EU human rights policies to a very broad range of addressees. The European Inter-University Centre for Human Rights and Democratisation (EIUC) as an institution created for the purpose of delivery of an outstanding human rights education to students worldwide has a very important position in this process. For this reason, within the FRAME project, EIUC was charged with the task to deliver FRAME to a specific target group: individuals who actively seek human rights education.

The process of integration of FRAME results in education activities at EIUC has been dependent, to a large degree, on the research output of the project. Thus, the more reports were published and the more expertise was developed, the more, in fact, FRAME could offer to the activities developed within EIUC. At the same time, FRAME contribution had to be fitted in existing programmes with the due regard given to both the governance structure of the institution and the structure and content of specific programmes as well as the exigencies voiced by programmes' participants. This means that FRAME specific initiatives had to be targeted to meet the needs of these various audiences rather than introduced unilaterally.

This report delivers information on how, in the space of three academic years, FRAME has been contributing to various initiatives of EIUC whilst taking into consideration the above-described factors. The report starts with an introductory section presenting EIUC and its educational activities (Section II), and then lists the specific initiatives that were undertaken in specific academic years (Section III). This section also starts with the presentation of FRAME reports from the point of view of their utility for the teaching purposes. In the final section, the report focuses on the challenges encountered in the process and the lessons that seem to be valid for the European human rights movement's educative aspirations.

II. EIUC educational activities (post-graduate, summer schools, occasional trainings)

A. Introduction

Before describing in more detail the ways in which FRAME has been included in the EIUC education activities, it is worth introducing EIUC and its various initiatives as well as its governance structure. It must be noted that at the time of the writing of this report EIUC is undergoing a major institutional change potentially impacting in a long term its initiatives and visibility in the world.

The European Inter-University Centre for Human Rights and Democratization is an association of 38 universities from all over Europe. The universities are represented within the association by chairs dealing with human rights issues (representing the variety of disciplines). Founded in 2002, EIUC was created to host initially the European Master in Human Rights and Democratization (E.MA) financed by

the European Instrument for Human Rights and Democracy (EIDHR).¹ It must be noted that E.MA has been functioning since 1997 and was initially loosely associated with the University of Padova.

With time EIUC grew developing a network of masters globally (referred to as the Global Campus of Human Rights²), research cooperation (both within the Global Campus and beyond as in the case of FRAME), professional trainings and other events, always placing human rights and democratisation at the heart of all the initiatives. The programmes hosted by EIUC and those coordinated within the Global Campus network are considered to be one of the instruments of educational outreach by the European Union.³

EIUC has developed its mission in line with the general human rights movement objectives. In particular, it is committed to fostering ‘a community of scholars, researchers and professionals to promote democracy and the implementation of human rights worldwide’.⁴ Because, in essence, EIUC is a network, all decisions both regarding the organization and the content of the EIUC programmes are taken with the participation of the members of the EIUC and Global Campus of Human Rights.⁵ This means that when determining the content of the courses and initiatives a variety of viewpoints are taken into consideration in order to ensure the highest quality of human rights education, such that reflects the European perspective as one of many. The focus on the inclusion of the variety of perspectives serves the objective of ensuring that the human rights education offered by EIUC has a truly universal character.

B. Master’s Programmes

1. The Global Campus of Human Rights

The Global Campus of Human Rights has been developed by EIUC to create a network of seven Regional Masters Programmes focused on human rights and democracy. The master’s programmes are based in Venice (for Europe), Sarajevo/ Bologna (for South East Europe), Yerevan (for the Caucasus), Pretoria (for Africa), Sydney/Bangkok (for Asia-Pacific), Buenos Aires (for Latin America and the Caribbean) and from 2017 in Beirut (for the Arab world, the programme has for the first three editions been hosted in Venice).

It must be noted that aside from the master’s programmes, the network collaborates in a vast variety of ways. These include ‘exchange of lecturers, researchers and students; the joint planning of curricula for on-campus and online courses; the promotion of global research projects (in particular, Global

¹ For more on the history and structure of EIUC see: EIUC, ‘About Us’ <<https://eiuc.org/about-us/overview.html>> accessed on 15 September 2016.

² For more on Global Campus, see: EIUC, ‘Global Campus of Regional Masters’ <<https://www.eiuc.org/education/global-campus-regional-masters.html>> accessed 15 September 2016.

³ See: EIDHR, ‘How we support human rights and democracy?’ <<http://www.eidhr.eu/supporting-dandhrs>> accessed 15 September 2016.

⁴ EIUC, ‘About Us’ (n 1).

⁵ For more on governance structure of EIUC, see: EIUC, ‘EIUC Organs’ <<https://www.eiuc.org/about-us/governing-bodies.html>> accessed 15 September 2016.

Classroom) and dissemination activities; the professional development of graduates through internships in inter-governmental organisations; and the strong focus of networking through the Global Campus Alumni Association, as well as support to the alumni associations of the Regional Programmes'.⁶

Amongst these programmes the European Master's Programme in Human Rights and Democratisation (E.MA) and the Master in Democratic Governance - Human Rights and Democracy in the MENA Region (DE.MA) deserve special attention from the point of view of this report, as both programmes are based at EIUC in Venice (albeit DE.MA only until the end of Academic Year 2016/2017).

2. The European Master's Programme in Human Rights and Democratisation (E.MA)

The European Master's Programme in Human Rights and Democratisation (E.MA) is a one-year long advanced master's course. E.MA offers the benefits of true European inter-university cooperation in human rights education through the joint efforts of 38 prestigious universities, each represented by an E.MA Director. About 70 academics from the E.MA participating universities and experts from international organisations (IGOs and NGOs) contribute to the E.MA by teaching, providing thesis supervision and sharing insights into human rights practice and debates. The programme started in 1997 at the University of Padova as the first master's programme dedicated specifically to human rights. Its particularity lies in the intensity and the exploration of the possibilities offered by a network setting. Thus, the programme consists of an initial semester with an intensive course schedule covering the broad range of theoretical and practical aspects of human rights work. Every week students are introduced to new fields as well as to academics and experts both delivering knowledge and sharing their professional experience. The first semester takes place in Venice, and subsequently students select from the network a university of their choice where they spend the second semester and are tutored towards the submission of the thesis, which is the base for the conferral of their title and the completion of the programme. 15 best students are offered an opportunity to participate in an internship in one of the major IGOs or NGOs collaborating with EIUC on a standing basis.

The courses, which take place during the first semester at EIUC are arranged according to weeks and divided into morning and afternoon sessions. All students are expected to participate in the morning sessions, whilst the afternoon sessions include either optional courses selected according to the interest field (the so-called clusters), basic courses sessions (in philosophy law and political sciences approach to human rights), or courses aimed at assisting students out with their thesis writing process and enhancing their practical skills.

3. The Master in Democratic Governance - Human Rights and Democracy in the MENA Region (DE.MA)

The Master in Democratic Governance - Human Rights and Democracy in the MENA Region (DE.MA) is a unique programme designed for professionals and graduates in economics, law, political and social disciplines wishing to improve their knowledge and skills in the field of democratic governance and

⁶ See: EIUC, 'Global Campus Brochure' <<https://app.box.com/s/32cedqexupt5rw0q9epfkxlf6akn96n7>> accessed 15 September 2016.

human rights in the Arab countries in order to work as experts in public and private administrations and institutions, regional and national authorities, international bodies, governmental and non-governmental organizations operating in areas relevant to the course. DE.MA has an impressive range of high level academics and experts from a variety of institutions and universities, including the International University of Rabat (Morocco), Birzeit University (Palestine), Saint Joseph University (Lebanon), Ca' Foscari University (Italy), University of Carthage (Tunisia) and the Danish Institute for Human Rights (Denmark). DE.MA has a similar structure to E.MA with an in-house initial semester and subsequent one abroad as well as an internship programme for the best students. Since DE.MA has been conceived of as a practice oriented programme, the difference in relation to E.MA lies in the fact that during the second semester students may participate in internships. The title and completion of the programme is dependent on the submission of a thesis (or during its first two editions, an internship report). The first semester has been located at EIUC since the academic year 2014/2015. In the academic year 2017/2018 the programme coordination and implementation will be transferred to Saint Joseph University in Beirut, Lebanon.

C. Venice School of Human Rights

The Venice School of Human Rights is one of the two summer programs lasting ca. 2 weeks. It focuses on the contemporary challenges in the field of human rights. Since 2000 it has allowed its participants from all over the world to explore these challenges and examine their causes and ponder on possible solutions. The Venice School combines theory and practice and its faculty involves both academics and practitioners. Topics covered by the Venice School include:

- Business and human rights
- Gender based violence
- LGBT rights
- Religion and human rights
- Human Rights Defenders
- Human rights-based approach to development cooperation
- Freedom of expression and assembly
- Migration law

The Venice School of Human Rights consists of the core course and three streams, one of which must be chosen by participants. Each of the streams is coordinated by one of the professors associated in the EIUC network.⁷

D. Venice Academy of Human Rights

The Venice Academy of Human Rights belongs to EIUC's international and interdisciplinary programmes of excellence for human rights education, research and debate. The two summer weeks of Academy offer an enriching forum for emerging ideas, practices and policy options in the field of human rights to

⁷ For more on Venice School of Human Rights, see: EIUC, 'Venice School of Human Rights', <<https://eiuc.org/education/venice-school-of-human-rights.html>> accessed 4 October 2016.

practitioners and scholars alike. The Academy hosts distinguished experts to promote critical and useful research and innovation through the exchange of current knowledge.

The Venice Academy focused on the following topics in the last 6 years:

- Human Rights and the Cosmopolitan Idea(I) (2011)
- The Limits of Human Rights (2012)
- Obligations of States (2013)
- Judicial Legitimacy and the Rule of Law (2014)
- Business & Human Rights, Human Rights & New Technologies, and finally Violence against Women, Gender Equality and Gender Violence (2015)
- Backlash against Human Rights (2016).⁸

E. Diplomatic Conference

Since its inception EIUC has been organising conferences on topical issues with COHOM (Working Party on Human Rights of the Council of the EU), which is responsible for shaping the EU Human Rights policy in its external relations. The annual Diplomatic Conference is a unique opportunity for enhancing the dialogue among academics and diplomats on common human rights issues of interest. Conferences like these, enabling to tackle the same question from a practical and theoretical angle, represent a source of mutual enrichment both for diplomats and academics. The last seven years of Diplomatic Conferences discussed the following human rights issues:

- Human Rights Council (2010)
- Democratic transition (2011)
- Economic, Social and Cultural Rights (2012)
- Trade and human rights (2013)
- The EU's role at the UN human rights fora (2014)
- Business and human rights (2015)
- Human rights of migrants and refugees (2016)⁹

F. Training Seminars

Based on its academic activity over the years and the clear demand for additional training in the area of human rights, EIUC has developed specialised training courses aimed at forming human rights practitioners on a selection of human rights and democratisation topics, and on specific human rights and democratisation skills/competences. The training courses organised by EIUC may vary in terms of typology (trainings for trainers, workshops, professional trainings), topics (EU or UN priority areas of HR concern, training courses with a specific regional or country focus), or targets (EU officials, electoral observers, young leaders, delegations from specific Ministries of Foreign Affairs). The modalities in

⁸ For more on Venice Academy of Human Rights, see: EIUC, 'Venice Academy of Human Rights', <<https://eiuc.org/research/venice-academy-of-human-rights.html>> accessed 4 October 2016.

⁹ For more on the Diplomatic Conference, see: EIUC, 'Conferences', <<https://eiuc.org/research/conferences.html>> accessed 4 October 2016.

which the trainings may be offered may also include courses co-organised with partner universities or other institutions, managed by EIUC on behalf of specific sponsors, or simply hosted by EIUC at its premises.¹⁰

G. Global Classroom

The Global Classroom is a yearly event gathering students, researchers and professors from the seven Regional Master's programmes of the Global Campus (including DE.MA as off 2015) and international experts. The Global Classroom targets the necessity of fostering interactions among students of the different programmes by organizing dedicated activities and providing a virtual environment, a forum of discussion and additional tools of academic interaction. The last four years were dedicated to the following topics:

- The Millennium Development Goals, human rights and the post-2015 development agenda (2013)
- The Universal Periodic Review (2014)
- The impact of economic crisis and foreign debt on human rights (2015)
- Intractable human rights situations and failed international responses to crises (2016)

The Global Classroom activities are followed by a series of publications dedicated to the subjects explored in the course of the virtual and face-to-face meetings.¹¹ Starting from 2016 they may be disseminated in the form of an online publication in the "Global Campus Human Rights Journal" (forthcoming).

H. Global Campus Open Learning Series (MOOCs)

The latest development in the range of EIUC activities is the launch of the Global Campus Open Learning Series encompassing massive open online courses (MOOCs) available worldwide and based on the wealth of regional expertise, perspectives and academic knowledge of EIUC's members and partners.

The first MOOC of the Series, entitled 'Disability as a human rights issue: global and national perspectives' was launched on 12 September 2016 and focused on the shift from the medical model to the human rights-based model of disability and how to effectively approach disability from a human rights perspective.¹²

Further courses in the series will focus on gender-based violence in the context of migration and memory sites.

¹⁰ For more on Training Seminars, see: EIUC, 'Training Seminars, <<https://eiuc.org/education/training-seminars.html>> accessed 4 October 2016.

¹¹ See: EIUC, 'Global Campus Joint Publications' <<https://www.eiuc.org/education/global-campus-regional-masters/joint-publications.html>> accessed 15 September 2016.

¹² EIUC, 'Disability as a Human Rights Issue: Global and National Perspectives' <<https://eiuc.org/education/global-campus-mooc/how-to-enrol.html>> accessed 15 September 2016.

III. FRAME in EIUC education activities

The FRAME team based at EIUC has been contributing to the majority of the programmes and projects (masters, summer schools, and training seminars) developed by EIUC that focus on policy formation and assistance to democracy and good governance, promotion of the rule of law, and overseas development cooperation. Since winter semester 2014 FRAME has been present in each of the contexts and strived to contribute to the teaching process to the highest degree possible whilst not interfering in the nature of the specific programmes. This had to be done with a due consideration given to the demands of the recipients of the training and education courses, the available resources, and the governance structure of each of the programmes.

A. Building Involvement

In essence, the engagement of FRAME into the EIUC educational activities should be perceived as the gradual process, which varied in intensity from the start of activities in the Academic Year 2013/2014 till the current Academic Year 2016/2017. The FRAME presence grew and took variety of forms to make research fields covered by FRAME accessible to the audience.

Early in 2015, we drafted a set of strategic rules that governed the involvement of FRAME in EIUC Education Activities. The strategy identified a number of principles, which guided EIUC FRAME team in the development of the educational activities complementing the EIUC's status quo. These were:

- **Evolution towards FRAME**
- **Added value of FRAME involvement**
- **Open access**
- **Cost-efficiency for dissemination purposes**
- **Reporting and evaluation**

Amongst these principles, probably the one meriting more attention from the perspective of this report is 'Evolution towards FRAME'. The concept involved the gradual inclusion of FRAME results into the usual activities that are conducted at EIUC (and partner universities). This was to take place in full respect of the character of activities and the modes through which they are developed. Hence, FRAME subjects and interventions were to be fitted into the existing curricula rather than imposed as overarching themes. In addition, the efforts were undertaken to make FRAME activities appealing for both students and academic staff alike, and even, to extent possible, experimental.

This approach resulted in three features of the FRAME involvement in EIUC activities. Firstly, the proposed activities **evolved** as the time went by. The awareness of FRAME increased amongst colleagues and academic staff and so the project's results became more and more present and more willingly included in the usual curricula. Secondly, because of their *ad hoc* character, FRAME initiatives had to take a more **experimental** form, testing new ways of reaching out to students and exploring non-conventional formats of learning such as blended learning involving the combination of the traditional teaching methods with such based on new technologies as the use of the FRAME MOOC to complement in-class teaching (see [Section B. 2. d](#)) below). Thirdly, the inclusion of FRAME in teaching materials and other activities required efforts to make these materials **visible and accessible** amongst the variety of

other publications by restyling and uploading the reports in a coherent way on the FRAME website, by assigning a DOI (Digital Object Identifier) to each report and above all by uploading all of them to an online repository equipped with the relevant meta-data and thus more visible for harvesting software.

The involvement of FRAME in EIUC's education activities took essentially the following forms:

- Inclusion of FRAME publications in the teaching or training materials. This was done especially for the master programmes and whenever advisable for other training sessions organised by EIUC.
- Whenever the introduction of a European perspective was possible – the inclusion of dedicated courses ran by FRAME staff both in house and from partners' universities.
- Given the need for inter-disciplinary approaches and the development of skills, the FRAME team provided to the student in master programmes the basic research skills courses based on FRAME researchers' experiences both in the project and beyond.
- Organisation of additional events such as FRAME High-level lectures, workshops or round tables.
- Elaboration of an online education module in the form of the massive open online course (EU and Human Rights at the edx platform) to be used as a complementary means of education.
- Tutoring for the purposes of elaboration of research papers or thesis.

In the below section we shall present first the course materials arranged according to the themes of E.MA programme. Subsequently, we will account in a detailed manner of the FRAME involvement in EIUC education activities according to academic year.

B. FRAME results guide for education

For the purposes of facilitating the use of FRAME results for educational purposes, FRAME team has prepared a Guide for Education in accordance with the focus of each of the E.MA Weeks. The list is presented below and can be adjusted to the needs of courses conducted within other institutions.

1. Week 1: Origins and current challenges in human rights: worldwide and in Europe and beyond

- European Policy Brief: [The EU and Human Rights](#), October 2014.
- WP 2 Deliverable No. 1: [Factors which enable or hinder the protection of human rights](#), Chapters II-IV on historical, political, legal and economic factors, pp. 17-79.
- WP 2 Deliverable No. 2: [Report on in-depth studies of selected factors which enable or hinder the protection of human rights in the context of globalisation](#), pp. 4-81, 116-142.
- WP 8 Deliverable No. 3: [Policymakers' Experiences Regarding Coherence in the European Union Human Rights Context](#), pp. 6-11, 132-147.
- WP 14 Deliverable No. 2: [Assessing the strategic use of the EU fundamental and human rights toolbox](#), pp. 43-202.

2. Week 2: International Law of Human Rights: Universal and Regional Systems

- WP 4 Deliverable No. 1: [Report on the mapping study on relevant actors in human rights protection](#), pp. 4-69.
- Working Paper No. 126: [The European Union at the UN Human Rights Council. Multilateral Human Rights Protection Coming of Age?](#) by Jan Wouters and Katrien Meuwissen, December 2013.
- WP 6 Deliverable No. 1: Report on [mapping, analysing and implementing instruments](#), pp. 21-23, 51-70.
- Academic Publication: [The Role of the EU in UN Human Rights Reform](#), Nowak, Manfred; Hofstätter, Tina; Hofbauer, Jane, 2013, Neuer Wissenschaftlicher Verlag.

3. Week 3: Civil and Political Rights + Moot Court

- FRAME Working Paper No. 150: [A Giant Step Backwards? Opinion 2/13 on the EU's Accession to the ECHR](#) by Jed Odermatt, February 2015.
- WP 4 Deliverable No. 1: [Report on the mapping study on relevant actors in human rights protection](#), pp. 48-53.

4. Week 4: European Human Rights Institutions and Mechanisms

- WP 4 Deliverable No. 1: [Report on the mapping study on relevant actors in human rights protection](#), pp. 48-60.
- WP 11 Deliverable No. 1: [Fundamental rights in the institutions and instruments of the Area of Freedom, Security and Justice](#), pp. 124-153.
- WP 8 Deliverable No. 1: [Report on coherence of human rights policymaking in EU Institutions and other EU agencies and bodies](#), pp. 2-21.
- WP 8 Deliverable No. 2: [EU and Member State competences in human rights](#), pp. 7-51.
- WP 8 Deliverable No. 3: [Policymakers' Experiences Regarding Coherence in the European Union Human Rights Context](#), pp. 12-101.
- FRAME Working Paper No. 150: [A Giant Step Backwards? Opinion 2/13 on the EU's Accession to the ECHR](#), by Jed Odermatt, February 2015.

5. Week 5: Economic Globalisation and Human Rights

- WP 9 Deliverable No. 1: [The integration of human rights in EU development and trade policies](#), pp. 7-18, 19-86.
- 'Human Rights and Service Delivery: A Review of Current Policies, Practices, and Challenges' by Axel Marx, Siobhán McInerney-Lankford, Jan Wouters, and David D'Hollander, in [The World Bank Legal Review, Volume 6. Improving Delivery in Development: The Role of Voice, Social Contract, and Accountability](#), pp 39-58.
- 'The Right to Development: Translating Indigenous Voice(s) into Development Theory and Practice' by Felipe Gómez Isa in [The World Bank Legal Review, Volume 6. Improving Delivery in Development: The Role of Voice, Social Contract, and Accountability](#), pp. 91-102.
- 'EU Trade Policy and International Labour Standards: The View from the ILO' by Pieter Leenknecht in [Protecting Labour Rights In A Multi-Polar Supply Chain And Mobile Global Economy](#) by Roger Blanpain, Jan Wouters, Glenn Rayp, Laura Beke, Axel Marx (eds.), pp. 73-88.

6. Week 6: Economic, Social and Cultural Rights

- Working paper: [Law, Dignity & Socio-Economic Rights: The Case of Asylum Seekers In Europe](#) by Liam Thornton.
- FRAME Policy brief: [The Post-2014 EU Action Plan on Human Rights and Democracy. A Policy Brief](#), pp. 14-17.
- WP 13 Deliverable No. 1: [Human Rights Indicators in the Context of the European Union](#), pp. 20-86.
- WP 13 Deliverable No. 2: [Access Guide to Human Rights Information](#), pp. 214-226.

7. Week 7: Study Week and Exams

8. Week 8: Human Rights: Study of Religion and Political Philosophy

- WP 12 Deliverable No. 1: [Report mapping legal and policy instruments of the EU for human rights and democracy support](#), pp. 77-85.
- WP 2 Deliverable No. 1: [Factors which enable or hinder the protection of human rights](#), pp. 85-138.
- WP 2 Deliverable No. 2: [Report on in-depth studies of selected factors which enable or hinder the protection of human rights in the context of globalisation](#), pp. 61-82.

9. Week 9: Regime Change, Democracy, Governance and Human Rights

- FRAME Policy Brief: [The Post-2014 EU Action Plan on Human Rights and Democracy](#).
- WP 3 Deliverable No. 1: [Concept of human rights, democracy and the rule of law: a literature review](#).
- WP 3 Deliverable No. 2: [The EU's conceptualisation and operationalisation of the concepts of human rights, democracy and rule of law](#), pp. 19-48.
- WP 3 Deliverable No. 3: [Comparative analysis of conceptions of human rights, democracy and the rule of law in selected third countries](#), pp. 52-68.

10. Week 10: Political Processes, Elections, Democratisation

- WP 2 Deliverable No. 1: [Factors which enable or hinder the protection of human rights](#), pp. 17-36.
- WP 7 Deliverable No. 1: [The positive and negative human rights impacts of non-state actors](#).
- WP 12 Deliverable No. 1: [Report mapping legal and policy instruments of the EU for human rights and democracy support](#), pp. 40-43.

11. Week 11: Philosophy of Human Rights and Democratisation

- WP 3 Deliverable No. 1: [Concepts of human rights, democracy, and the rule of law](#).
- WP 3 Deliverable No. 2: [The EU's conceptualisation and operationalisation of the concepts of human rights, democracy and rule of law](#), pp. 19-48.
- WP 3 Deliverable No. 3: [Comparative analysis of conceptions of human rights, democracy and the rule of law in selected third countries](#), pp. 20-90.
- WP 2 Deliverable No. 1: [Challenges and Factors. The document Report on factors which enable or hinder the protection of human rights](#), pp. 17-41.

- Working Paper No. 126: [The European Union at the UN Human Rights Council. Multilateral Human Rights Protection Coming of Age?](#) by Jan Wouters and Katrien Meuwissen, February 2015.

12. Week 12: Human Security, Vulnerability and Human Rights

- WP 6 Deliverable No 1: [Report on mapping, analysing and implementing instruments](#), pp. 32-35.
- WP 10 Deliverable No 1: [Human rights violations in conflict-settings](#), pp. 123-223.
- WP 12 Deliverable No. 1: [Report mapping legal and policy instruments of the EU for human rights and democracy support](#), pp.129-167.

13. Week 13: Protection in War and Punishment of International Crimes

- WP 10 Deliverable No 1: [Report on the survey study on human rights violations in conflict-settings](#), pp. 16-67, 93-120.
- WP 10 Deliverable No 2: <http://www.fp7-frame.eu/wp-content/uploads/2016/09/Deliverable-10.2.pdf>.
- WP 4 Deliverable No 1: [Report on the mapping study on relevant actors in human rights protection](#), pp. 4-21.

14. Week 14: Human rights and security: striking a balance?

- WP 6 Deliverable No 1: [Report on mapping, analysing and implementing instruments](#), pp. 32-35.
- WP 10 Deliverable No. 1: [Report on the survey study on human rights violations in conflict-settings](#), pp. 16-39, 67-82.
- WP 2 Deliverable No. 1: Report on [Factors which enable or hinder the protection of human rights](#), pp. 144-160.
- WP 2 Deliverable No. 3: [Case Study on ICT and Human Rights](#).

15. Week 15 Field Mission and Practical Human Rights Work

- WP 3 Deliverable No. 2: Critical analysis of the [EU's conceptualisation and operationalisation of the concepts of human rights, democracy and rule of law](#), pp. 74-99.
- WP 3 Deliverable No. 3: [Comparative analysis of conceptions of human rights, democracy and the rule of law in selected third countries](#).
- WP 10 Deliverable No 1: [Report on the survey study on human rights violations in conflict-settings](#), pp. 123-189.
- WP 13 Deliverable No. 1: [Report Baseline Study on Human Rights Indicators in the Context of the European Union](#).
- WP 13 Deliverable No. 2: [Access Guide to Human Rights Information](#).

C. FRAME involvement in EIUC education activities by academic year

1. Academic Year 2013/2014

The first occurrence of the interaction between FRAME and EIUC education activities was a 2014 Diplomatic Conference dedicated to 'The EU's Role at the UN Human Rights Fora'.¹³ As mentioned before, diplomatic conferences organised by EIUC are considered as platforms where diplomats from COHOM may share their concerns and experiences with leading academics. In the case of the 2014 Diplomatic Conference, FRAME project director Prof. Jan Wouters participated in elaboration of the content of the conference, and FRAME co-organised the event together with EIUC.

2. Academic Year 2014/2015

The beginning of the academic year 2014-2015 saw the publication of the first results of the FRAME project. First mapping studies were published across the 14 substantive FRAME work packages permitting a more elaborate inclusion of FRAME into EIUC activities.

a) E.MA

In essence FRAME contribution at this stage took three forms: Firstly, the EIUC FRAME team started to draft a list of readings to be included in the reading lists made available for the E.MA students. Secondly, the team offered a standing support to the E.MA fellows offering consultations and assistance with the choice of thesis to the E.MA students. Thirdly, following the experiences of FRAME which exposed the highest need for interdisciplinarity in human rights theory and practice, the EIUC FRAME team strived to develop the relevant course starting with very small interventions and finalised with the development of a semester long skills course.

In the first year of FRAME presence at EIUC, the Introduction to Research Methods course was organised. It was supposed to induce critical thinking on the part of the students as to how to approach their thesis. It was richly illustrated with the examples from the then published FRAME reports. The course was conducted by FRAME Senior Researcher, Dr. Karolina Podstawa together with the E.MA fellow, Dr. Lisa Ginsborg on 4 November 2014.

b) DE.MA – First Edition

The first edition of DE.MA allowed for a more developed inclusion of FRAME in the programme. The Research Methods course consisted in 4 sessions presenting the basics of research skills and building of an academic argument and thesis (20 February 2015), academic writing and presentation (27 February 2015), methodology (divided into legal, quantitative, and qualitative methods) (11 March 2015) and dissemination through policy briefs (25 March 2015).

In addition, prior to the session dedicated to the policies of the EU in the MENA region, a session called 'EU External Human Rights and Democratisation Policy in the MENA Context' took place on 22 April 2015. In this context the FRAME Deliverable 12.1 taking account of the EU human rights and

¹³ EIUC, 'EIUC Diplomatic Conference: The EU's Role at the UN Human Rights Fora' <<https://eiuc.org/news-detail/eiuc-diplomatic-conference-the-eus-role-at-the-un-human-rights-fora.html>> accessed 15 September 2016.

democratization policy¹⁴ was discussed and the case study in Electoral Observers Mission in Egypt from FRAME Deliverable 3.2¹⁵. All courses were conducted by Dr. Karolina Podstawa.

c) FRAME Fellowship

In order to provide to the students of E.MA and DE.MA additional incentive to focus on the EU human rights policies in their work, including the development of their thesis, the FRAME team offered to students of the DE.MA and E.MA programmes a fellowship of ca. 6 months. The award of 1000 Euros was to permit the fellows to conduct an original research and produce a paper of publishable quality. Should fellows be unable to reach the latter objective one of the FRAME researchers would step in to raise the quality of the contribution. Upon a publication of an open call, the fellows were selected on the basis of their paper proposals and CVs.

In the first edition of the fellowship, four fellows were chosen. However, one dropped out for personal reasons. The remaining three have delivered papers, which are at the various stages of elaboration leading to publication. The aim is to publish all of the papers with the KU Leuven GGS Working Papers Series.

The following papers have been developed in the first edition of the FRAME fellowship:

‘The disconnection between EIDHR and exiled Syrian civil society groups: A missed opportunity or a sensible approach?’ by Marta Welander, DE.MA (on review with KU Leuven Working Papers).

"The Action plan on Human rights and Democracy 2015 and the EU's "problem of missing self-limitation" in external human rights promotion" by Patrik Taufar, E.MA and Karolina Podstawa (to be submitted for review).

“Applying Rights Based Approach (RBA) to Development within the EU Development Cooperation - Reality or Rhetoric? A Case study of Nepal” by Shiva Bhandari, E.MA (to be submitted for review).

d) Preparation of FRAME MOOC

KU Leuven GGS and EIUC coordinated the FRAME MOOC, yet all the FRAME partners contributed to it. The course built on the results of the FRAME research and was delivered by the FRAME academic staff.

The course resembled the structure of FRAME and lasted seven weeks encompassing 6 substantive courses and one week for completion of assignments:

Week 1: Human Rights Challenges in EU Policies

¹⁴ FRAME Deliverable 12.1: Cristina Churruca Muguruza, Felipe Gómez Isa, Daniel García San José, Pablo Antonio Fernández Sánchez, Carmen Márquez Carrasco, Ester Muñoz Nogal, María Nagore Casas, Alexandra Timmer, ‘Report mapping legal and policy instruments of the EU for human rights and democracy support’ (2014).

¹⁵ FRAME Deliverable 3.2: Alexandra Timmer, Balázs Majtényi, Katharina Häusler and Orsolya Salát, ‘Critical analysis of the EU’s conceptualisation and operationalisation of the concepts of human rights, democracy and rule of law’ (2014).

- Lesson 1: Factors and Challenges

Week 2: The EU as a HRs Actor

- Lesson 1: Underlying Conceptions of Human Rights, Rule of Law and Democracy
- Lesson 2: Coherence Among Institutions and the Member States

Week 3: EU Fundamental Rights Setting and Policies

- Lesson 1: EU Fundamental Rights – the Basics
- Lesson 2: On the Area of Freedom, Security and Justice in General and Border Controls, Migration and Asylum Policy in Particular

Week 4: Themes and Priorities of EU External Human Rights Policies

- Lesson 1: EU Dedicated Human Rights and Democratization Policies
- Lesson 2: Development and Trade
- Lesson 3: Human Rights Violations in Conflict

Week 5: Actors and Geographic Scope of EU External Relations

- Lesson 1: Institutions and Instruments
- Lesson 2: Engagement with the UN/Regional Multilateral Organisations
- Lesson 3: Regional Partnerships and Bilateral Cooperation
- Lesson 4: Engagement with Private Actors, TNCs and Civil Society

Week 6: The EU Fundamental Rights Setting and Policies

- Lesson 1: Policy Toolbox
- Lesson 2: Human Rights Indicators
- Lesson 3: The EU and Human Rights – the Way Forward

The MOOC was prepared between March and September 2015 to be launched at the beginning of the new academic year on 17 October 2015. The majority of preparations took place over the summer starting with the FRAME General Assembly when the lectures were recorded.

The MOOC makes use of the variety of methodologies to induce active learning processes. Based on the lectures with professors from various universities, it was complemented by the reading materials taken from FRAME academic publications, quizzes, discussions and peer-assessed essays. The process of learning was to be monitored thoroughly by the MOOC coordinators in collaboration with the partners responsible for drafting the relevant lesson. The MOOC is available on the EDX platform at: ‘The EU and Human Rights’: <https://www.edx.org/course/eu-human-rights-kuleuvenx-euhurix-0>.

e) 2015 Diplomatic conference (Business and Human Rights)

As in 2014, the 2015 Diplomatic conference was co-organised by EIUC and FRAME. The topic ‘Business and Human Rights’ reflected the interest of COHOM in discussing the EU’s stance towards the creation

of an Inter-Governmental Working Group charged with the "elaboration of an international legally binding instrument on transnational corporations and other business enterprises with respect to human rights" (Resolution 26/9 of June 2014). FRAME provided substantive contribution to the discussions at the conference with notable interventions by professors Jan Wouters, Jeff Kenner, Wolfgang Benedek and others.

3. Academic Year 2015/2016

a) E.MA

(1) Research Methods Course together with E.MA Fellows

Building on the experience of the initial academic year, FRAME team in collaboration with the E.MA team and fellows in particular developed further the Research Methods Course. The course aimed to '(i)ntroduce students to basic elements, skills, and styles of successful research and study. (...) One session (was) dedicated to the use of scientific bibliographical tools (including referencing methods), academic research databases and internet search engines. Other modules will introduce further skills and tips for effective academic writing. For example, students will learn how to structure a research paper, develop a research question and use sources to support an argument. There will also be workshops dedicated to qualitative, quantitative and legal research methods, starting from basic questions such as 'what is the purpose of my research?' and highlighting the fundamental distinction between empirical and normative approaches to academic research. Students will be divided into groups to allow for group exercises and individual support.¹⁶ The below schedule presents the details of the course:

Topic	Week of E.MA	Date
Introduction (Lecture)	2	28 Sept
Introduction to Academic Writing (Workshops)	2	28 Sept
Introduction to Research Methods and Ethics (Lecture)	4	12 Oct
Focus on Research Methods A (Workshops, 3 Groups: Qualitative, Quantitative, Legal)	5	19 Oct
Focus on Research Methods B (Workshops, 3 Groups: Qualitative, Quantitative, Legal)	5	20 Oct
Working for International Organisations	8	13 Nov
Merging Research Methods (Lecture and workshops)	11	30 Nov
Drafting a Policy Brief (Workshops)	11	Dec 1
The Practice of Diplomacy	13	Dec 14
Navigating the Corporate Culture	13	Dec 17

¹⁶ E.MA Internal Document – Course Description.

The Practice of Good Decision-Making	14	Jan 8
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Table 1: E.MA 2015-2016 Weekly Schedule

Again, the courses made use of the examples from FRAME research, especially analysing the use of various research methods in the FRAME project (see, in particular the mentioned quantitative case study on human rights country strategies, or the forms and meaning of indicators as explored in FRAME Deliverable 13.1¹⁷).

The course built on the competence of research staff working at EIUC and thus involved E.MA Director (Dr. Andraž Zidar), E.MA Fellows (Dr. Chiara Altafin and Dr. Wiebke Lamer), and FRAME team (Dr. Karolina Podstawa and Veronika Haász).

(2) EU human rights policies

Within E.MA in particular Week 4 (morning sessions) is dedicated to the EU Regional Human Rights Protection System. This Week is the most natural venue for the discussion of FRAME results and this is where the commitment to include FRAME has been taken on board by the Week Academic Responsible – Prof. Jean Paul Jacqué. From the outset the Week was to be enriched by the FRAME related content.

The morning courses were complemented by the afternoon Q&A session dedicated to the basic issues of EU law for students that had never studied EU law. An additional course on the EU external human rights policy was given to students providing the basic information on what types of instruments the EU has been using to advance its human rights objectives abroad. FRAME Deliverable 12.1 was used as the background material.¹⁸

In addition, the FRAME workshop in EU migration policy was to be delivered by Prof. Elna Pirjatanniemi of Åbo Akademi in Turku (on the basis of FRAME Work Package 11 results). Unfortunately, the workshop was cancelled and students were given an opportunity to participate in the EU related events of the Milan Expo, in particular connected to the debate organised by the European Parliament.

b) DE.MA Second Edition

(1) Research Methods Course

Again, building on the Skills Course of the DE.MA First Edition, DE.MA students were given an introduction to EU external policy prior to their course on EU Democratization policy in the region (delivered by Ms Sara Benejelloun).

In addition, by now a customary series of courses focused on basic research skills took place involving further courses dedicated to practical skills for creating policy briefs or conducting interviews.

Course	Date
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¹⁷ FRAME Deliverable 13.1: Klaus Starl, Veronika Apostolovski, Isabella Meier, Markus Möstl, Maddalena Vivona and Alexandra Kulmer, in collaboration with Hans-Otto Sano and Erik André Andersen, 'Baseline Study on Human Rights Indicators in the Context of the European Union' (2014).

¹⁸ FRAME Deliverable 12.1: Cristina Churruca Muguruza et. al. (n 14).

Research fundamentals	20 January
Research tools	22 January
Research methods – Part I – Introduction to chief methodological approaches	25 January
Research methods – Part II – Focus: legal and qualitative methods	26 January
Writing for Academic Purposes	2 February
Writing for Practical Purposes (reports, policy briefs)	3 February

Table 2: DE.MA Skills Course Schedule

The courses extensively draw from the examples offered by FRAME reports and experiences of FRAME researchers. In particular, the focus on legal and qualitative methods drew from the examples offered by Deliverable 2.2,¹⁹ which includes a very interesting qualitative study of human rights country strategies as well as classical legal approaches.

(2) Moot Court simulation on business and human rights

The Moot Court simulation on business and human rights built on the expertise of FRAME Junior Researcher Veronika Haász who together with the DE.MA Fellow (Jihad Nammour) in reference to the findings of the FRAME Work Package 7 (and in particular on the basis of the two first report in the series²⁰) invited the students to reflect upon the implications of activities of transnational companies on human rights.

In the course of the Workshop, DE.MA students participated in a moot court simulation. First, we refreshed their knowledge on business and human rights and explained to them the methodology of moot court simulation. They were provided with the basic information of a concrete legal case (Bilin v Green Park) via video summary, and then they were divided in 3 groups representing the judges, the legal representatives of the corporation (a Canadian company), and the legal representatives of the plaintiff (Palestinian villagers). We asked them to discuss the facts and translate them into legal arguments by collecting state responsibility and human rights related concerns. After their deliberations, each party represented its arguments and the judges made and announced their decision. Within the concluding remarks, we discussed the outcome of the real case and its human rights implications, as well as the latest progress in the UN system and the future challenges in the field of business and human rights.

¹⁹ FRAME Deliverable 2.2: Eva Maria Lassen, Monika Mayrhofer, Mandana Zarrehparvar, Hans-Otto Sano, Kristoffer Marslev, Anja Møller Pedersen, and Peter Vedel Kessing, 'Report on in-depth studies of selected factors which enable or hinder the protection of human rights in the context of globalisation' (2015).

²⁰ FRAME Deliverable 7.1: Nicolas David, Mary Dowell-Jones, Mary Footer, Jeffrey Kenner, Maija Mustaniemi-Laakso, Aoife Nolan, Petr Pribyla, 'Report on the positive and negative human rights impacts of non-state actors' (2014)., FRAME Deliverable 7.2: Wolfgang Benedek, Mary Footer, Jeffrey Kenner, Maija Mustaniemi-Laakso, Reinmar Nindler, Aoife Nolan, Stuart Wallace, 'Report on on enhancing the contribution of EU institutions and Member States, NGOs, IFIs and Human Rights Defenders, to more effective engagement with, and monitoring of, the activities of Non-State Actors' (2015).

c) *FRAME Fellowship (announced on 3 February 2016)*

Similar to the previous year, DE.MA and E.MA students were offered a possibility to conduct tutored research and publish an academic paper. The fellowship had similar terms to the one announced in the previous years, however, involved much less assistance on the part of the FRAME team. Upon the submission of the first draft of the papers (15 August 2016) the fellows were given feedback at the time of their arrival at the E.MA Graduation Ceremony (24 September 2016). The fellows are expected to hand in their final work on 1 December 2016.

The following have been selected as fellows and presented the indicated papers:

Babett Csokán (E.MA): ‘Male Victims of Sexual Violence in the European Union: Are the policies in the EU truly gender equal?’

Fabrizio Anzolini (DE.MA): ‘Syrian refugees in Lebanon and their right to education’

d) *FRAME MOOC (Launched in November 2015 and June 2016)²¹*

The FRAME MOOC was launched twice to this date. The second launch was induced by the learners themselves who requested the possibility to participate in the MOOC for the second time. In general, the first launch gathered much more attendance rates thanks to the concerted publicity efforts on the part of EIUC.

1st Launch – November 2015 – Enrolment Rate

Total enrollment: 8217 students Final enrollment: 7264 students

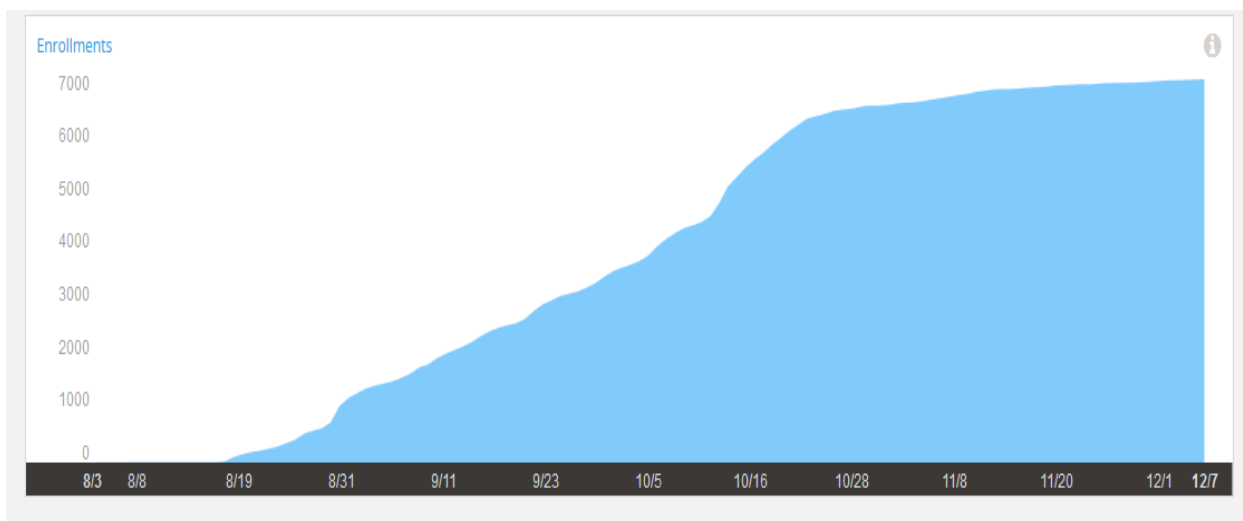


Figure 1: MOOC 2015 Enrollment rate

2nd Launch - June 2016 – Enrolment Rate

²¹ This section is based on the data provided by the edx platform tool called ‘Insights’ and have been gathered in the form of the Power Point presentation by GGS KU Leuven team.

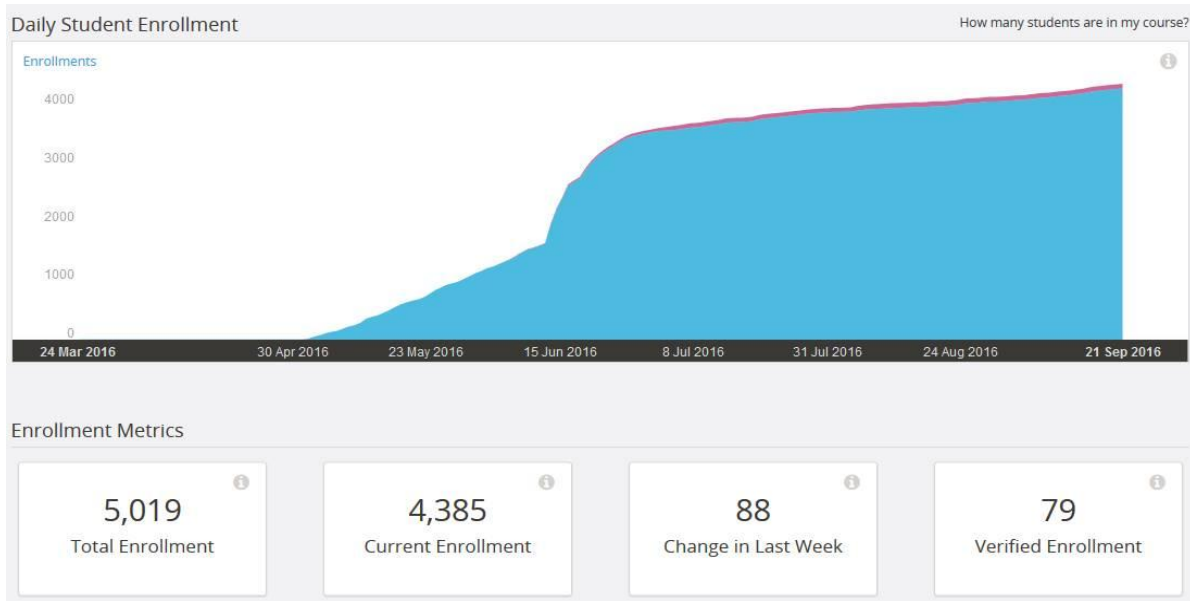


Figure 2: MOOC 2016 Enrollment rate

It must be observed that the MOOC seems to be one of the best ways of reaching out to the broadest array of learners and properly disseminating the results of research conducted within the project. In particular, once uploaded to the platform, it permits re-runs and updates and building on the existing course with a relative low human resources and time costs.

The first launch of the MOOC registered the participation of learners representing 172 countries.

Geographic Breakdown [Download CSV](#)

Country	Percent	Current Enrollment
Turkey	11.3%	817
United States	7.0%	511
Belgium	6.9%	498
United Kingdom	6.6%	478
Spain	3.7%	270
Germany	3.6%	264
France	3.4%	247
India	3.1%	222
Italy	2.7%	199
Netherlands	2.7%	196

Figure 3: MOOC 2015 Geographic breakdown



Figure 4: MOOC 2015 -- Self-indication of students' origin

Finally, the overall rating of the course was described as high – 60.49% of the all participants completed the final survey and only 6.10% of all the students expressed dissatisfaction with the course whilst 1,95% were undecided. The following table reflects the general evaluation of the course rated on the scale from 1 to 10 (1 = poor, 10 = excellent).

1 (1)	1	0.24%
2 (2)	2	0.49%
3 (3)	1	0.24%
4 (4)	3	0.73%
5 (5)	9	2.20%
6 (6)	16	3.90%
7 (7)	44	10.73%
8 (8)	67	16.34%
9 (9)	46	11.22%
10 (10)	55	13.41%
No answer	0	0.00%
Not completed or Not displayed	166	40.49%

Table 3: MOOC 2015 General evaluation

The learners were generous in their complements as to the structure and the quality of the course in general:

“Thank you to all the staff- It is really appreciated the amount of work and effort that has been put to allowing such an informative and fully fledged free course. Discussions, tests and reading materials were to very high expectations. I have gained some valuable insight into the EU and Human Rights issues of today and I will be continuing studies down this path thanks to this course. “

“The course is really well structured, and the content is super-interesting. I have to say as well that the lectures and interviews were fantastic and helped me a lot in my learning. “

“Great course very interesting content and very informative as to the functioning and latest developments within the EU. Thank you to the team,”

“The course was extremely interesting and enlightening, the Staff was always available to help, the edX platform was easy to use... honestly, I have nothing but great things to say. Thank you so much. For financial reasons, I am unable to pursue a master's degree or even a postgraduate course related to European studies at the moment and, therefore, this outstanding initiative allowed me to renew my determination in regard to my academic and professional aspirations. It was very meaningful for me to have had the chance to learn from leading experts in the area and studying in KU Leuven is, more than ever, a dream that I will try to fulfill.”

e) 2016 Venice School of Human Rights

In the scope of the 2016 Venice School of Human Rights, EIUC focused on the presentation of the EU initiatives to support human rights defenders. FRAME presented the results of FRAME Work Packages 2 and 7. Prof. Wolfgang Benedek (European Training and Research Centre for Human Rights and Democracy at the University of Graz) and Dr. Pierre Schmitt (Leuven Centre for Global Governance Studies at the Catholic University of Leuven) together with representative of the EEAS, Garrett O'Brien, and the FIDH Representative to the European Union, Dr. Gaëlle Dusepulchre, sat together at the table to discuss the theoretical and practical problems of the use of the EU Guidelines on Human Rights Defenders. Students were provided with background readings²² and the discussion was started by the FRAME researchers presenting their conclusions from the research with ensuing comments from practitioners.

²² Wolfgang Benedek and Mag. Reinmar Nindler, 'Review on EU policies on Digital Defenders with a focus on freedom of expression – Case study on human rights implications of the EU's external policies', in: Rikke Frank Jørgensen, Anja Møller Pedersen, Wolfgang Benedek and Reinmar Nindler, *FRAME Report 2.3: Case Study on ICT and Human Rights*, <<http://www.fp7-frame.eu/wp-content/materiale/reports/19-Deliverable-2.3.pdf>> Part III, 53-87.

Wolfgang Benedek, Mary Footer, Jeffrey Kenner, Maija Mustaniemi-Laakso, Reinmar Nindler, Aoife Nolan, Stuart Wallace, 'Human Rights Defenders', *FRAME Report 7.2: Report on enhancing the contribution of EU institutions and Member States, NGOs, IFIs and Human Rights Defenders, to more effective engagement with, and monitoring of, the activities of Non-State Actors*, <<http://www.fp7-frame.eu/wp-content/materiale/reports/14-Deliverable-7.2.pdf>> Part VI, 141-167.

f) 2016 Venice Academy of Human Rights

The 2016 Venice Academy of Human Rights provided space for the discussion of research. Aside from the research session which took into consideration FRAME context, the participants were encouraged to discuss their own work. Władysław Józwicki, Ania Połczyńska and Jakub Jaraczewski from the Poznań Human Rights Centre Adam Mickiewicz University presented their FRAME research to all the participants.

g) FRAME Competition

Because of the limited time before the end of the FRAME project (until the end of April 2017), in the final academic year of 2016/2017, instead of offering FRAME Fellowship, the FRAME team put on the table the possibility to participate in the FRAME Competition. The authors – stemming from the Alumni of E.MA, DE.MA and Venice School and Academy of Human Rights (this excludes persons who were awarded fellowships in the previous editions) – are encouraged to submit manuscripts by 1 December 2016. Two prizes will be awarded encompassing a monetary award of 1000 Euros and the publication of the pieces (upon fulfilment of the requirements of the peer review) in the European Yearbook of Human Rights.

4. Academic Year 2016/2017

a) E.MA

The final year of the FRAME involvement in E.MA saw the consolidation of the previous practices. The students will follow the Research Skills Course and subsequently will be encouraged to use the expertise of FRAME team when choosing their thesis subject. Importantly, what used to be a FRAME insertion in the course has become a constant presence as a norm now drawing from the examples offered by FRAME research.

Week 4 focusing on the European Human Rights Protection System saw the introduction of the Migration Workshop on top of the by now usual session on EU External Human Rights Policy. For the purposes of the session Dr. Karolina Podstawa used FRAME report 6.1²³ and FRAME report 10.1²⁴.

The FRAME workshop on migration built on the results of the research conducted within the Work Package 11 and was delivered by Prof. Elina Pirjatanniemi Åbo Akademi in Turku.

The Week schedule was the following:

WEEK 4	MONDAY 10 Oct	TUESDAY 11 Oct	WEDNESDAY 12 Oct	THURSDAY 13 Oct	FRIDAY 14 Oct
	<i>Plenary</i>	<i>Plenary</i>	<i>Plenary</i>	<i>Plenary</i>	<i>Plenary</i>

²³ FRAME Deliverable 6.1: Susanne Fraczek, Beáta Huszka, Claudia Hüttner, Zsolt Körtvélyesi, Balázs Majtényi and Gergely Romsics, 'Report on mapping, analysing and implementing instruments' (2014) 46-70.

²⁴ FRAME Deliverable 10.1: Carmen Márquez Carrasco (editor and main co-author), Laura Iñigo Alvarez, Nora Loozen and Elizabeth Salmón Gárate, 'Report on the survey study on human rights violations in conflict-settings' (2014) 93-123.

9.15-10.15	Introduction to week 4 + Council of Europe (Benoît and Drzemczewski)	The Charter of Fundamental Rights (Jacqué)	External Human Rights Policy of the EU (Podstawa)	Fundamental Rights Impact Studies (Klingvall)	FRAME Workshop: Fundamental Rights and Migration Policy (Pirjatanniemi)
10.30-11.30	Council of Europe (Benoît and Drzemczewski)	The Charter of Fundamental Rights (Jacqué)	External Human Rights Policy of the EU (Podstawa)	Fundamental Rights Impact Studies (Klingvall)	FRAME Workshop: Fundamental Rights and Migration Policy (Pirjatanniemi)
11.45-12.45	Council of Europe (Benoît and Drzemczewski)	The Charter of Fundamental Rights (Jacqué)	Values of the European Union (Jacqué)	Fundamental Rights Impact Studies (Klingvall)	FRAME Workshop: Fundamental Rights and Migration Policy (Pirjatanniemi)
13.00-14.15	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
	<i>Small groups</i>	<i>Small groups</i>	<i>Small Groups</i>	<i>Plenary</i>	<i>Plenary</i>
14.30-16.00	Thesis Proposal Workshop	Topical Seminar II	Rolling Seminars (in parallel)	Thesis Proposal Workshop	FRAME Workshop: Fundamental Rights and Migration Policy (Pirjatanniemi)
16.30-18.00	Reading Time	Reading Time	Special Session on TS1 and TS2 Exams	Reading Time	Reading Time

Table 4: E.MA 2016-2017 Week 4 Schedule

In addition, during Week 11 the Cluster on Human Rights and Development will take place. There the students will study the rights based approach to development with the due regard given to FRAME results.²⁵ In addition, the round table session will be organised dedicated to FRAME research dedicated to the EU-led response to the Rana Plaza collapse of the factory building. The round table will be based on the results of Work Package 7, and in particular on the unpublished Deliverable 7.3.

Finally, in the course of the academic year two FRAME High Level Lectures will take place. The first one was given by Paul Lemmens on 7 October 2016 in the frame of Week 3 under the title ‘The European Court of Human Rights: achievements, effects and challenges’. The second lecture will take place in the course of E.MA Week 15 entitled ‘Field Mission and Practical Human Rights Work’. In both cases the European Union policies are the focus.

b) DE.MA

As in E.MA, in DE.MA the involvement of FRAME will take a consolidated form with an introductory class on EU matters, the Research Methods Course, as well as the Moot Court simulation on Business and Human Rights.

²⁵ In particular: FRAME Deliverable 9.1: Laura Beke, David D’Hollander, Nicolas Hachez, Beatriz Pérez de las Heras, ‘Report on the integration of human rights in EU development and trade policies’ (2014) and FRAME Deliverable 9.2: Nicolás Brando, Nicolas Hachez, Brecht Lein, Axel Marx, ‘Assessing the impact of EU trade and development policies on human rights’ (2015).

IV. Conclusion: challenges and lessons learnt

The inclusion of the findings of FRAME in the EIUC education activities has been a challenging and yet a rewarding task. The challenges have been identified in the earlier parts of this report and range from the sheer volume of FRAME results to the complex institutional setting in which the changes of the curricula would take place. Especially the former predisposes FRAME to be a sole focus of a master programme. In the end, in every single instance the attempt to include FRAME results in the EIUC education activities has resulted and will result in long-term effects of FRAME contributions to EIUC programmes. It must be emphasised notably that thanks to FRAME, students and participants to the training gained the access to the most up-to-date information on the EU practices in terms of approaching human rights from within and outside of the EU. Many have been made aware of the positive experimental aspect of the policies and appreciated the difficulty of delivering on EU's values whilst pursuing specific (economic or security) interests. This in many aspects has affected students' research agendas (pursued both within and beyond the educational programmes) and also enhanced their understanding of the EU as the actor of the international human rights movement.

Aside from the purely substance oriented impact of the FRAME contribution, the long-term impact of the work focused on skills must also be underlined. The research skills courses had as their objective to transmit to the students the craftsmanship of a researcher – be it in academic or practical settings. The awareness of the set of skills which are necessary to gather the knowledge and communicate efficiently with audiences have been considered by the students as increasingly important and so the FRAME contribution has been highly valued from this point of view. In addition, the fellowships have given an opportunity to students to explore both the substantive area and possible future commitment to the work in the academic setting.