

# Compass National and Regional Training Courses on Human Rights Education

## **A Handbook for Organisers**



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



# Compass

## National and Regional Training Courses in Human Rights Education

### - A HANDBOOK FOR ORGANISERS

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## > INTRODUCTION

Compass National and Regional Training Courses on Human Rights Education are core activities in the programme of the Council of Europe's Youth Department, as direct contribution to the organisation's mission of promoting and protecting human rights.

The courses originated within the Human Rights Education Youth Programme, together with other initiatives such as human rights education forums, study sessions, training of trainers and local projects. They are now part of the Council of Europe's *Youth for Democracy* programme, contributing to the promotion of the inclusion of human rights education within the mainstream of youth work and youth policy.

At the core of the programme of National and Regional Training Courses on Human Rights Education is **Compass**, the manual for human rights education with young people. Other educational resources developed by the Youth Department are also used within the Compass National Training Courses on Human Rights Education (hereinafter Compass NTCs and/or Compass courses). These are **Compasito**, **Bookmarks**, **We Can!**, **Have Your Say!**, **Mirrors** and **Gender Matters**.

The Compass NTCs are organised at the initiative of national organisations or institutions interested in introducing and developing the provisions and quality of human rights education. The training courses last for a minimum of four days and are built on the principles of non-formal learning.

By engaging in the organisation of a Compass NTC, the national Organisers become partners of the Council of Europe and contribute to the implementation of the Council of Europe **Charter for Education for democratic Citizenship and Human Rights Education**.

These training courses introduce and promote the concept of human rights education among **key multipliers**, such as youth workers, youth leaders, representatives of non-governmental organisations, human rights activists, teachers and teacher trainers, representatives of local municipalities and governments, and trainers involved in educational activities, in various regions of the organising countries. As a result of the Compass course, the key multipliers are expected to contribute to processes and initiatives for education for democratic citizenship (EDC) and human rights education (HRE) at national level through the means of **follow-up projects**.



**The Youth Department is the main structure in the Council of Europe responsible for elaborating guidelines, programmes and legal instruments for the development of coherent and effective youth policies at local, national and European levels.**

The Youth Department encompasses the work of the European Youth Centres in Strasbourg and Budapest, the European Youth Foundation, the Intergovernmental co-operation in the youth field, the Youth Partnership with the European Commission and the Partial Agreement on Youth Mobility.

The Council of Europe provides a range of support for these training courses: **financial support** is in the form of grants, based on an open Call for applicants published once a year; **institutional support** in the form of recommendation letters to potential partners and funders, official Council of Europe representation, provision of educational materials, visibility of the activities in institutional Internet sites and documents, and communication with publishers of *Compass* and *Compasito* translations, and **educational support** by recommending or contracting a trainer or trainers with relevant experience to be part of the educational team on these courses.



We have added references to the contents in *Compass* that could help future Organisers to look into the theoretical aspects related to human rights systems, practical methods for human rights education or advice on taking action for human rights.

**Look for the Compass pictogram across the chapters.**

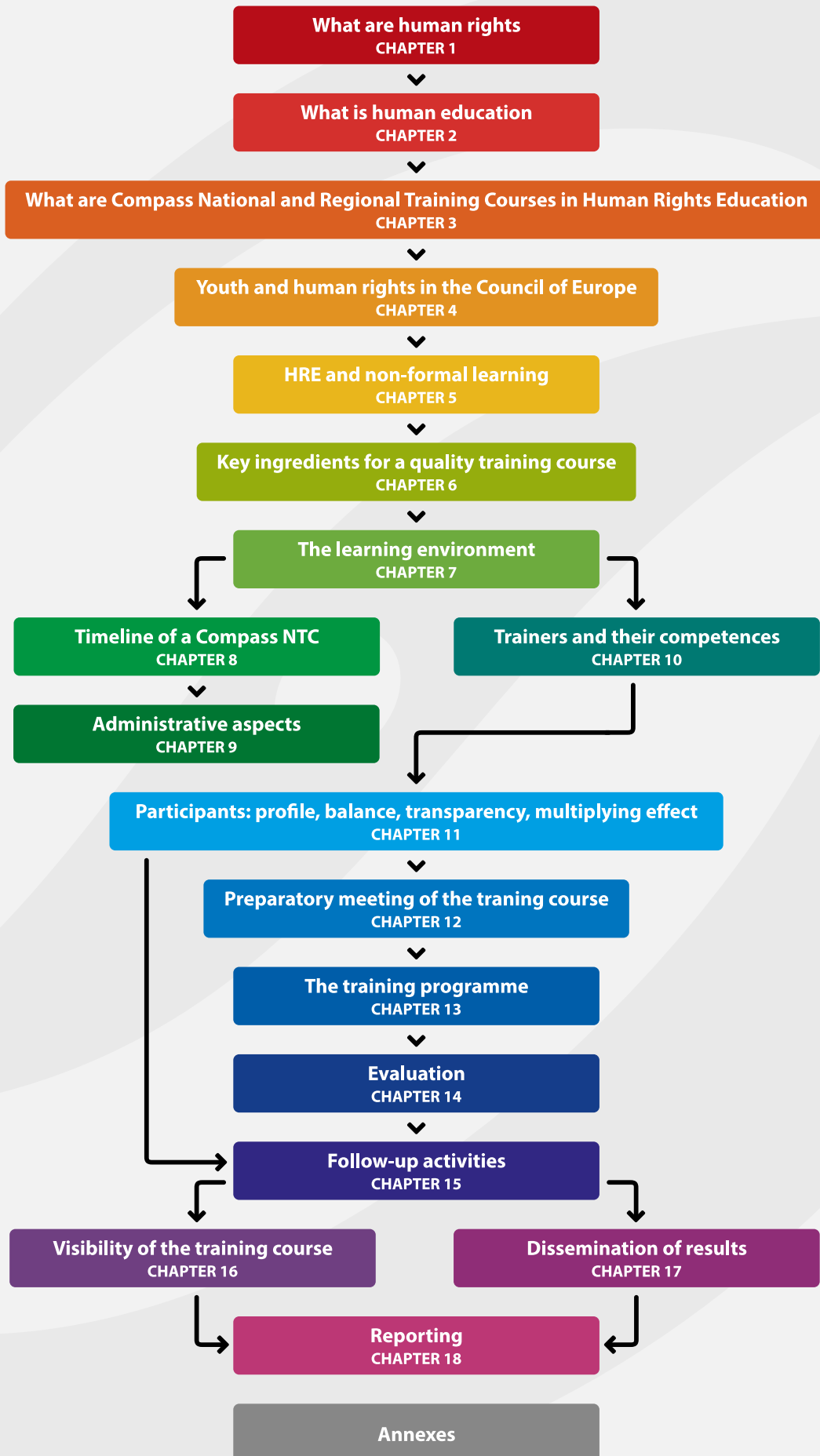
This publication is aimed at current and future Organisers of Compass National Training Courses in Human Rights Education and provides an insight into what these training courses are within the activities of the Youth Department, and what their role is within the implementation of Council of Europe Charter for EDC and HRE and in relation to youth policy and youth work. Additionally, we supports Organisers in understanding how to ensure that this activity is in line with the Council of Europe's standards for non-formal educational youth activities. This includes the following: the process of selecting participants, the learning environment, how to put together a team of trainers, the importance of the preparation, the structure of the educational programme, and, finally, the elements of evaluation.

This handbook also looks at the practical aspects of the organisation of a Compass National Training Course in Human Rights Education: its timeline, the administrative aspects related to the implementation up to and including reporting, the preparatory meeting, elements of evaluation and recognition of learning.

Not least, this publication also points out the importance of anchoring this training course in the national reality and efforts for human rights, and gives insights into the potential key actors to be involved in the training course, the importance of the follow-up projects as well as recommendations for ensuring good visibility and dissemination of results.

To sum up, more than simply a summary of administrative guidelines, this publication was born from the desire to invite Organisers of Compass National Training Courses to assume the role of human rights education advocates, contributing to the advancement of human rights education in their countries, to the realisation of a right to human rights education and to establishing a universal culture of human rights.

This handbook is structured according to the chronological sequence of implementing a Compass training course. But of course other sequences are possible, provided that they are the result of a planned process of organisation and learning.





## > 1. IT ALL STARTS WITH HUMAN RIGHTS

This handbook, aimed at current and future Organisers of National and Regional Training Courses in Human Rights Education, contains insights into the reasons for these courses, recommendations for their implementation and follow-up. Nevertheless, at the beginning of all this, there have to be human rights. As *Compass* points out, **there is no human rights education without reference to human rights**. Understanding what human rights are is a crucial competence for any human rights educator and, by extrapolation, for all human rights education course organisers.

Human rights are claims that we are all justified in making because we are human beings, and because they are recognised by law. An acceptance of human rights means accepting, again also in law, that everyone is entitled to make these claims. Human rights are linked to human existence; therefore, they cannot be taken away (meaning that they are inalienable).

### HUMAN RIGHTS ARE

- inalienable
- universal
- indivisible
- interdependent

The concept of human dignity lies at the heart of human rights. Human rights are thus understood as defining those **basic standards which are necessary for a life of dignity**. Their universality is derived from that fact that all humans are equal in dignity and that they apply to anyone and anywhere. “Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.”<sup>1</sup> The universality of human rights does not threaten the rich diversity of

cultures and historical experiences. Human rights serve as minimum standards applying to all human beings, yet every society and every state is free to define and apply higher and more specific standards.

All human societies have had ideals and systems of ensuring “justice” throughout history, but the idea of enshrining in law these aspects took centuries and various forms in different parts of the world. In the ancient world, among the first were the Code of Hammurabi in Babylonia, the teachings of Confucius in Asia, the African worldview “Ubuntu”, and the Epistle on Rights by Ali Ibn Al Hussein which is anchored to the early Islamic precepts. In transition towards the modern world, we can also mention the Magna Carta, although this was only protecting the rights of the nobles. Another crucial milestone in the Middle Ages is the Bill of Rights, passed by the English Parliament in 1689 to limit the power of the monarch from suspending the law without Parliament’s approval. Hugo Grotius is widely regarded as the humanist and lawyer who “fathered” international law, proposing a system of general principles based on “natural law” that should bind all nations, regardless of their local laws and customs. A number of European philosophers developed further the concept of natural rights; see, for example, John Locke and his theory that every human being has rights that derive from their own nature and not from their governments or its

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1. Preamble to the Universal Declaration of Human Rights

laws. In 1789, the French Revolution attacked the political and legal system of the monarchy, and enshrined in the Declaration of the Rights of Man and of the Citizen the natural rights of “liberty, property, security and the right to resist oppression”. The next two centuries brought to the fore issues such as slavery, inhuman working conditions and child labour, and so the first international treaties were signed in co-operation between various states in order to counter the infringement of human rights. The idea that a state could actually use its power not only to infringe people’s rights but also to protect them received wider acceptance in the 20th century. Yet, what propelled further the codification of human rights into international agreements were the atrocities of the Second World War. The Holocaust and the massive war crimes sparked the emergence of an international agreement to protect human beings. In 1945, representatives of 50 countries met in San Francisco at the United Nations Conference on International Organization to draw up the United Nations Charter, through which the United Nations (UN) officially came into existence. The **Universal Declaration of Human Rights (UDHR)** is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, it set out, for the first time, fundamental human rights to be universally protected. The Declaration was adopted by the UN General Assembly in Paris on 10 December 1948. Although not legally binding, this document served as inspiration for numerous further commitments by states to protect human rights, at international, national or regional level, applying to all humans or developed for protecting special groups of people (minorities, people with disabilities, refugees, children, etc.).

*Compass* has a dedicated chapter for learning about the legal protection of human rights, as well as a summary of the main international legal instruments. It is true that only at the United Nations level are there more than 100 legal documents, so it is not possible to be familiar with all of them, but it is crucial to be aware of the

most prominent ones and to research whether one’s own country has ratified that instrument. Here are some of the United Nations legal instruments to learn about: the International Covenant on Civil and Political Rights (ICCPR), the International Covenant on Economic, Social and Cultural Rights (ICESCR), the Convention on the Rights of the Child (CRC), the International Convention on the Elimination of Racial Discrimination, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Convention Against Torture and Other Forms of Cruel, Inhuman or Degrading Treatment, the Convention on the Rights of Persons with Disabilities, and many more. It is also very important to become familiar with the institution of the United Nations High Commissioner for Human Rights.

Regarding regional legal instruments, these uphold the same standards as the international ones, but address regionally specific concerns and sometimes create even more advanced implementation mechanisms than what is possible at a universal level. Europe has a well-established system within the Council of Europe, and all its 47 member states (*see next page*).<sup>2</sup>



Human rights are recognised by international agreements and instruments.

2. [https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights\\_en](https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights_en)

## The Council of Europe and its human rights system

The Council of Europe and its 47 member states have played a key role in the promotion of human rights in Europe. Its main human rights legal instrument is the European Convention on Human Rights (ECHR).

The European Convention on Human Rights is an international treaty under which the member states of the Council of Europe promise to secure fundamental civil and political rights, not only for their own citizens but also to everyone within their jurisdiction. The Convention, which was signed on 4 November 1950 in Rome, entered into force in 1953. It has been ratified by all Council of Europe member states because it is precondition for accession.

### The Convention secures in particular:

- the right to life the right to a fair hearing • the right to respect for private and family life • freedom of expression • freedom of thought, conscience and religion
- the protection of property

### The Convention prohibits in particular:

- torture and inhuman or degrading treatment or punishment • slavery and forced labour • the death penalty • arbitrary and unlawful detention • discrimination in the enjoyment of the rights and freedoms set out in the Convention

The implementation of the ECHR relies on its own mechanism, the European Court of Human Rights (ECtHR).

The European Court of Human Rights is an international court which was set up in 1959. It rules on individual or state applications alleging violations of the civil and political rights set out in the European Convention on Human Rights. Since 1998, it has sat as a full-time court and individuals can apply to it directly. The Court has examined hundreds of thousands of applications since it was set up.

The particularly powerful nature of this system is given by the fact that its judgments are binding on the countries concerned and have led governments to alter their legislation and administrative practice in a wide range of areas. The Court's case law makes the Convention a modern and powerful living instrument for meeting new challenges and consolidating the rule of law and democracy in Europe.

The Court is based in Strasbourg, in the Human Rights Building designed by the British architect Lord Richard Rogers in 1995 – a building whose image is known worldwide. From here, the Court monitors respect for the human rights of 830 million Europeans in the 47 Council of Europe member states that have ratified the Convention.

The office of the Council of Europe Commissioner for Human Rights was set up in 1997. This is an independent and impartial non-judicial institution with the mission to promote the concept of human rights and ensure effective respect for and full enjoyment of these rights in the Council of Europe member states. Among its mandate is “to promote education in and awareness of human rights”.

Other significant European legal instruments in what concerns human rights: the European Social Charter, the Framework Convention for the Protection of National Minorities, the European Convention for the prevention of Torture and Inhuman or Degrading Treatment or Punishment, the EDC-HRE Charter.



### KEY DATES:

- 5 May 1949: **Creation of the Council of Europe**
- 4 November 1950: **Adoption of the Convention**
- 3 September 1953: **Entry into force of the Convention**
- 21 January 1959: **First members of the Court elected by the Consultative Assembly of the Council of Europe**
- 23-28 February 1959: **The Court's first session**



All these international and regional legal instruments, once ratified by states, are implemented at national level through a system of courts and other bodies, with legal mandates such as ombudsmen, human rights institutions, committees, councils and dedicated groups in the country's parliaments. The majority of human rights instruments require states to submit periodical reports, usually drafted by corresponding governmental structures, in consultation with non-governmental organisations and independent experts.

That said, if one looks at the human rights world record, it could be argued that the currently poor situation is a result of the lack of proper reinforcement mechanisms. Very often, international legal instruments are left up to individual states to decide whether and how they carry out the recommendations. Additionally, it is frequently the case that guaranteeing an individual or group right in fact depends on the pressure from the international community and the non-governmental actors. This is also where the role of human rights activism and human rights education come into play.

In order to improve the human rights situation, states must develop adequate mechanisms to fulfil their obligations towards individuals and groups, as rights holders. However, this relationship is mutually reinforcing, as individual and groups need also to know their rights in order to make claims from the duty-bearers. Through learning about human rights in educational settings, an individual or group becomes able to take action in the outside world and, furthermore, potentially contribute to changing the policy or behaviour of the state.

By educating young people about human rights, we educate the future statesmen and citizens to accept no less than a world in which everyone is free to live in dignity and equality.



## > 2. WHAT IS HUMAN RIGHTS EDUCATION

Since 1948, the year when the Universal Declaration of Human Rights was proclaimed, the world has officially engaged in working together for a society in which human beings – all born free and equal, endowed with rights and freedoms

– know their human rights and use them as a tool against all attacks on human dignity, against oppression, unfair treatment and impunity.

Considerable work has been done since then to make these engagements real or tangible. It is since the Vienna Conference on Human Rights in 1993 that international organisations, governments, education professionals, non-governmental actors and many other stakeholders for human rights started working towards a systematic definition of what learning about

human rights should entail. As a consequence, the General Assembly of the United Nations declared, in 1994, a Decade for Human Rights Education, and urged all states to promote “training, dissemination and information aimed at the building of a universal culture of human rights”. Governments have since been making efforts to promote HRE, mainly through state education programmes, even if the levels of commitment, outreach and sustainability are very disparate among countries.

As result of the evaluation of the Decade for Human Rights Education, the **World Programme for Human Rights Education** was established in 2004 by the United Nations, to promote the development of a culture of human rights. Between 2005-2009, the focus of the Programme was the integration of HRE in primary and secondary education. Between 2010-2014, the second phase focused on HRE in higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel. During this second phase, in December 2011, the General Assembly adopted the **UN Declaration on Human Rights Education and Training**, an important instrument for raising awareness about HRE and one which places on states the main responsibility to provide human rights education. A third phase of the World Programme that took place between 2015-2019 placed the emphasis on strengthening the implementation of the two phases and promoting human rights training for media professional and journalists.



### SUSTAINABLE DEVELOPMENT GOAL 4

Ensure inclusive and equitable quality and promote lifelong learning opportunities for all.

### SUSTAINABLE DEVELOPMENT GOAL 16

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Taking place between 2020-2024, the fourth phase focuses on youth and human rights education. The programme puts a special emphasis on education and training in human rights and equality, non-discrimination, inclusion, respect for diversity with the aim of building peaceful societies and to align this fourth phase with the 2030 Agenda for Sustainable Development<sup>3</sup>, and specifically with Target 4.7 of Sustainable Development Goals: “by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human

3. <https://sustainabledevelopment.un.org>

rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development”.

For the Council of Europe, human rights are part of the legal frameworks of member states and should be an integral part of young people's education. Back in 1985, the Committee of Ministers issued Recommendation R(85)7<sup>4</sup> to the member states of the Council of Europe about teaching and learning about human rights in schools. The recommendation emphasised that “all young people should learn about human rights as part of their preparation for life in a pluralistic democracy”.

The Recommendation was reinforced by the Second Summit of the Council of Europe held in 1997, when the Heads of States and Governments of the member states decided to “launch an initiative for education for democratic citizenship with a view to promoting citizens' awareness of their rights and responsibilities in a democratic society”. This took the form of a long-term project on Education for Democratic Citizenship, which played a major role in defining education for democratic citizenship and human rights education and in promoting and supporting the inclusion of these in formal education systems.

In the non-formal learning arena, the activities organised in the European Youth Centres have advanced the promotion of human rights and democracy through training courses, seminars and other events aimed at young people. In 2000, the **Human Rights Education Youth Programme** was set up, followed by the publication and translations of *Compass – Manual for Human Rights Education with Young People*, thus contributing further to the recognition of education to human rights, in particular through non-formal education and youth work. The Human Rights Education Youth Programme promotes the inclusion of human rights education in the mainstream of youth work and youth policy. The first edition of *Compass*, published in 2002, defined human rights education as “educational programmes and activities that focus on promoting equality in human dignity, in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities”.

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, adopted by the Committee of Ministers in 2010; defines human rights education as “education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms”.

The Charter embraces consensus that human rights education involves three inter-twined dimensions, learning about, learning through and learning for human rights.

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4. Council of Europe, Recommendation No. R(85)7 of the Committee of Ministers to Member States on Teaching and Learning about Human Rights in Schools, <https://rm.coe.int/16804c2d48>

**Knowledge** about human rights, what they are, and how they are safeguarded or protected.

Meaning that **the context and the way** human rights learning is organised and imparted has to be **consistent with human rights values**, and that in HRE the process of learning is as important as the content of the learning.



By developing skills, attitudes and values for the **learners to apply human rights values in their lives and to take action**, alone or with others, for promoting and defending human rights.

Applying the taxonomy of learning<sup>5</sup> on human rights education training courses implies that – **while designing educational, training and learning processes** – we should give adequate time and opportunities for participants to develop, equally, knowledge as well as skills and attitudes in relation to human rights.

What human rights are, how they might be safeguarded in the country concerned, what bodies are responsible for protecting them, which international instruments apply, what rights young people can claim, etc.

Respect for human rights, so that young people live according to human rights values and do not intentionally violate the rights of the others.



To fight for and defend human rights.

5. Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York: David McKay.

## Advocating for the right to human rights education


Knowing one's rights and standing against human rights violations should not be a tool we use only when in need. The universality of human rights should compel each and every one of us to care for others. In fact, humanity and solidarity are moral values found across all cultures and religions.

Nevertheless, human rights education is not only a moral right, but also a legal right in international law. Several legal instruments can be quoted in this regard:

- The preamble to the Universal Declaration of Human Rights states that “every individual and every organ of society [...] shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance”.
- Article 26 of the Universal Declaration of Human Rights states that “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among nations, racial or religious groups”.
- Article 29 of the Convention on the Rights of the Child states that “States Parties agree that the education of the child shall be directed to [...] the development of respect for human rights and fundamental freedoms”.

Human rights violations happen everywhere, not only in other countries but also at home, which is why HRE is important. “Only with full awareness, understanding and respect for human rights can we hope to develop a culture where they are respected rather than violated. The right to human rights education is therefore increasingly recognised as a human right in itself”.

By organising a Compass National Training Course in Human Rights Education, we engage in the work of contributing to building a universal human rights culture. Who are the key people in carrying this torch? Selecting the right group for the Compass NTCs on HRE is a crucial factor in developing an activity that has a long-lasting impact, beyond the narrow geographical space where it takes places, permeating barriers and borders and contributing to equality, respect, freedom and non-violence.



**COMPASS REFERENCE**

**Introducing Human Rights Education**, p.10-13  
**Human rights education is a fundamental right**, p.19-20

**QUESTIONS FOR ORGANISERS**

*What is the space in the programme of the Compass National Training Course for the participants to learn about human rights education?*



## › 3. THE COMPASS NATIONAL AND REGIONAL TRAINING COURSES ON HUMAN RIGHTS EDUCATION

The Compass National and Regional Training Courses are part of the Council of Europe's Human Rights Education Youth Programme, currently integrated in the Youth for Democracy programme.



LEARNING EQUALITY,  
LIVING DIGNITY.

An initiative of the Council of Europe's Youth Department launched in 2000, the Human Rights Education Youth Programme<sup>6</sup> promotes the inclusion of human rights education in the mainstream of youth work and non-formal learning practice, as a contribution to the promotion of the Council of Europe's core mission to protect and promote human rights. The Programme aims to consolidate and support the role of non-governmental youth organisations and as actors in the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. It does so by combining the development and dissemination of tools and resources on human rights education and capacity-building activities for trainers, multipliers and advocates of human rights education as a human right.

The programme is built around *Compass*, the manual for human rights education with young people, which is translated into numerous other world languages.<sup>7</sup> Other educational materials were added to *Compass*, such as *Compasito*, *Gender Matters*, *Charter for All!* and the *Enter DignityLand!* – a game about social rights.

The programme involves a series of training courses organised regularly, such as training trainers in HRE, various study sessions, as well as various activities at a national level. Among these – the Compass National Training courses on human rights education, and local projects on HRE.

The national and regional training courses on human rights education are capacity-building activities, based on non-formal education, contributing to the development of the competences (knowledge, skills, attitudes and values) of key multipliers for human rights education such as youth leaders, trainers, youth workers, teachers, human rights activists, and so on. They also are expected to contribute to processes and initiatives for education for democratic citizenship (EDC) and human rights education (HRE) at a national level, initiated by youth organisations or other education institutions.

6. [www.coe.int/en/web/human-rights-education-youth/human-rights-education-youth-programme](http://www.coe.int/en/web/human-rights-education-youth/human-rights-education-youth-programme)

7. To see whether the 2nd edition of *Compass* exists in your language, check [www.coe.int/compass](http://www.coe.int/compass)

The training courses can be organised at the initiative of national organisations or institutions interested in introducing and developing the provisions and quality of human rights education. Often, they are initiated by:

- youth non-governmental organisations and/or other non-governmental organisations
- governmental organisations focused on human rights, youth and/or education (for example youth centres)
- institutions involved in human rights at national level and/or those involved with human rights education
- a consortium of various stakeholders involved in human rights education with young people (for example a network of human rights educators).

Partnerships between different types of organisations are encouraged because this reinforces the potential strategic impact of these courses.

This support measure is also addressed at regional training initiatives. This is the reason why these training courses are also promoted as “National and Regional Training Courses in Human Rights Education”.

“Regional” is to be understood as across borders (i.e. neighbouring countries) or covering countries sharing a common language.

The training courses in HRE are to meet the following criteria and conditions:

- **they should aim at developing the competences (knowledge, skills, attitudes and values) of key multipliers in human rights education with young people such as youth leaders, youth workers, trainers, teachers and teacher trainers, human rights activists, and so on.**

In order to meet this criterion, the training courses should strive to involve participants who have the potential to use what is learnt in further educational activities. This involves selecting participants according to their demonstrated potential and the opportunities they might have to organise other HRE activities, from which new groups can learn more about human rights and human rights education.

Notice also the dimension “knowledge – skills – attitudes”, meaning a training programme that is designed so as to facilitate participants learning facts in conjunction with human rights, but also having time to develop relevant skills and attitudes which help put that knowledge into use while taking action for human rights.

For example:

- *a youth worker could organise regular HRE activities within the life of the youth centre*
- *a project manager in a youth NGO could later develop a project on HRE*
- *a trainer could conduct training courses in HRE in the future*
- *a teacher can later use their newly-developed competences in HRE to teach students in schools.*



See Chapter 11 – ‘Participants: profile, balance, transparency, multiplying effect’

- **they should foresee a follow-up of the course by the participants**, including – for example – measures to support national networks of organisations and trainers / multipliers involved in human rights education with young people

This means that adequate space should be given in the training programme for participants to be able to design possible future activities that they will organise once back in their reality. Moreover, participants could be invited, as early as at the application phase, to describe how specifically they intend put to use the competences they will be developing during the training.

Example of projects that could be organised as a follow-up:

- *an activity with young people in a youth centre or a school to illustrate human rights related problems in the region / country, followed by a photo exhibition*
- *a summer camp on a human rights related topic, or a human rights related session within the programme of a summer camp*
- *a training course for minority organisations*
- *a two-hour interactive activity, inspired from Compass, to run with the students*
- *introducing Compass to a group of teachers, and looking into ways to integrate it into class activities.*



See Chapter 15 – ‘Follow-up activities’

- **they should include a programme and methodology based on the approaches outlined in Compass**

The programme of the training courses should be designed based on pedagogical approaches such as *holistic learning, learner-centredness, participatory activities, co-operative learning, experiential learning, values clarification, and open-ended learning*, and should also make use of the large array of activities for HRE that *Compass* contains. The educational team in charge of designing the programme of the training course should also have experience in using the manual, and in how to adapt it to the participants’ contexts.

An introduction to *Compass* and its approaches should also be part of the programme so that, as result of the training, participants develop an in-depth understanding of how to use *Compass* with their own audiences.



See Chapter 13, about design, – ‘The training programme of a Compass NTC’

- **they ought to provide the participants with copies of *Compass* in their language(s), where this is possible**

The Council of Europe makes Compass available in English, French and Russian languages. The translations of *Compass* in other languages are organised in co-operation with national partners. Hard copies in those languages can only be obtained if the translating partner still has them in stock.



**Was the most recent version of *Compass* translated into your language?**  
Check the existing versions available online at [www.coe.int/compass](http://www.coe.int/compass)

- **the training courses should support and advocate for EDC/HRE at national level based on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education**

The Charter is a call to Council of Europe members states to support organisations in their efforts to foster EDC and HRE activities, especially in non-formal education. The Charter thus offers the legitimacy and support to Organisers in reaching out to authorities for recognition, support and expertise in organising the training.

*Tools to use in the training:*

- the children-friendly version of the Charter
- the *Guidelines for Educators* on how to work with the Charter
- posters on the principles of democracy and human rights<sup>8</sup>

See a description of the EDC/HRE Charter and relevant links in Chapter 2 and Chapter 4.

- **they should envisage linking with and building upon previous initiatives, projects and programmes on human rights education with young people at national level**

These training courses are intended to be a link to the global movement for human rights. They should build on the past and add to the existing efforts for human rights education. It is only through a concerted effort that advancement in human rights happens.



**Is there is a network of Human Rights Educators previously created in the country, even if not active now? What are the most visible organisations working for HRE in the country? Have there been any HRE related events organised in the country in recent years? Always turn for advice to the Youth Department for new, updated information.**

- **these activities should be prepared for, and open to, participants from a variety of organisations and institutions**

8. All these are online at [www.coe.int/en/web/edc/charter-for-all](http://www.coe.int/en/web/edc/charter-for-all)

Every institution has its own network and beneficiaries. Most of the time, the news and invitations are sent out via these channels and they reach a certain number of potential beneficiaries. Yet, the value of a Compass National Training Course also comes from including in the communication loop new organisations and building new partnerships. Equally, participants get a larger picture if the training courses focus on a variety of key multipliers, rather than on a specific group. Working with only one type of key multiplier is preferred and recommended when introducing HRE to a large group that has not worked directly with HRE before, and which has a specific activity that is not common to the others.



For example, it is interesting to work with youth representatives of political parties all together, but it is also probably important to have a dedicated HRE course for the youth wing of a trade union.

- **the training courses should involve at least 18 and have a maximum of 40 participants / learners**

The approach of the Youth Department at the Council of Europe is that if the number of participants is too big, then this impacts negatively on the possibility for appropriate support from the educational team for the participants' learning journey. Nevertheless, a very small number of people involved diminishes the richness of experiences in learning from each other.



The number of trainers has to suit the group. Always have a minimum of two trainers in the NTC, but a group of 25+ participants should preferably be supported by an educational team of three people.

- **they should have a minimum duration of four consecutive working days**

It is part of the Youth Department's standards to dedicate sufficient time to educational programmes so that a complex learning process can be organised, with enough time to build group rapport, to facilitate exchanges allowing to learn from the others' realities, and thus gain deeper understanding of the variety of human rights issues participants are concerned with and yet which connect them all; to explore the philosophical foundations of human rights as well as the legal framework; to understand what human rights education is and what its pedagogical approaches are; to reflect on the application of these on one's reality, and design further HRE activities.



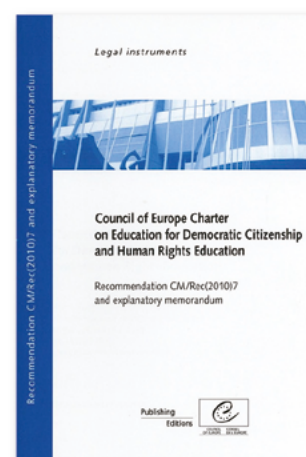
See Chapter 13 – 'The training programme of a Compass NTC'

## > 4. THE ROLE OF COMPASS TRAINING COURSES WITH REGARD TO THE COUNCIL OF EUROPE'S YOUTH AND HUMAN RIGHTS AGENDA

The National and Regional Training Courses on Human Rights Education are important instruments in the Council of Europe's actions towards promoting its core values as well as constant opportunities to engage young people's creativity, dynamism and social commitments, and develop the competences necessary for ensuring sustainable democratic societies based on rule of law and the respect of human rights.

The Compass NTCs are to be built on main documents and strategies governing the field – namely, the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education as well as the Council of Europe's Youth Sector Strategy 2030.

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (hereinafter the EDC/HRE Charter) was adopted by the member states in 2010 within the framework of the Committee of Ministers Recommendation CM/Rec(2010)7. The Charter is an important standard-setting document for the promotion of the Council of Europe core values – democracy, human rights and the rule of law – through education. It provides a common framework of reference and is a focus and catalyst for action in the member states, as well as a way of disseminating good practice and raising standards by public authorities and non-governmental actors.



The charter covers the wide spectrum of education, including formal, non-formal and informal education and recognises the role of non-governmental organisations, including youth organisations in implementing it. It specifically calls on the member states to “foster the role of non-governmental organisations and youth organisations in education for democratic citizenship and human rights education, especially in non-formal education. They [the member states] should recognise them and their activities as a valued part of the educational system, provide them where possible with the support they need and make full use of the expertise they can contribute to all forms of education”.<sup>9</sup>

9. Section III – Policies, Chapter 10 – ‘Role of non-governmental organisations, youth organisations and other stakeholders’

The Compass National Training Courses in Human Rights Education give Organisers the possibility to act as promoters of HRE at national level and thus contribute to the Charter's implementation. Firstly, the training course should raise awareness of the existence of this important legal document and create an understanding of it, thus enabling each participant, in turn, to become a promoter for the Charter.

By involving teachers, the courses become opportunities for teachers to review and enhance the role of HRE in the school education curriculum. The impact of such a course can actually be even more powerful if the training courses aim at promoting HRE among future professionals, for example, future teachers, currently students in higher education. By involving minority representatives in the Compass NTCs, the Organisers assume the important role of providing access to EDC and HRE to discriminated groups. Ensuring access to training courses for a variety of participants contributes to the multiplying effect for human rights education, as participants will share their experience with their organisations and in wider networks.

Additionally, these courses contribute to the implementation of the Charter through promoting intercultural dialogue, equality and respect.

The Charter contains very clear and relevant definitions of human rights education and education for democratic citizenship. By working with the Charter in the training courses, the Organisers contribute to disseminating these definitions in their national languages.

The Organisers can furthermore contribute to the implementation of the Charter through ensuring that courses are based on an educational programme that allows participants to develop their knowledge, skills and attitudes with regard to HRE and based on active participation of learners. Courses should empower learners with knowledge and readiness to act for human rights, through concrete follow-up projects. Not least, it is important to organise an evaluation of the training courses and get feedback from learners.

The Charter recommends taking into consideration the role of both formal and non-formal educational settings and actors, and offering possibilities for both to develop their competences in HRE. The training courses can thus be used as opportunities for linking, in particular, formal and non-formal education stakeholders as part of a common effort for human rights education.

In line with the Charter, the Organisers should seek and create opportunities for dialogue and partnerships with all possible stakeholders for HRE in the organising countries: non-governmental organisations, youth organisations, schools, parents, media, public authorities, education professionals, and so on.

## Youth policy and HRE

A coherent approach at national level would contribute to the mainstreaming of Council of Europe's youth work and youth policy. The Council of Europe promotes youth policies that are based on **human rights and democratic standards**, those which are **opportunity-focused**, involve young people in their formulation and implementation, create conditions for **learning, opportunity and experience**, and are based on robust data collection. Policies should value the role of **youth work and non-formal learning**, stress the importance of a **cross-sectoral approach**, and emphasise the need for **dialogue with young people**. Nevertheless, each country decides what is to be considered as youth policy, so it is important to use the momentum of the training course to raise awareness for its potential to revisit a country's commitment and practice towards youth and human rights. This is why Compass National Training Courses in Human Rights Education should be seen as opportunities to enable young people to become engaged and responsible citizens who advocate for human rights and participate fully in democratic life. This is in line with the second document that underpins the strategic role of the Compass NTCs, which is the Council of Europe's strategy for young people.



The Council of Europe's Youth Sector Strategy 2030<sup>10</sup> was adopted on 22 January 2020 through Resolution CM/Res(2020)2. This strategy provides political guidance and a political road map for the period 2020-2030, and sets as an aim for the youth sector to enable young people across Europe to actively uphold, defend, promote and

benefit from the Council of Europe's core values of human rights, democracy and rule of law, notably by:

- **strengthening young people's access to rights**, so that these young people and all forms of youth civil society can rely on an enabling environment for the full exercise of all their human rights and freedoms, including concrete policies, mechanisms and resources
- **deepening youth knowledge**, so that young people's democratic engagement is supported by communities of practice that produce knowledge and expertise
- **broadening youth participation**, so that young people participate meaningfully in decision-making, on the basis of a broad social and political consensus in support of inclusion, participatory governance and accountability.

The thematic priorities of the youth sector of the Council of Europe for the decade to come are:

- Revitalising pluralistic democracy
- Young people's access to rights →
- Living together in peaceful and inclusive societies
- Youth work.

**(2.b) increasing capacity building and resources for youth organisations and other relevant stakeholders to provide human rights education and advocate access to rights**

*Council of Europe youth sector strategy 2030,  
Res CM(2020)2*

10. Council of Europe, Committee of Ministers Resolution CM/Res(2020)2 on the Council of Europe youth sector strategy 2030, [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=0900001680998935](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680998935)



It is thus important for the Compass NTCs on HRE to be organised so as to contribute to the implementation of this important strategy document, and, more specifically, to understand and assume the important mission of contributing to the fulfilment of the strategy's priority on 'Young people's access to rights'.

## A link to national realities

Understanding how a training course on human rights education fits into the national landscape, and what the need is for such an activity in the social, political, cultural and educational context where it takes place, is of crucial importance. In some countries, the current state of human rights education has been analysed and summarised in publications, in political documents and in reports. A relevant source of information are the studies undertaken by the Council of Europe in conjunction with its regular conferences taking stock of the achievements in EDC/HRE and looking ahead to the future of the field.

- The 2012 conference Human Rights and Democracy in Action – Looking Ahead, and the **Proceedings of the conference**, which contain an assessment of the implementation of the Council of Europe Charter in Member States
- The 2017 conference Learning to Live Together – a Conference on the Future of Citizenship and Human Rights Education in Europe, and the subsequent **Report on the State of Citizenship in Human Rights Education**, which gathers the replies from governments in member states of the Council of Europe.<sup>11</sup>

Questions the Organisers can ask themselves are:

- Who are the human rights defenders, institutions, organisations and other structures which are active in HRE in the country?
- Is there a network for HRE, and are there regular meetings?
- What is the country's view on its current state of EDC and HRE, in the two Council of Europe above-mentioned documents?
- What is the content of periodical reporting by your country to the United Nation's World Programme for Human Rights Education?<sup>12</sup>
- Has an NTC previously been organised in this country? Who organised it and what were its results?

The Compass National Training courses in HRE are contributions to human rights education in Europe. Organisers need to be more than logistical managers, organising the bringing together of young people to learn about human rights. They are human rights advocates, contributing to engaging youth in the management of their future, based on respect, equality, peace and human rights.

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11. The replies from governments can be accessed here: [www.coe.int/en/web/edc/2016-report-analysis](http://www.coe.int/en/web/edc/2016-report-analysis)

12. Click on each of the four Phases to see the National Initiatives for each of them:  
[www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx](http://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx)

Understanding the context for human rights education in its national and regional specificities helps understanding what the format of the Compass NTC on HRE should be: is there a need for a *training of multipliers*, or rather a *training of trainers in human rights education*?

Furthermore, a substantial overview of what the learning outcomes could be for the participants of this training course is also necessary. This could be looked at in the broader context of young people's learning about human rights and democratic citizenship.

- When do young people learn about human rights in your own country and what human rights related competences (knowledge – skills – attitudes) do they develop?
- From what age? For how many years? Within what discipline? Are there “human rights” subjects in the school curriculum?
- In what way will the training course complement that learning *about* and *for* human rights?
- What other actors, besides the school, organise HRE activities? What kind of activities?

## Some remarks on key actors and roles

The responsibility for developing youth competences related to democracy and human rights should be shared by all actors involved in youth development: from parents to school, from youth centres to non-governmental organisations. Human rights education should be organised in a complementary manner in both formal and non-formal education environments.

It is undoubtedly easier to organise an activity within a concrete time and space, with a small team that is easy to oversee; a little bit like a “bubble”. Nevertheless, in order to contribute significantly to the advancement of human rights education in a country, a training course has to become an event which is part of a chain of events, a contribution to a defined plan of action. Of course, states are in different stages of defining a place for human rights education in the national curriculum and in joining non-formal education efforts; nevertheless, Compass National Training courses can be stepping stones in that direction.

Besides the partnership between the Organisers and the Council of Europe's Youth Department, several other stakeholders who could support the organisation of a Compass NTC in HRE and support its implementation are the following:

- The Ministry of Education and the department responsible for the social sciences curriculum
- The Ministry of Foreign Affairs and their international organisations department (for the relationship with the Council of Europe)

- The Ministry of Justice, judges and courts
- The country's judge at the European Court of Human Rights
- The Council of Europe office in that country
- The country's Ombudsman
- The National Human Rights Institute (NHRI), if there is one
- The faculties of law
- Networks and associations of school-related stakeholders (the parents' association, the network of civic education teachers, etc.)
- Local municipalities and their education and youth departments
- Other non-governmental organisations who work for human rights
- Youth centres
- Museums, libraries.



### COMPASS REFERENCE

**Youth policy and human rights education**, p.24-25

### REMINDER

the importance of the training courses for EDC/HRE at national level; how they can serve the Charter and, with it, the recognition of youth policy and youth work.

### QUESTIONS FOR ORGANISERS

*In what ways will the training course that you are organising contribute to the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education?*

Co-operation with all of these at the same time is not necessary or even possible, yet mapping the context for the training course and reaching out to relevant stakeholders will help the Organisers ensure a more articulated activity within the national context and will contribute to a better dissemination of its results.

Two other specific stakeholders ought also be mentioned here: the co-management bodies of the Council of Europe, namely the **Advisory Council on Youth (CCJ)**<sup>13</sup> and the **European Steering Committee for Youth (CDEJ)**<sup>14</sup>. The CCJ comprises 30 representatives of youth NGOs and networks. If the country has a member in this structure, then this young voice can contribute with significant input to the training course. You can watch their catchy presentation video and spot your national representative with the link in the footnote.

In its turn, the CDEJ involves ministries in charge of youth affairs from the member states of the Council of Europe. The CDEJ oversees the Council of Europe's *Youth for Democracy* programme, which is the very programme for supporting the organisation of Compass NTCs.

13. See more details here: [www.coe.int/en/web/youth/advisory-council-on-youth](http://www.coe.int/en/web/youth/advisory-council-on-youth)

14. See more details here: [www.coe.int/en/web/youth/cdej](http://www.coe.int/en/web/youth/cdej)

Here are several ideas for involving the CDEJ members in a Compass National Training Course

#### **Before the Compass National Training Course on Human Rights Education**

- Raise awareness / disseminate information about such an activity taking place!
- The CDEJ member could spread the Call for participants
- CDEJ comprises educational / youth affairs experts who can advise on and co-design the educational programme

#### **During the Compass National Training Course on Human Rights Education**

- A CDEJ representative could attend the training course and share good practices or their expertise
- They could present Council of Europe's standards, approaches and instruments for the youth policy development
- They could advocate for Council of Europe's work in the youth field in general, and HRE in particular
- They can also make resources available (space, infrastructure, promotional materials, etc.)

#### **After the Compass National Training Course on Human Rights Education**

- Disseminate the results of the training course
- Further the efforts in HRE by organising or supporting new initiatives, conferences, projects, etc.

This survey was part of the evaluation of the programme of Compass National Training Courses in Human Rights Education organised between 2017-2019. The report is available online and gives insights into previous efforts in HRE, feedback, and tips from other Organisers.

Not the least, on the list of potential stakeholders, the media also plays a special role. Media was the subject of the previous United Nations Human Rights Education World Programme phase IV, yet there is much more that the media could do in contributing to education about human rights. How does media portray human rights related issues in your country?

## › 5. HUMAN RIGHTS EDUCATION AND NON-FORMAL LEARNING

The National and Regional Training Courses are non-formal learning settings for participants to develop their competences with regard to human rights and human rights education.

Formal, non-formal and informal education are complementary and mutually reinforcing elements of a lifelong learning process. Human rights education should also be envisaged as education to be carried out so as to complement HRE already taking place in the formal education system, as well as in non-formal learning spaces and through informal learning opportunities.

**Formal education** refers to the structured education system that runs from primary (and in some countries from nursery) school to university, and includes specialised programmes for vocational, technical and professional training. Formal education often comprises an assessment of the learners' acquired learning or competences and is based on a programme or curriculum which can be more or less closed to adaptation to individual needs and preferences. Formal education usually leads to recognition and certification.

**Non-formal learning** refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, sports clubs and drama groups, as well as other community gatherings where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing. Non-formal education should also be:

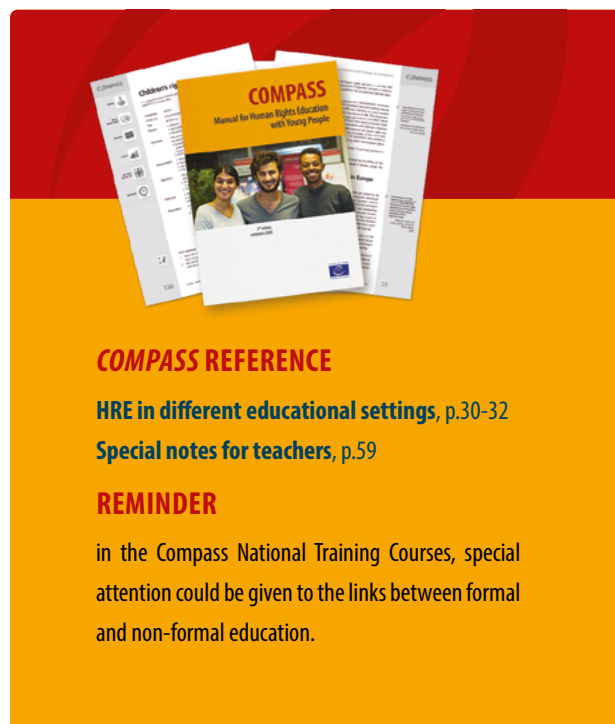
- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centred
- about learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-orientated
- based on experience and action
- organised on the basis of the needs of the participants.

**Informal education** refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience. People learn from family and neighbours, in the market place, at the library, at art exhibitions, at work and through playing, reading and sports activities. The mass media are a very important medium for informal education, for instance through plays and film, music and songs, televised debates and documentaries. Learning in this way is often unplanned and unstructured.”

From *Compass, Manual for Human Rights Education with Young People*

Ever since it was first run, the programme of Compass NTCs has been built around *Compass, Manual for human rights education with young people*.<sup>15</sup> *Compass* was initially intended to be used primarily by youth workers in non-formal educational settings, for example, in after-school clubs, sports groups, church youth groups, university clubs, human rights groups and youth centres. Nevertheless, since its publication, *Compass* has frequently been used in formal educational settings, such as schools, universities and colleges. Teachers have found opportunities to use it in history classes, while teaching civic education, as well as for inspiration in the arts and human rights related projects with pupils. *Compass* is often also used in the training of teachers, when the school decides to integrate human rights into the competences of their staff. Using *Compass* in a formal educational system suffers from time constraints, because a class lasts on average 45 minutes in most countries in Europe. Nevertheless, with the transition towards a more competence-based curriculum, teachers are more ready to create cross-curricular projects for integrating human rights into their teaching, and thus *Compass* has started to be used for more than simply transmitting knowledge, but rather for the development of skills and attitudes for the respect and promotion of human rights.

Because formal and non-formal education are complementary, the Compass NTCs on HRE should be built so as to create alliances and mutual learning between actors and mutual learning between actors and players in both formal and non-formal education, between public and private actors in education, in human rights and in youth work / youth policy. This is how we harmonise our efforts in the upbringing of a generation of young people who value freedom and equality, are respectful of human rights and engage as active citizens with their communities, and this is why, in the Compass National Training Courses, special attention is given to the links between formal and non-formal education<sup>16</sup>



### COMPASS REFERENCE

**HRE in different educational settings**, p.30-32

**Special notes for teachers**, p.59

### REMINDER

in the Compass National Training Courses, special attention could be given to the links between formal and non-formal education.

15. This is why they are referred to as “Compass National and Regional Training Courses”.

16. See the **Special notes for teachers**, in *Compass*, Chapter 1, p.59.

## › 6. KEY INGREDIENTS FOR A QUALITATIVE TRAINING COURSE

The success of a Compass training course on human rights education, as is the case for any other larger scale activity, depends on several factors. These factors are presented below against a series of questions inspired from the **quality standards that the Youth Department has defined for every educational activity**.<sup>17</sup> The quality standards concern the full duration of the implementation – from the training course preparation, throughout its delivery and until after evaluation, and they serve as an assurance to all partners involved in the Compass National Training Course on Human Rights Education (organisers, trainers, participants and their sending organisations) that the training activity is to be organised in the best way possible, given the existing conditions.

Some of these standards might seem hard to measure in the short term, but appropriate attention should be given in the preparatory phase of the NTCs to discussing these elements.

### **1. The training course should be based on needs analysis and relevance regarding human rights education in the country where the course takes place.**

- Does the activity take into account previous efforts for HRE (activities, networks) in the region / country?
- Does the activity address a need in the local context? How was that need perceived?
- How will the Organisers relate to the other stakeholders working in HRE in the country? Could a partnership in implementation be envisaged? How could the other actors contribute to disseminating the results of the activity?
- What are the specificities of that target group and how will the training course contribute to the development of their competences to act as HRE multipliers?
- Is there a pre-assessment of participants' competences? What are their learning needs?
- How does the training course contribute to the recognition of the role of youth work, of non-formal education and to the mainstreaming of HRE in the country?

### **2. The training course has concrete, achievable and assessable objectives.**

- Have the objectives, as written in the application, been revisited by the educational team when developing the programme of the training course?
- Do the objectives also cover the contribution of the training course to the Youth Department's programme?
- Are these objectives truly reachable within the duration of the Compass NTC?
- Can the objectives be connected with specific stages in the programme?
- How will the Organisers measure their achievement from the participants' point of view?

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17. Quality standards in education and training of the Youth Department of the Council of Europe, <https://rm.coe.int/ddcp-yd-etd-2016-202-quality-standards-yd-et-activities/16807c8bb9>

**3. The training relies on an educational programme with clear learning outcomes and designed so as to allow the development of relevant competences for HRE.**

- Is the programme interesting?
- Is it logical? Can trainers see, and are they able to introduce, each session in connection with the previous one?
- What are the foreseeable learning outcomes / what HRE competences could participants develop in each session?
- How will these be made explicit to participants?
- Is the programme built around a variety of methods, and does it take into account various learning needs and styles?
- Is the programme too intense? / Are the days too long?
- Is there space for developing follow-up projects?
- Is there an evaluation process?

**4. Up until the training course, there is timely and adequate preparation. Preparation refers to both educational and administrative aspects.**

- Is there enough time between the start of implementation and the Compass NTC itself to ensure an adequate preparation?
- Will there be a preparatory meeting with the team? Could this take place at least two months ahead of the course?
- What is the list of administrative elements to be tackled during this time? (partnership agreements, promotion, call for participants)
- What is the list of logistical elements to be tackled during this time? (booking a venue, ensuring accessibility for people with limited mobility, dietary needs, transportation to the venue, accommodation conditions, learning space, materials to be prepared, etc.)
- What is on the list, drafted at the end of the preparatory meeting, for the trainers to do?

**5. The training will be designed and delivered by a competent team of trainers.**

- Are the trainers acquainted with the values and work of the Council of Europe?
- What were the criteria for the selection of trainers? What do they know about the topic of the training and how experienced are they in that regard?
- How do the competences of trainers complement each other?
- Is there foreseen time in the preparatory meeting for the team to discuss their work ethics, and are these in line with the human rights related values?



**6. There is fair, transparent and adequate recruitment of participants to the training course in human rights education.**

- How is the Call for participants distributed in your country?
- Will information be given to both successful and unsuccessful candidates?
- Is there a balance in geographical representation?
- How do you ensure access to the training course for groups that are difficult to reach or are usually underrepresented in training courses?
- Has attention been given to gender balance?
- What is the place in the application for participants to express how they will further use the newly-acquired competences?
- Will trainers be involved in the selection of participants?
- Is there a reserve list?

**7. There is consistent practice of the educational principles for human rights education, as promoted by the Council of Europe's Youth Department.**

- Is the training course built on participants' needs and does it take into account their learning preferences / abilities?
- Is there awareness for the need to develop holistically the knowledge, skills and also the attitudes needed for human rights education? Is there a fair balance between the possibilities created in the programme to develop these?
- Are most of the activities based on experiential learning? How much will participants be actively engaged?
- Do activities involve co-operation and co-operative learning?
- Are the trainers aware of the open-endedness of human rights education activities?
- Are participants encouraged to evaluate and critically reflect on their learning processes?

**8. There is adequate and timely documentation and visibility planned in relation to the training.**

- How will be the data for the report due to the Youth Department be collected? By whom and when? Who will be responsible for its timely completion?
- Will there be a way to distribute the results of the training course to a larger audience?
- Is there awareness about the data protection?
- Is there a plan for the visibility of the training course? Is there a person in charge?
- What will be promoted? To whom? When?
- Is there an awareness for the use of Council of Europe's logo?
- Is it possible to specifically make visible the follow-up projects of the participants?

**9. The training course foresees open evaluation and plans it in the programme.**

- Is evaluation part of the list of aspects to discuss during the preparatory meeting?
- What methods are to be used to evaluate the quality and results of the training course?
- Can this feedback be given in a safe space and be received in a respectful way?
- Will evaluation make use of both qualitative and quantitative criteria?
- How will the results of the evaluation be shared with the stakeholders?
- Will there be further evaluation sometime after the training course (for example, six weeks after), and will this include feedback from participants?
- Besides the evaluation by the participants, will there be any means of getting feedback from trainers?

**10. The training course takes place in optimal working conditions and environment.**

- Is the space appropriate for the training course in human rights education?
- Does it allow for the implementation of an interactive programme?
- Is there proper physical access for participants with limited mobility?
- Is there technological equipment for facilitating the visualisation or audibility of certain learning elements?

This is an exhaustive checklist without doubt, but the benefit of giving it some thinking as an organisation is in the fact that it doesn't only concern the Compass National Training Course. **All the educational activities of the organisation could benefit from attention to the above quality aspects.**

## › 7. THE LEARNING ENVIRONMENT

In the previous chapter, we mentioned “optimal working conditions”. For sure, the working conditions play a crucial role in the success of a training course. The possibilities of securing a proper working space for the Compass National Training Courses are sometimes limited by the budget and by the lack of adequate **physical space** in certain places. Nevertheless, when possible, the following aspects should be considered:

- Compass NTCs are non-formal learning activities and thus a space that allows for working in groups, parallel workshops, and interactive sessions should be preferred.
- A court has much to do with rights, but it’s hardly a space that can offer the same comfort and flexibility as a classroom.
- Hotels are often chosen as venues for training courses; nevertheless, a room without windows and often with pillars in the middle that hinder the possibility of sitting in a circle will negatively impact on the visibility, mobility and moods.
- Preference should be given to spaces that benefit from direct daylight.
- Having access to open air, such as a garden, a courtyard or a park, will allow participants to spend breaks in a different setting and this will contribute to well-being; several activities from Compass can easily be organised in the open air.

The learning environment for a Compass National Training Course is more than the physical space. For the training course to be conducive to learning, we ought to look into the **atmosphere of the course**. This is very much the result of the Organisation’s working culture, the efforts of the trainers and participants’ commitment. **Above all, this is education THROUGH human rights.**

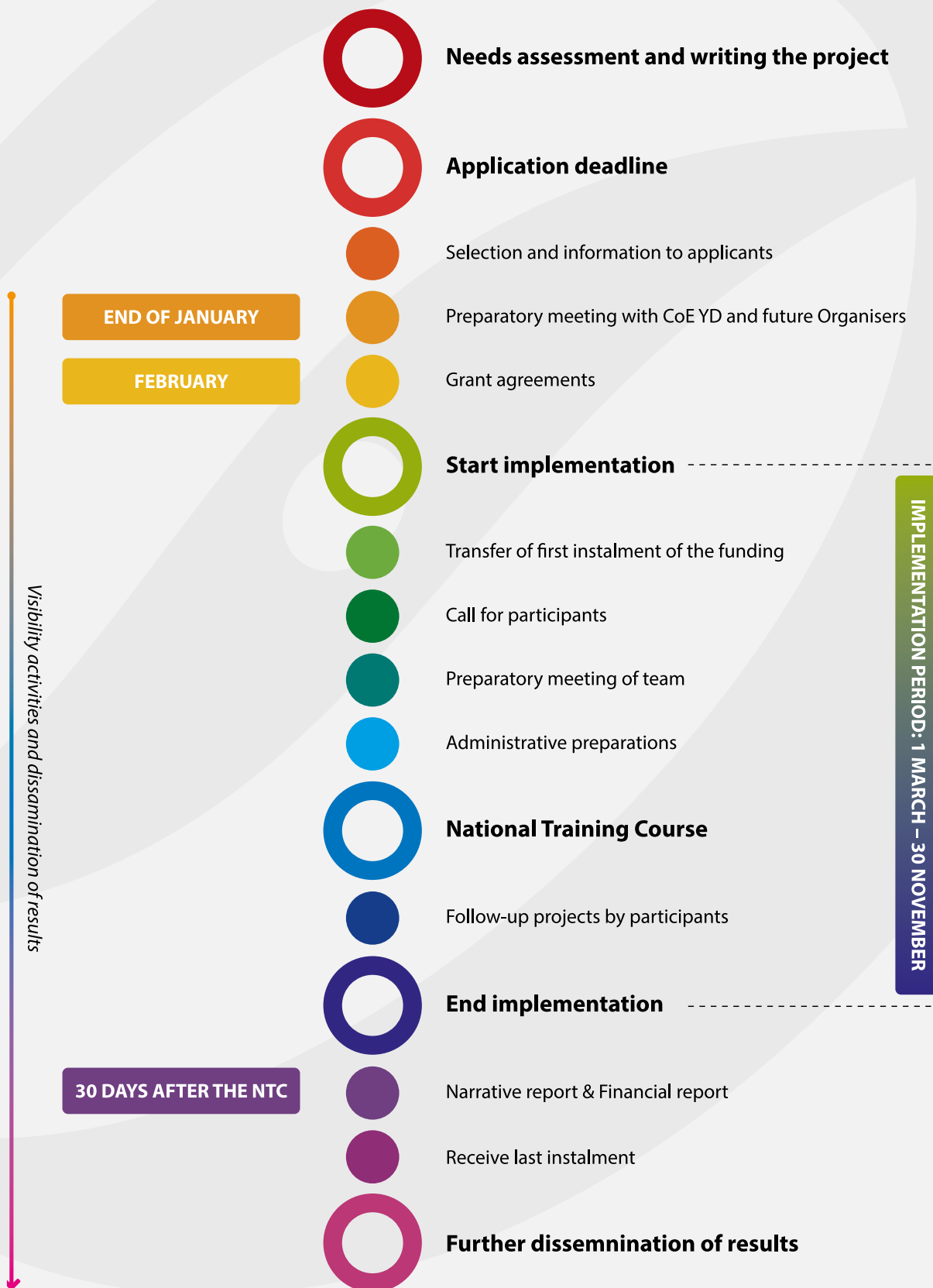
Partnering with local stakeholders can often actually result in solving the venue-related problems. Ministries of Education often have access to space that would be very appropriate for a Compass NTC in HRE. A key person in this regard is the representative of the European Steering Committee on Youth (see the sub-chapter on Key actors and roles).

Here are some reminders:

- A training course in human rights education is based on respect and equality.
  - In organising the activities, the HRE guiding pedagogical principles should prevail.
- The training course is built on participants’ learning interests and needs (participant centredness) and offers possibilities to develop knowledge, as well as skills and attitudes relevant for HR and HRE (a holistic approach).
  - There is a cultivated understanding by the participants of the principles of working on a HRE training course. This can come about, for example, from discussions and ground-rule setting during the introductory group-building exercises.

- Trainers relate to participants with respect, and support their individual learning journeys (open-ended learning, values clarification).
- Trainers understand the role of values, beliefs, emotions and disagreement in working with human rights, and are prepared and able to competently address resulting conflicts.
- Participants are encouraged to participate, to contribute to discussions and to learn from each other.
- Participants feel “safe”. The feeling of safety comes from understanding what is happening and from knowing that there is no pressure to say or do anything that anyone is not comfortable with.
- The training methods address a variety of learning styles.
- Participants are aware of possibilities for feedback during the process, and the content of this is taken into consideration by the educational team, in adjusting the educational programme.

## > 8. TIMELINE OF A COMPASS NATIONAL TRAINING COURSE IN HUMAN RIGHTS EDUCATION



## > 9. ADMINISTRATIVE ASPECTS OF PREPARATION

The deadline for applying to organise a Compass National Training Course in Human Rights Education is usually set for the end of November for projects being implemented between 1 March and 30 November of the following year. The Call is published on the website of the Youth Department, together with all application details. The results of the selection are announced a month later.

For the approved projects, a **preparatory meeting with the future Organisers<sup>18</sup>** takes place at the European Youth Centre Strasbourg at the end of January. The preparatory meeting aims to familiarise the Organisers, as partners of the Council of Europe in the organisation of the Compass NTCs in HRE, with the institutional framework, and to work together towards a future qualitative implementation. This includes:

- a. Clarifying expectations and responsibilities to and from both the Organisers and the Council of Europe
- b. Introducing to the Organisers the work of the Council of Europe on HRE and seek synergies with other activities in the Youth for Democracy programme
- c. Reviewing the role of the Compass NTCs
- d. Building common ground on the expected programme elements and methodology of the courses
- e. Introducing and clarifying the administrative, technical and financial issues related to the successful implementation of the courses.

During the month of February, the grant agreements are prepared and signed by the Council of Europe and the Grantee. The implementation period should start not earlier than 1 March and shall not extend beyond 30 November of that year.

The Organisers benefit from the Council of Europe's support during the implementation. Three types of support can be requested from the Council of Europe, in the application phase. These are:

- **Institutional support**, in the form of recommendation letters to potential partners and funders; official Council of Europe representation; provision of educational materials, visibility of the activities in institutional Internet sites and documents; communication with publishers of Compass and Composito translations.
- **Financial support**, in the form of a grant. The support of the Council of Europe should be complementary to other funding sources, private or public, national or international. It is mandatory for each Grantee to contribute to the project with its own resources or by contribution from third parties. The grant is usually paid as 80% in advance on the signature of the grant agreement, and the remaining amount on submission and approval of the total of expenses.

18. Also called "briefing meeting". Not to be confused with the preparatory meeting of the team.

- **Educational support**, namely either a trainer will be contracted by the Council of Europe to support the partner organisation in the development and delivery of the educational programme, or a trainer can be recommended by the Council of Europe. In the first case, the trainer is usually recruited through a Call distributed among the members of the Youth Department's Trainers' Pool, and a selection is made based on demonstrated experience in the region and in the field of human rights education, as well as parallel topics of the Compass NTCs. The costs for board and lodging of the trainer should be covered by the Organisation, while the Council of Europe covers the trainer's fee and transportation.

Read more about the educational team for Compass National Training Courses on Human Rights Education in the following chapter.

## > 10. TRAINERS AND THEIR COMPETENCES

The role of trainers in designing and delivering an educational programme, leading to the development of the anticipated competences for the training course on human rights education, is of crucial importance and at the core of the Youth Department's educational work.

The Organisers of NTCs are invited to submit a draft programme for the training course as early as at the application phase; thus, it is already useful to know, in the project design phase, **who the team in charge for designing and delivering the training course will be.**

Three types of situations can be encountered in building up a team:

- The Organiser will work with a team formed of previously known trainers (either already employed by the organisation, or trainers with whom the organisation has successfully collaborated in the past)
- The Organiser would launch a Call for trainers to deliver the NTC
- The team delivering a training course will be a mix of known and new trainers. This combination is also the case of NTCs that are in partnership between two or more organisations, and thus the team will be composed of trainers who have never worked together, yet they are individually familiar with the values and activities of every partner organisation.

In putting together a team to design and carry out the educational programme of an NTC, the Organisers should strive to meet the quality standards in education and training activities of the Council of Europe's Youth Department. This involves paying attention to:

### **THE NUMBER OF TRAINERS IN THE TEAM**

A Compass National Training Course on HRE implies a minimum duration of four training days. For such a duration, a team of three trainers is recommended.

### **TRAINERS' COMPETENCES IN RELATION TO THE TRAINING**

When putting together a team, the organisers should make sure that the trainers are able to professionally and complementarily carry out the work. The recruitment of trainers should aim at securing experience and expertise in relation to the topic and objectives of the training course. If the training is specific to a region in the country, the presence of trainers from that region should be ensured. In the case of cross-border training courses, a balanced team would involve trainers from both sides of the borders.

Not least, the team of trainers should be acquainted with the values and work of the Council of Europe and should be able to build and implement a programme that is based on educational principles for human rights education such as the following: experiential learning, learner-centeredness, a holistic approach, a participatory approach, values clarification and open-ended learning.



In the case where the team of trainers considers that it would be beneficial, an expert guest could be invited. In Compass National Training Courses in HRE, teams might consider inviting, for example, a lawyer, the Ombudsmen, or an inspiring human rights advocate.

### THE MULTICULTURAL AND GENDER REPRESENTATION

The educational team should be composed so as to safeguard gender balance, cultural diversity as well as regional representation in the Compass NTC.

### THE EDUCATIONAL SUPPORT BY THE YOUTH DEPARTMENT

Very importantly, besides the financial and institutional support from the Council of Europe, Organisers of these training courses can apply for **educational support**. In this case, the Council of Europe will launch a call, and select and delegate a competent trainer from its Trainers' Pool, with the role of supporting the Organisers in the development and implementation of the educational programme (see previous chapter). In any case, **all Compass National Training Courses benefit from ongoing communication with and competent support from the Council of Europe's Youth Department educational staff throughout the implementation of the activity (from its preparation, until the end).**

The trainers' team is responsible for putting together an adequate programme allowing the course objectives to be reached, the development of anticipated competences, and to be based on Compass.



For further information, see Chapter 13 – 'The training programme of a Compass NTC'

## > 11. PARTICIPANTS: PROFILE AND MULTIPLYING EFFECT

The Compass National Training Courses in human rights education are capacity-building activities that aim at developing the competences (knowledge, skills, attitudes) of **key multipliers for human rights education**. These could be:

- Youth workers
- Youth leaders
- Teachers
- University students
- Human rights activists
- Governmental representatives
- Local municipalities representatives, etc.

Defining what makes the most appropriate target group for the training course is part of the needs' analysis. Some Compass NTCs will focus on only one type of multiplier and allow the programme to go into depth in that aspect (for example, teachers and how HRE can be implemented in schools). Other training courses will prefer to open the participation to whomever feels concerned by HRE. We would discourage the latter because it questions the real need for the training. A training course on human rights education should not be justified by a feeling that "this is the right thing to do", but should be anchored into the political, social, economic and cultural reality of a country, and should look into how HRE could answer some of its human rights challenges or violations.

Having too diverse a group of participants might not allow for an in-depth understanding of each of their contexts. The profile of the participants also determines whether this Compass NTC will focus on training multipliers for HRE or should rather be a training of trainers in HRE.

In terms of numbers, the training should involve at least 18 and a maximum of 40 participants. The reason for the upper limit is because non-formal learning activities involve experiential learning and active involvement in learning by the learners, which is different from attending a conference or a seminar on human rights. Too large a number of participants affects the possibility for each individual to express themselves and for the trainers to manage a real, interactive learning process. Too small a number calls into question the use of resources and the sustainability of the activity at national level.

The Call for participants should state clearly who can apply, and what the expected context and curriculum for the training course are. Special attention should be paid to groups that are harder to reach, either because they come from physically remote areas or because they are not part of the general and known networking loop. Ideally, the

call for participants should be open. The Organiser shares the Call using its own social media channels, through mailing lists, or via direct contact with its own target public or partners. Often these calls are shared by partner institutions working in the same field, by former participants to activities, and they can thus result in a snowball effect. Most importantly, this Call is also advertised on the Council of Europe's Youth Department webpage.

The applicants should be notified on receipt of their expression of interest, and, later on, should be informed about the results of the selection. Generally, the selection procedures should be completed in a timely manner (6-8 weeks ahead of the training course). The selection should be made by the Organisers, preferably in co-operation with the team of trainers. The selection should take place in ways that secure transparency of criteria, objectivity and equality of chances for all those applying. In the selection process, attention to gender balance should also be considered, and priority should be given to participants who demonstrate higher **capacity to become multipliers of the newly-acquired knowledge and skills.**

## > 12. PREPARATORY MEETINGS

A successful training course depends very much on its preparation. The preparation process, namely the period between the start of the funding period and the very dates when the Compass National Training Course is to be organised should include a preparatory meeting. The role of this meeting is manifold. On the one hand, it allows the stakeholders to come together and set a solid ground for the activity. Secondly, it allows the trainers to spend time discussing the principles of their work and becoming a coherent team. Thirdly, it allows the team – organisers and trainers – to select together the participants and identify their very concrete needs for learning. Furthermore, it allows an adjustment of the educational programme so as to answer better participants' needs (as compared with the draft programme submitted at the time of application for funding). Not least, the preparation meeting allows for the discussion of all the logistical aspects related to the training venue and its suitability for the anticipated activities.

Altogether, the preparation meeting allows for the possibility to address all administrative and educational aspects that need to be considered so that the activity flows well. The following concrete elements could also be considered:

### **TIMELY PREPARATION**

A good indicative time for organising the preparatory meeting is at least two months before the training course.

### **TEAM AND STAKEHOLDERS**

The preparatory meeting brings together organisers and trainers and helps them become a team by sharing their working principles, their understanding of the activity and through discussing the details of their involvement. Not least, other stakeholders could attend also this meeting (see special notes on how to involve CDEJ members, in Chapter 4).

### **SELECTION OF PARTICIPANTS AND ADAPTATION OF PROGRAMME**

In an ideal situation, the application deadline for participating in the training course should be set for *before* the dates of the preparatory meeting. This will allow the team of trainers to participate in the selection process during the preparatory meeting and, furthermore, to analyse the participants' profiles and learning needs. An adequate understanding of the group allows trainers to develop the educational programme so as to answer the specificities of that group of learners.

### **AN ADEQUATE DURATION**

A preparatory meeting should last on average two days.

To continue the preparation, it is ideal that the team would arrive *one day before the beginning of the training*, ahead of participants, to revisit the details of the educational programme, become familiar with the training venue and its potential, and to become aware of any last-minute changes in group composition and other circumstances.

## › 13. THE PROGRAMME OF A COMPASS COURSE

The minimum duration foreseen for a Compass National Training Course in Human Rights Education is four days. The analysis of the NTCs organised within the last three years (between 2017-2019) shows that almost half of the organised courses are planned for a duration of five days, about 30% chose the minimum duration (namely four days) and less than 20% opt for a duration of six to seven days. Most probably, the duration of an NTC is also connected with the budget available, but – under all circumstances – the duration should allow for the course objectives set by the Organisers to be met.

The aim and objectives for the Compass NTC are set during the project design phase, before the application deadline. Nevertheless, once the selection of participants has been carried out, the objectives of the course should be revisited and adjusted in the light of the learning needs identified for the course.

As a reminder, the **aim** defines why the NTC will be organised, its purpose and reason for being. It gives a general picture about the issue addressed, the target group involved, the methodology used and the change that it intends to generate. The **objectives** are specific: they describe and quantify what is desired to be achieved, when and how. It should be possible to link all objectives to one or more activities in the programme. Their evaluation should allow the participants and teams to answer the extent to which each of these aims has been achieved through the NTC.

The training course takes place based on a **programme**, developed by the team of trainers in conjunction with the objectives of the course and the learning needs of the participants. The programme is composed of a series of **activities** (or “methods”), organised logically and supporting the development of various competences for HRE. The activities should unfold gradually, building on previous elements (or “educational flow”).

The programme of a Compass National Training Course in human rights education should be built on the principles of non-formal learning and the **approaches to human rights education** as promoted by the Council of Europe. Namely:

- **It should be learner-centred**, meaning that activities should start from what people already know and, further on, allow for a reflection on their applicability and adaptation to participants’ realities, in order for them to gain practical meaning.
- **It should be based on participation**, meaning that participants make the decision about what and how they are going to learn about human rights, according to their own needs and possibilities. Participation requires a supportive environment, which encourages learners to take responsibility for the activities and processes they are involved in.

- It should encourage co-operative learning, as opposed to competitive learning, meaning that various tasks will require participants to work together, thus developing their abilities to co-operate, to negotiate and also to respect each other.
- It should involve experiential learning<sup>19</sup>, through role plays, moot courts, case studies and other interactive methods, and which are followed by thorough discussions (“debriefing”), helping learners understand what they have learnt from the experience.
- It should allow for values clarification, as opportunities for participants to identify, clarify and express their own beliefs and values, and to confront them with others in a safe space, based on dignity, freedom of thought and expression, and respect for the others and their opinion.
- It should be structured as an open-ended learning framework. This means that, in HRE, multiple answers are possible and participants are not steered towards a single common answer. This encourages critical thinking and enables participants to practise becoming confident in expressing their opinions. It also creates opportunities for understanding how to cope with diversity of opinion and negotiate common grounds.
- It should be based on holistic learning, meaning that it will address not only knowledge but also skills, attitudes, values and beliefs related to human rights, in both cognitive and affective domains. It also means that the programme will address various learning styles.

These educational approaches are intended to be based on a process in which the following take place:



The outcome of this process should be the development of competences for HRE that participants can develop. By “competence”, we mean the ability to put into operation knowledge, skills and attitudes in relation to human rights and human rights education.

19. As understood from David Kolb's model of experiential learning

Examples of knowledge, skills and attitudes on human rights from *Compass*:

Knowledge	Skills	Attitudes
<p>Key concepts such as: freedom, justice, equality, human dignity, non-discrimination, democracy, universality, rights, responsibilities, interdependence and solidarity</p>	<p>Active listening and communication: being able to listen to different points of view, to advocate one's own rights and those of other people</p>	<p>A sense of responsibility for one's own actions, a commitment to personal development and social change</p>
<p>Human rights as a framework for negotiating and agreeing modes of behaviour in the family, at school, in the community, and in the wider world</p>	<p>Critical thinking: finding relevant information, appraising evidence critically, being aware of preconceptions and biases, recognising forms of manipulation, and making decisions on the basis of reasoned judgement</p>	<p>Curiosity, an open mind and an appreciation of diversity</p>
<p>The role of human rights and their past and future dimension in one's own life, in the life of communities, and in the lives of other people around the world</p>	<p>The ability to work co-operatively and to address conflict positively</p>	<p>Empathy and solidarity with others and a commitment to support those whose human rights are under threat</p>
<p>The distinction and co-relations between civil / political and social / economic rights</p>	<p>The ability to participate in and organise social groups</p>	<p>A sense of human dignity, of self-worth and of others' worth, irrespective of social, cultural, linguistic or religious differences</p>
<p>Local, national, international bodies, non-governmental organisations, individuals working to support and protect human rights</p>	<p>The ability to recognise human rights violations</p>	<p>A sense of justice, the desire to work towards the ideals of universal human rights, equality and respect for diversity.</p>
<p>Main social changes, historical events and reasons leading to the recognition of human rights</p>	<p>Acting to promote and safeguard human rights both locally and globally.</p>	
<p>Major international instruments for the protection of human rights, such as the United Nations Declaration of Human Rights (UDHR), the United Nations Convention of the Rights of the Child (CRC), and the European Convention on the Protection of Human Rights and Fundamental Freedoms (ECHR)</p>		
<p>The human rights safeguarded in national or state constitutions and laws, and the bodies responsible for their monitoring at the national level.</p>		

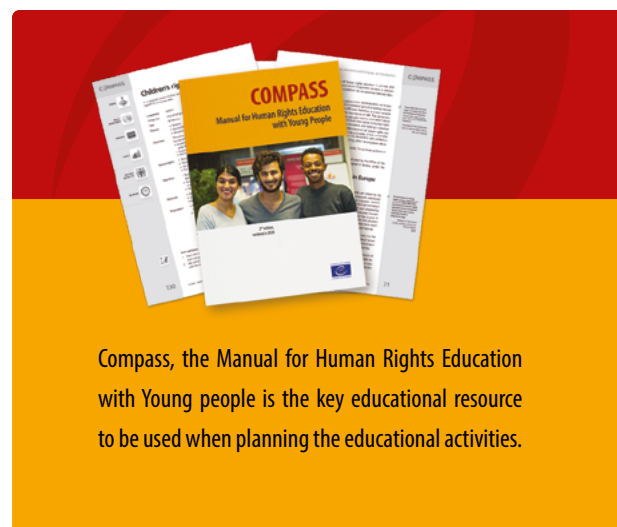
In formulating the objectives of the Compass National Training Courses, the educational team responsible for the training should try to be precise about the competences that HRE multipliers are to develop. The programme should be built so that it allows participants to identify how competent they were before the training course, what their learning needs are, and how much they developed during the training course.

The Council of Europe has developed a **Reference Framework of Competences for Democratic Culture**, to be adapted for use in primary and secondary schools and higher education and vocational training institutions throughout Europe, as well as in national curricula and teaching programmes.

Once the competences to be developed have been defined in line with the objectives of the training course and after the “educational flow” has been set, the team of trainers should additionally find what the most suitable activities (or “methods”) are, according to the objectives to be reached, the group, the space, the time, the team competences, and so on. A good explanation of the programme’s logic will help participants understand how to organise their learning.



All activities in the programme should have a clear educational goal and should be used towards meeting the training course objectives. Every activity in the programme should offer possibilities for various competences for HRE to be developed and this should be foreseen by the team when designing them. Nevertheless, what exactly and how much these competences will be developed is the responsibility of the participants. See, in Compass, the chapter on **‘How to choose an activity’** as well as the **‘General tips on running activities’**. Compass gives in-depth tips for the adaptation of activities and helps educators choose appropriate methods according to the level of complexity, the size of the group, the time at their disposal, and the materials needed. Most importantly, each activity in Compass includes guidelines for debriefing – this very important step in understanding what was learnt through the activity, how this relates to participants’ realities and what kind of action could they take based on this new learning element.



Compass, the Manual for Human Rights Education with Young people is the key educational resource to be used when planning the educational activities.



Here are some types of methods that you can find in Compass:

- Discussion activities (e.g. buzz groups, statement exercises, fish-bowl discussions, debates, ranking, statements in a hat, case studies)
- Drama (e.g. role-playing, simulations, Forum theatre)
- Audiovisual methods (e.g. using or taking photos, cartoons, drawing, making collages, using films, making videos or radio plays)
- Media-related exercises (e.g. newspapers, television, radio).

In the following pages, we present a series of examples for a programme of an HRE training course:

13.1 This looks at the programme elements from the perspective of the **group dynamics**, which is a very important aspect for residential educational activities.

13.2 This looks at the programme elements from the perspective of the **participants' learning journey**, starting from their expectations until the evaluation of what has been learnt.

13.3 This is an illustration of the potential programme flow in an **HRE training course for multipliers**.

13.4 This is an illustration of an HRE Programme in **Training for Trainers**.



### COMPASS REFERENCE

Facilitation, p.46-47

General tips on running activities, p.51-55

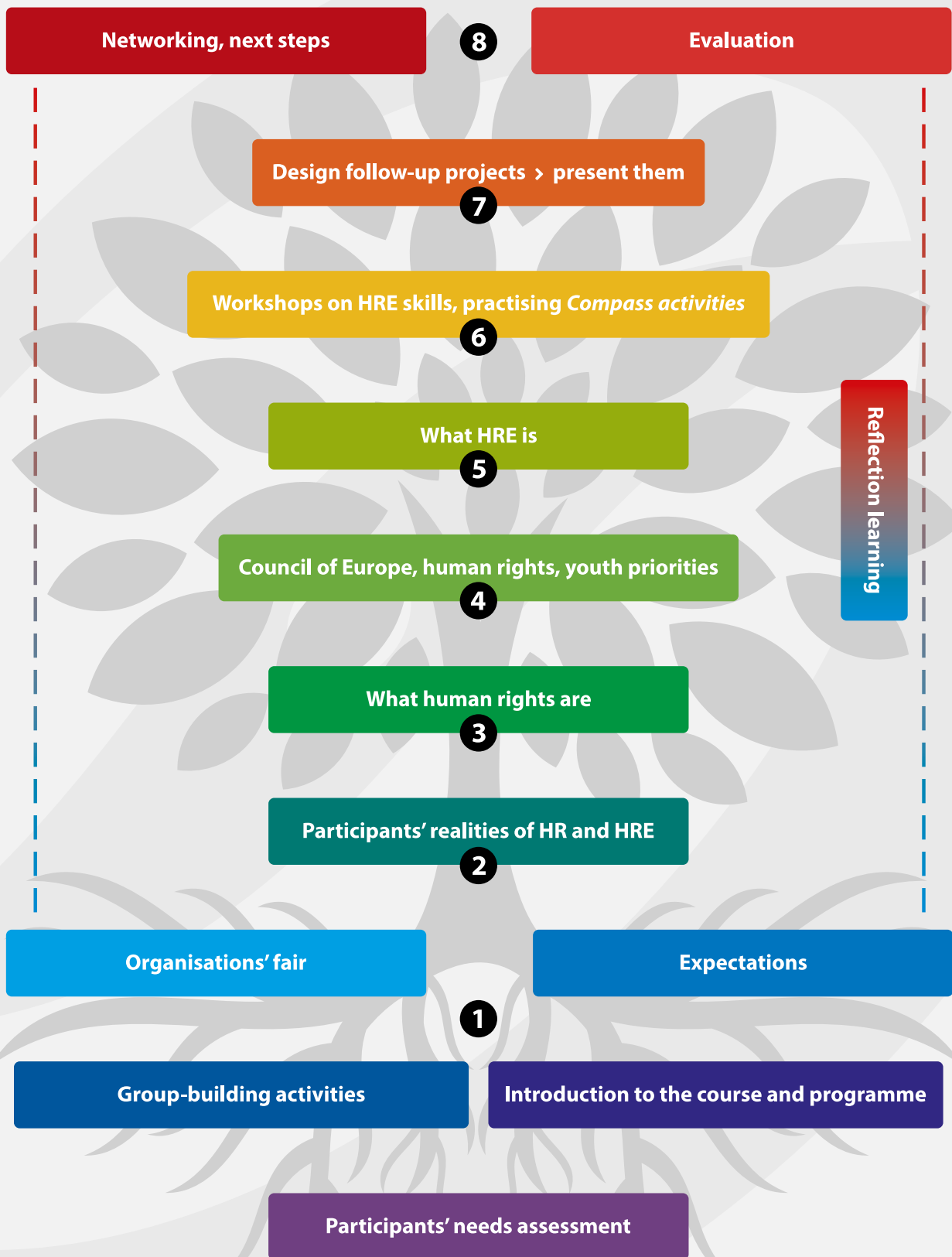
Basic methods that underpin Compass activities,  
p.61-69

## 13.1 EXAMPLE OF PROGRAMME DYNAMICS



<sup>6</sup> based on the model by Bruce Tuckman: *Forming, Storming, Norming and Performing*, 1956

## 13.2 EXAMPLE OF PROGRAMME FLOW



## 13.3 EXAMPLE OF PROGRAMME ELEMENTS

	Day 1	Day 2	Day 3	Day 4	Day 5
Breakfast					
<b>Morning session I</b>	Arrival of participants	The Council of Europe human rights system, the EDC/HRE Charter	A large-scale exercise to explore the potential of HRE activities in practice	Workshops on skills for HRE	Presentation of follow-up projects
Break					
<b>Morning session II</b>	Registration	HR in the context of participants: issues, legal framework, key actors	(continues)	Workshops on skills for HRE	Feedback on follow-up projects Networking Next steps
Lunch break					
<b>Afternoon session I</b>	Group-building activities	Understanding HRE	Me as a human rights educator, an assessment	Designing follow-up projects by participants	Evaluation Certificates Closure
Break					
<b>Afternoon session II</b>	Introduction to the course Exploring participants' contexts and understandings of HR and HRE	Educational approaches in HRE Getting to know Compass	Free time	(continues)	Departures
	What are human rights?				
	Reflection on learning	Reflection on learning		Reflection on learning	
Dinner			Get together for a dinner in town		
Evening	Fair (participants present their organisations and work)	A movie on an HR-related theme	Free	An optional evening programme organised by participants	

## 13.4 EXAMPLE OF A PROGRAMME OF A TRAINING COURSE FOR TRAINERS IN HRE

### Aims of the course

This course aims to develop the competence of trainers in working with human rights education at national and regional level and to enable them to act as trainers or multipliers for HRE, especially through national or regional training courses and local pilot projects organised by partners of the Council of Europe.

### Objectives

- To develop the trainers' knowledge and competence in key concepts of human rights education with young people
- To familiarise the participants with the approaches and activities of Compass (the manual on human rights education with young people) and with how best to use it and adapt it to local contexts and realities
- To review and address the essential competences, skills and attitudes for trainers working with human rights education in non-formal learning settings
- To enable participants to develop activities and programmes for training trainers and multipliers in human rights education at national level
- To prepare activities for disseminating Compass at national and local level
- To associate the participants and their organisations with the priorities of the Council of Europe related to human rights education
- To contribute to the development of a pan-European network of trainers on human rights education with young people and to the mainstreaming of human rights education in youth work and non-formal learning.

### Monday, 6 March

Arrival of participants

19:00 Dinner

20:30 Welcome evening and ice-breaking activities

### Tuesday, 7 March

09:15 Welcome and round of introductions of participants

09:25 Opening of the training course

09:35 Introduction to the Council of Europe and to the European Youth Centre Budapest

10:00 Presentation of the Human Rights Education Youth Programme

10:30 Working groups (exchange of experiences with HRE and getting to know each other)

12:00 Brief history and introduction of Compass

12:45 Lunch break

14:30 Introduction to the methodology programme of the course; expectations from participants

15:00 Competences and experiences of trainers for human rights education – Plenary introduction

15:15 Individual and group work on trainers' competences and experiences

17:30 "Re-Groups"

19:00 Dinner

21:00 The "Fair International Cocktail" at the Rights Café

**Wednesday, 8 March**

- 09:15 Introduction to the day's programme
- 09:30 'The Council of Europe and the protection of Human Rights', presentation by the Directorate General of Human Rights of the Council of Europe
- 10:30 Working groups on current issues and challenges to human rights on national level
- 12:15 Feedback from the groups and questions to the speaker
- 12:45 Lunch break – Possibility for consultations between 13:45 and 14:30
- 14:30 Introduction to the International Bill of Human Rights
- 15:45 Exercise on the universality and interdependence of human rights
- 17:30 Re-Groups
- 19:00 Dinner
- 21:00 Rights Café

**Thursday, 9 March**

- 09:15 Introduction to the day's programme
- 09:30 Exercise on the multiple dimensions and inter-relation between human rights
- 12:45 Lunch – Possibility for consultations between 13:45 and 14:30
- 14:30 'Human rights and main challenges to a universal culture of human rights today'; Keynote speech by Ms Felice Yeban, Centre for Human Rights at the Philippines Manila University, Asian Regional Resource Centre for Human Rights Education
- 16:00 Break
- 16:30 Discussion in groups on the current challenges of HR as raised by the lecturer
- 18:15 Re-groups
- 19:00 Dinner
- 21:00 Rights Café

**Friday, 10 March**

- 09:15 Introduction to the day's programme
- 09:30 'Human rights education: definition, educational approaches proposed in Compass and competences developed with young people'
- 11:00 Coffee break
- 11:30 Working groups on methodologies of human rights education in the practice of Compass
- 13:00 Lunch break – Possibility for consultations between 13:45 and 14:30
- 14:30 Thematic workshops on the educational approaches in Compass and their practice
- 17:30 Information on the expected course follow-up.
- 18:15 Re-Groups
- 19:15 Dinner out

**Saturday, 11 March**

Free day

### **Sunday, 12 March**

- 09:15 Introduction to the day's programme
- 09:30 Compass-based workshops on training-learning related workshops:  
Facilitation • Debriefing and evaluation • Dealing with conflicts
- 12:45 Lunch break – Possibility for consultations between 13:45 and 14:30
- 14:30 Non-formal learning principles and their role in human rights education – introductory input
- 15:15 Compass-based workshops on non-formal and human rights education competence and issues:  
Participation • Ethics • Learner-centredness • Experiential learning • Holistic approach
- 18:15 Re-groups
- 19:00 Dinner
- 21:00 Film night at the Rights Café

### **Monday, 13 March**

- 09:15 Introduction to the day's programme
- 09:30 Designing and evaluating a programme of training in human rights education – introduction and workshops
- 13:15 Lunch break – Possibility for consultations between 13:45 and 14:30
- 14:30 Follow-up of the course
- 15:30 Working groups on approaches for consolidating and developing human rights education with young people
- 17:30 Reports from the working groups
- 18:00 Introduction to follow-up projects
- 19:00 Dinner
- 21:00 Development of follow-up projects at the Rights Café

### **Tuesday, 14 March**

- 09:15 Introduction to the day's programme
- 09:30 Individual and group work on follow-up projects
- 12:45 Lunch break – Possibility for consultations between 13:45 and 14:30
- 14:30 Presentation of the follow-up projects by the participants
- 15:45 Break
- 16:00 Evaluation of the course
- 18:00 Closing of the course
- 19:00 Dinner
- 21:00 Farewell to the Rights Café

### **Wednesday, 15 March**

Departure of participants

## > 14. EVALUATION: WHEN, HOW, WHAT FOR

Evaluation of the Compass National Training Course is more than simply the second-to-last activity of the training course, immediately before the certificates and closure. As it is part of the majority of educational programmes nowadays, evaluation does offer a feeling of “closure” to participants; yet this moment should not be part of the programme without proper clarification of its purpose. Evaluation is a conscious and planned process looking at the conditions for the training and its results.

As such, the team of trainers and the Organisers should clarify the following at the preparatory meeting:

- What are they interested in finding out?
- What will be the evaluation methods that should provide the answers?
- What will happen with the results of the evaluation?

Examples of aspects that could be evaluated in relation to a Compass NTC in HRE:

1. Did the programme meet the objectives set by the Organisers?
2. What competences did participants develop as result of the training? Could they self-assess this growth?
3. Was the training atmosphere conducive to learning? What helped and what hindered it?
4. Were the methods used in training suitable?
5. Were there opportunities to participate, to share with the other participants and to learn from them?
6. How do participants evaluate their own performance?
7. How transferable is the learning experience into participants’ own reality?
8. How confident do they feel to act for human rights as result of the course?
9. How likely is it for their follow-up projects to happen, and what else do they need as support for their HRE work in the future?

It is not easy and straightforward to get a complete picture from all the answers to these questions; this is why they should be addressed by using a variety of methods:

- Oral evaluation, in which participants can express verbally what they think about certain aspects of the training and learning
- Written questionnaires, which allow for more quantitative data, which can be turned into graphs and scales
- Visual elements, which can complement a “picture” beyond words
- Acting, as a way of expressing emotions related to the learning
- Individual as well as pair or group evaluation methods.



Evaluation can be organised at the end of each training day (for example, a short exercise to look at certain elements of the programme, in a graphic way) and consolidated with a thorough evaluation moment at the end of the training course. For training courses that last more than four days, mid-course evaluation can be conducted.

The results of the evaluation should be analysed by the team of trainers and Organisers, and shared with the Council of Europe via the final report. Relevant results can be shared with other stakeholders.

See, in the annexes, an example of an evaluation form which the Organisers could adapt and use to evaluate their own training course with the participants.

## Youth activities, non-formal learning and recognition of learning

Recognising the learning through non-formal education activities has regularly been on the agenda of European youth issues and youth work over the last two decades. As milestones, a first symposium was organised in 2000 by the Youth Department of the Council of Europe. The European Commission White Paper on Youth in 2001 claimed for better recognition of non-formal learning. As a concrete result, the **European Portfolio for youth leaders and youth workers** (2006, revised in 2014) and the Youthpass for Youth in Action activities (as of 2005, today within Erasmus+) have been developed in order to foster formal recognition.

In the Council of Europe, the promotion of non-formal learning/education is a priority notably as a means to ensuring young people's access to education, training and working life. All learning in the youth field enables young people to acquire essential skills and competences and contributes to their personal development, to social inclusion and to active citizenship, thereby improving their employment prospects. Learning activities within the youth field – and youth work in general – provide a significant added value for society, the economy and young people themselves. The contribution and potential of non-formal learning to promoting the core values and mission of the Council of Europe has been recognised also in the Council of Europe Charter on Education for Democratic Citizenship and Human Rights adopted by the Committee of Ministers in May 2010. The charter acknowledges the important role of non-formal education in providing every person with the opportunity of education for democratic citizenship and human rights education. It also states that non-governmental organisations and youth organisations have a valuable contribution to make (...), particularly through non-formal and informal education.<sup>20</sup>

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20. [https://pjp-eu.coe.int/documents/42128013/47261818/Pathways\\_II\\_towards\\_recognition\\_of\\_non-formal\\_learning\\_Jan\\_2011.pdf/6af26afb-daff-4543-9253-da26460f8908](https://pjp-eu.coe.int/documents/42128013/47261818/Pathways_II_towards_recognition_of_non-formal_learning_Jan_2011.pdf/6af26afb-daff-4543-9253-da26460f8908)

- Formal recognition means the 'validation' of learning outcomes and the 'certification' of a learning process and/or these outcomes by issuing certificates or diplomas which formally recognise the achievements of an individual
- Political recognition means the recognition of non-formal education in legislation and/or the inclusion of non-formal learning / education in political strategies, and the involvement of non-formal learning providers in these strategies
- Social recognition means that social players acknowledge the value of competences acquired in non-formal settings and the work done within these activities, including the value of the organisations providing this work
- Self-recognition means the assessment by the individual of learning outcomes and the ability to use these learning outcomes in other fields.

Organisers of a Compass Training Course and the educational teams in charge of implementing the programme should pay attention to:

- Working with the Youth Department towards issuing certificates attesting the participation in the Compass NTC
- Working with key actors in the HRE field in the design and delivery of the training courses, and making sure its results achieve multiplying effects (the EDC/HRE Charter in action)
- Foreseeing methods for assessment of individual learning outcomes (e.g., see the [Reference Framework of Competences for Democratic Culture vol. 3](#), the chapter 'Competences for Democratic Culture and Assessment', page 51, and Assessment methods, page 66).

## › 15. FOLLOW-UP ACTIVITIES

The follow-up of Compass National Training Courses refers to the actions taken by the participants and the Organisers as a result of the training.

### Follow-up by participants

This refers to the ability of the participants in the Compass NTC in HRE as learners to make use of the newly-acquired competences and generate further societal change in the field of human rights education.

#### The nature of these projects depends on:

- the possibilities for action of each participant, whether they come from an organisation within which activities with HRE scope could be organised
- their own competences and preferences.

Dedicated time has to be envisaged during the training course for participants to undertake a needs analysis of their own local context where HRE activities could be organised, and to tailor the activity to their selected target groups. Evidence shows that **planning this in as much detail as possible during the course will ensure better implementation**. The element of success is also enhanced by the process of feedback by the team of trainers during the follow-up planning. Moreover, if the team can maintain contact with the participants after the course, a coaching dimension will enhance the performance of the trainees and will help them reflect further on how to act better as human rights education multipliers.

#### Example of follow-up projects:

- HR- and HRE-related workshops and lectures, carried out by participants, usually in formal education institutions, museums, non-governmental organisations, etc.
- HRE training courses, by participants who work in an educational environment, be it formal or non-formal education and addressing specific groups or professions, such as teachers, students, volunteers, youth leaders, minorities, refugees / asylum seekers, female participants, etc.
- Training courses on HRE as a tool, for example, to combat racism, antigypsism, hate speech, etc.
- Integrating an HRE component into large-scale activities, for example, a session on human rights within the annual meeting of a youth movement or within an annual summer camp
- Peer-to-peer education
- Organising an HR related film screening, photographic exhibition or museum display
- Writing an article on HR / HRE related issues for a newspaper or blog
- Writing new projects for HRE and applying for funding
- Public awareness-raising actions, such as street performances, campaigns on human rights related topics
- Human rights advocacy actions, from the level of a students' souncil in a school that speaks about human rights to their school management, up to a lobbying group for a topic such as equal pay.

Encouraging participants to think about potential partners for their projects will enhance their results. For example, partnering with the town hall's youth department could lead to dedicated activities on human rights organised for young people during a public event (contests, raffles, drawings, posters, etc., with an HR theme). Partnering with a school, for example, one's former secondary school, could support the school in marking International Human Rights Day and even make it a tradition at the school.

Partnerships between participants can also result in enjoyable, productive and solid follow-up activities.

Certain follow-up projects are designed to take place in a formal educational setting, such as a school or a university. In this case, attention should be paid by the participants to the adaptation of the activities in Compass to the more limiting time available during a class. Several relevant guiding ideas are to be found in Compass, under **Special notes for teachers**, in Chapter 1, p.59.

Some of these activities can last a week, such as a training course, while others are a two-hour presentation.

Within the Call for organisers of Compass National Training Courses on Human Rights Education, the Council of Europe's Youth Department invites applicants to think and provide information not only about the type of follow-up activity they would expect participants to undertake as a result of the course, but also about **how they intend to support participants in their future projects or follow-up activities**. Organisers should put in place specific measures to see how the follow-up projects are progressing, through discussion on social media channels, emailings, written feedback asked from former participants, reports that were required from former participants, and offline contacts and meetings. The analysis of previous NTCs organised with the support of the Council of Europe shows that some organisations manage to involve participants in their very own future activities. For example, an organisation that undertakes a programme in schools could involve participants in delivering certain sessions for pupils.

Nevertheless, in line with the recommendations of the Council of Europe Charter for EDC and HRE, the Compass course should be seen as a contribution to the advancement of human rights education in that particular context. It is thus recommended that coherent efforts should be organised in order to publicise the results of the training courses and thus **make other stakeholders aware of the multitude of follow-up initiatives in the HRE field, as well as making the results of these projects available for the wider use where possible**.

## Follow-up by Organisers and their institutions

What happens after the Compass National Training Course in order to make use of the experience is also of utmost importance for the Organisers. By hosting a Compass course in HRE, the Organisers become a recognised and active part in the local efforts for human rights education and/or solidify their position through the partnership with the Council of Europe. For organisations with less experience in human rights education, the NTC raises awareness about the importance of HRE and often determines the development of a new direction of action in their

mission. Those with more experience often report the intention to act more systematically for HRE, for example, by organising a Compass NTC in HRE every year, or developing the organisation's educational programme so that one of the activities will be a training for trainers in HRE organised on a yearly basis.

In the overview of the Compass NTCs organised between 2017-2019, the following three types of initiatives have been mentioned by the Organisers as part of the "after the NTC activities":

- Keeping the group active and connected: offer professional support and consultation opportunities to former participants, or involve them in concrete HRE related activities
- Organising other training courses in the future, about or related to HRE
- Becoming (more) active for HRE and contributing to networking and partnerships in HRE in the country.

Not least, organisations that have already experienced organising a Compass National Training Course, could join forces in the future with a similar organisation from a neighbouring country and organise a regional training course on human rights education. The quality of the previous experience, the wider understanding gained about HRE in Europe, as well as the networking possibilities for regional partnership, are determining factors in undertaking this further follow-up step.



Both participants and Organisers could consider applying for a pilot activity at the European Youth Foundation. [www.coe.int/en/web/european-youth-foundation](http://www.coe.int/en/web/european-youth-foundation)

## > 16. VISIBILITY OF THE TRAINING COURSE

The visibility of a national training course definitely benefits from the age of technology, in which information circulates at high speed and social media channels connect people beyond geographical borders. Nevertheless, the success in ensuring good visibility is given by **clear planning of what is required**.

Many Organisers who lead a successful media campaign do so by appointing a person in charge of the visibility of the Compass NTC. Other organisations already have a media person who responsible for publicising all the activities of the organisation. Making the training course visible could be part of the Organisation's webpage news section, or could even have a dedicated webpage. One possibility is just to put the news on a social media channel and consider it done. However, on the next page you will find an inspiring example of how a news item can be publicised from local media to the Council of Europe's webpage and, furthermore, linked into social media. The example comes from an organisation who managed to put together **a media plan in connection with the training, and who had already started to implement this plan in the preparation phase**. Liaising with the Youth Department helped make the event more visible.

The visibility also refers to the funder of training courses. The Organisers should take all the necessary measures for publicising the fact that the Council of Europe supports the Compass National Training Course for human rights education, that is, in the information transmitted to other partners, stakeholders, on the publicity materials, in the official notices, the reports and publications, and in the communication with the media. **The logo of the Council of Europe** and the Youth Department should be used with due care and consideration..

Ideas for visibility activities:

- News that the training will take place (in the media, on social media, etc.)
- Short promo clip on the organisation's website
- Interview with one keynote speaker about the importance of working for human rights / human rights education
- Tweets about the training, including quotes and photos from the course itself
- A short publication about the activity
- A movie about the training, with care to film its most important stages
- An exhibition.

A solid partnership with key stakeholders for human rights and human rights education helps to enhance the training visibility.

This is an example of the trajectory of the news about the Compass course, part of the excellent media plan put together by the national Organizer for the training organised in Serbia in 2019.



## > 17. DISSEMINATION OF RESULTS

When we talk about the results of a Compass National Training Course in HRE, we need to foresee right from its inception what this national training course will generate, in terms of competences, resources and networking, and how these can be put to use beyond the practice of the Organisation and the geographical space where the course took place.

You can always look at and distinguish between output (concrete and quantifiable results, such as a report, a movie clip, or a summer camp for 60 young people as a follow-up project) and outcomes (longer-term results, for example, a change in the attitude of children as a result of a teacher integrating human rights in the class).

The idea is to look at the results of the Compass NTC beyond the end-point of the implementation period. Among the results that could benefit the HRE field, we can mention:

- **A group of people who developed their competences in acting as human rights educators**

**How could we promote this as a resource?**

Examples: The Organisation creates a small pool of trainers who will start delivering all HRE-related educational activities (from training courses, to info sessions, to celebrations of International Human Rights Day when most schools would actually need a competent guest speaker); the Organisation works with a network of schools where educational activities are organised regularly, so the new trainers could undertake to do part of this work.

- **A series of follow-up projects that were developed by the participants**

**How can these be collected as examples of good practice?**

Examples: The Organisation puts together a compendium / report / publication and makes it available to other organisations working in the field; a movie / videoclip could be made and publicised; the Organisation can write an article for a newspaper or a blog, or give an interview.

- **Concrete activities for HRE (a summer camp, an exhibition, a street performance, a seminar)**

**How can the Organisers support their coming into being?**

Examples: The Organisers and participants become partners in implementing these; the Organisers support the participants' activities by promoting to the relevant public these new opportunities to learn about human rights.

- **A new translation of Compass, Compasito or other educational materials published by the Council of Europe, as well as a group of people aware of how to put them in use**

**How can we promote these in our country?**

Examples: The Organisers arrange a launching event; copies of the publication are sent to relevant stakeholders and potential users, including organisations with a similar profile, schools, youth centres, and so on; links to the e-publication(s) are distributed by email; the publications become part of a regional / national collection of educational materials; the publications are sent to major libraries.



- **A new way of working, for example the course focuses on working with a particular group (trade union youth leaders, women, minorities, etc.) or on a particular topic (refugee, antygypsism, etc.).**

**How can we promote this to all other youth organisations in Europe concerned with HRE and these particular topics, or working with a similar target group?**

Example: A youth exchange could be organised.

- **An explored bridge between formal and non-formal education actors concerned with human rights education.**

**How can this be crystallised and how can this influence the co-operation in the field of HRE between schools and universities on the one hand, and non-governmental organisations in the future on the other?**

Example: Creating or consolidating alliances / networks between human rights educators.

- **A way of working that supports active participation of young people and their involvement in protecting values like equality, non-violence, human rights, democracy.**

**What kind of efforts could the Organisation undertake further to fuel this into youth policies?**

Example: The Organisers could arrange a round-table discussion involving national stakeholders to take stock of current achievements and discuss future steps for human rights education.

- **The training itself is a result, as national activity bringing together educational actors ready to work for human rights.**

**How can this activity be linked with other similar activities in Europe?**

Examples: Staying informed about the other Compass NTCs organised in Europe by consulting the webpage of the Youth Department; participating in larger-scale European events aimed at EDC and HRE and promoting the training and its results.

All these questions and more could be part of the immediate and longer-term strategy of the Organisers of Compass National Training Courses in Human Rights Education.

## > 18. REPORTING

The reporting requirements envisage the team and the Organiser collecting and providing data about the Compass National Training Course for Human Rights Education in the form of a **narrative report** and a **financial report**.

Both reports are to be completed based on templates<sup>21</sup> provided by the Council of Europe, and both are to be submitted within 30 days after the end of the activity.

The financial report is verified by financial services of the Council of Europe. The conditions for what constitute eligible and ineligible costs are explained at the Preparatory meeting (or “briefing meeting”) directly by the staff responsible. These conditions are also explained in detail in the Grant Agreement. **It is recommended that the grantees always check with the Council of Europe’s contact point indicated in the Grant Agreement concerning any doubts or questions about the proper implementation of the activity and related expenditures.**

Concerning the narrative report, the key to not perceiving it as an exhausting activity to be undertaken once it is all over, is rather to discuss the collection of relevant information early on in the preparation phase, and establish what the sources of evaluation will be, as well as the various responsibilities.

Here are some ideas about makes a good narrative report:

- There is a discussion about the content and responsibility for the report during the preparation meeting of the Compass NTC.
- Data for the report is collected systematically throughout the different phases of the implementation.
- The data is collected from a variety of sources (see more in Chapter 14 ‘Evaluation’).
- The report gives a clear overview of the place of the NTC in the national landscape for human rights education and its contribution to it.
- The report measures to what extent the NTC objectives as set by the Organisers were met.
- The report describes the group of participants (profile, number, gender), and how will they fulfil their role as multipliers for HRE.
- The report describes the main learning achievements by the participants, through a competence-based model (knowledge, skills, attitudes).
- The report describes the follow-up projects by participants, and how Organisers’ plan to support these.
- The report gives an overview of the programme flow and methods used in in application of principle of non-formal learning and HRE;
- The report tries to spell out the specific links between the formal and non-formal educational systems.

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21. The templates for the narrative and financial report are sent to the Organisers by the Youth Department. See an example of the narrative report form in Annex 3.

- The report describes the visibility activities organised in relation to the NTCs, and provides related samples, web links and visuals.
- The report evaluates the Council of Europe's support and gives constructive feedback related to the improvement of various aspects related to implementation.
- The report is submitted in due time (30 days after the end of the NTC).

The Organisers often ask how long the report should be, and how much detail is needed. The best answer to this is that the report should be **specific enough and also succinct**. Specific means that all relevant details should be presented in the report. Succinct means that the information in the report has to be coherent, so that all answers to all questions would give the overall complete picture of this activity.

## > CONCLUSIONS

The partnership with national actors in the realisation of Compass National Training Courses on Human Rights Education is of crucial importance for the Council of Europe. This partnership contributes to continuing to promote and protect human rights as the Council of Europe's fundamental value. It is through joint efforts by member states that human rights, democracy and rule of law continue to be the foundation of tomorrow's Europe.

Furthermore, national efforts in HRE contribute to the implementation of the Council of Europe Charter in Education for Democratic Citizenship and Human Rights. By working together, stakeholders build further bridges in consolidating their efforts in educating generations of young people who care for their communities and act as responsible citizens.

Additionally, the Compass NTCs contribute to the Youth Department's mission to mainstream human rights and HRE into youth policy and youth work. By partnering with youth organisations, with governmental institutions, and with various stakeholder concerned by education and youth and human rights, NTC Organisers engage in complementing local, national and European efforts of integrating human rights into the education of all young people. A crucial element in this aspect are the participants of the Compass NTCs on HRE, who become key multipliers in promoting HRE in the Council of Europe member states.

The Youth Department hopes that this publication will help current and future Organisers of Compass National Training Course on Human Rights Education to understand and organise these activities in line with the Council of Europe's quality standards for educational youth activities, namely, to organise National and Regional Training Courses that are based on solid needs' analysis, set out to produce competence-based related outcomes, that are run by professional teams of trainers, are based on coherent educational programmes, involve non-formal learning methods and generate an array of follow-up projects for HRE.

Not least, the Youth Department hopes that both Organisers and participants assume a role of advocate for human rights and human rights education.

In 2021, this programme reaches two decades of continuous partnerships between the Youth Department and National Organisers for the promotion of human rights education.

Thank you all for caring!

## > APPENDICES

### I. List of abbreviations used (alphabetically)

CCJ	Advisory Council on Youth
CDEJ	European Steering Committee for Youth
CoE	Council of Europe
Compass	Compass, Manual for Human Rights Education with Young People
EDC	Education for Democratic Citizenship
HRE	Human Rights Education
HREYP	Human Rights Education Youth Programme
NIHR	National Institute of Human Rights
NTC	National and/or Regional Training Course in Human Rights Education
UN	United Nations
UDHR	Universal Declaration of Human Rights
YD	Council of Europe's Youth Department

## II. Model of application form to the NTCs

### COMPASS NATIONAL TRAINING COURSES ON HUMAN RIGHTS EDUCATION WITH YOUNG PEOPLE 2020

#### Application form

Please type all your answers and answer all questions clearly and concisely.  
Add extra lines or pages as needed, but please keep to the order of questions.

#### INFORMATION ON THE ACTIVITY

##### 1. Training course details

- 1a. Title of the course:
- 1b. Implementation period (start date):
- 1c. Training course (start date):
- 1d. Training course (end date):
- 1e. Implementation period (end date):
- 1f. Number of working days (training courses must have a minimum of 4 consecutive working days in duration):
- 1g. Working language(s) of the course:

##### 2. Name of the applicant Organisation(s):

##### 3. Venue (if possible, provide the address):

##### 4. Aims and objectives of the training course

- 4.1 What is the aim of the training course?
- 4.2 What are the objectives of the training course?
- 4.3 How does the training course intend to make use of Compass and/or Compasito and other Council of Europe educational resources?
- 4.4 Is the training course connected to recently published translations of Compass, Compasito and/or other Council of Europe educational resources on human rights education?      Yes      No  
Please specify:
- 4.5 What is the concrete added value the training course brings to the Human Rights Education Youth Programme of the Council of Europe?
- 4.6 Will the training course support the creation or development of network(s) of key multipliers in human rights education with young people in your country?

##### 5. Programme outline and methodology

- 5.1 What will the main contents and methodology of the envisaged programme be? (Please specify in the course programme how Compass and/or other Council of Europe educational resources will be used during the training course).

5.2 What are the competences addressed by the training course? (What knowledge, skills and attitudes would be addressed through the course?)

**6. Participants in the training. Please provide details about:**

6a. Profile of participants

Youth workers

Youth leaders

Teachers

University students

Human rights activists

Government representatives

Local municipalities

Other, please specify:

6b. Number of participants (the accepted minimum is 18 and the maximum 40)

6c. Relationship of participants with your organisation(s)

6d. Criteria for selection of participants

6e. The planned procedure and calendar for recruitment

**7. Composition (probable) of the team of trainers**

Name of trainer	Organisation	Competences or experience (in relation to the course)
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**8. Preparation**

8.1 Are any preparatory meetings foreseen?    Yes            No

8.2 What is the timeline of the preparation process planned for this course?

8.3 Will the trainers' team be involved in the preparation process? Please specify:

**9. Follow-up**

9.1 What is the expected impact of the training in your community / locality / region in relation to human rights education?

9.2 What follow-up projects do you expect participants to undertake as a result of the course?

9.3 Do you intend to support participants in their future projects or follow-up activities? (be as specific as possible)

9.4 How will your organisation follow up on the training course?

**10. Type of support you request from the Council of Europe (multiple choices are possible):**

Educational support and advice:

Trainer contracted by the Council of Europe (if a trainer is requested, their board and lodging costs will be covered by the Organisation / project)

Trainer recommended by the Council of Europe (and paid for by the Organisers)

Institutional support (please specify, if relevant):

Financial support:

*If yes, please submit your detailed budget proposal using the table below (appendix 2).*

**INFORMATION ON THE APPLICANT(S)****Contact person(s)**

Please provide the name and contact details of the person in charge of the project:

Name:

Position in the Organisation:

Email:

Address:

Telephone number:

**Organisation details:**

Address (include city, postal code, and country):

Telephone (include international dialing code):

Email:

Website:

Are you co-operating with any other organisation(s) in making this request? If so, please give details of the organisation(s), their profile(s) and a contact person(s):

**Co-funding**

Indicate below how your Organisation intends to contribute to the project (either by way of its own resources or by contribution from third parties). Co-financing may take the form of financial or human resources, in-kind contributions or income generated by the action or project.

**Declaration of honour**

By signing this form I, the undersigned, authorised to represent the applicant, hereby certify that the information contained in this application is correct and that the applicant organisation has not received or applied for any other Council of Europe funding to carry out the action which is the subject of this grant application.

I also certify on my honour that the applicant Organisation is not in such a situation as to exclude it from taking part in a Council of Europe grant award procedure, and accordingly declare that the applicant:



- a. has not been sentenced by final judgment on one or more of the following charges: participation in a criminal organisation, corruption, fraud, money laundering
- b. is not in a situation of bankruptcy, liquidation, termination of activity, insolvency or arrangement with creditors or any like situation arising from a procedure of the same kind, or is not subject to a procedure of the same kind
- c. has not received a judgment with res judicata force, finding an offence that affects its professional integrity or constitutes a serious professional misconduct
- d. does comply with its obligations as regards payment of social security contributions, taxes and dues, according to the statutory provisions of the country where it is established
- e. is not, nor is likely to be in a situation of a conflict of interests.

First name

Family name

Function

Name of the organisation

Date

Signature

Please send this form duly completed and signed to:

Council of Europe, Youth Department

Email: [youth.HRE@coe.int](mailto:youth.HRE@coe.int)

Before the deadline!

### III. Model of narrative report to be submitted by Organisers

#### COMPASS NATIONAL TRAINING COURSES ON HUMAN RIGHTS EDUCATION WITH YOUNG PEOPLE 2020

##### ACTIVITY REPORT

This form is meant to help partners of the Council of Europe to report about the activities that they have (co)organised. Please be brief, specific and concise in the information provided. The form and its questions are meant to be neutral; they will not be used to assess the relevance of the activity or the way it was implemented. As per the grant agreement, the form must be submitted within one month after the completion of the course, where relevant with the trainers in the course. Please append also a list of participants and speakers (see template at the end of the form) and the daily programme as implemented.

Please send the complete form to [youth.HRE@coe.int](mailto:youth.HRE@coe.int)

This form does not replace the financial report to be provided also within one month after the end of the course by partners who received financial support from the Council of Europe.

#### 1. INFORMATION ABOUT THE ACTIVITY

Title of the course:

Scope: National                  Regional

Venue(s):

Organisation(s):

Dates:

Working language(s):

Coordinator of the course:

Council of Europe trainer:

Council of Europe programme officer:

Support received from the Council of Europe: Financial                  Educational                  Institutional

#### 2. GENERAL INFORMATION ABOUT THE COURSE

2.1. What were the original aims of the course?

2.2. Which target groups did the participants represent?

Youth workers                  Youth leaders                  Trainers in non-formal education                  Teachers

Students                  Human rights activists                  Government officials

Other, please specify:

**2.3. Information about the participants (excluding trainers)**

Planned number of participants:

Total number of applicants:

Number of selected applicants:

Number of participants who actually attended the course

Gender distribution

Total number of people involved in the course (trainers, speakers, organisers, etc.)

**2.4. How were the participants recruited and selected?**

**2.5. Information about the trainers and guest speakers**

Names of the trainers

How were trainers selected?

Was there a Council of Europe trainer?

**2.6. Objectives of the course (please list the objectives of the course)**

**2.7. Thematic and/or methodological emphasis (please provide details about any specific thematic focus or methodological approach applying to your course (where applicable).**

**2.8. Competencies - Which competencies did your course seek to develop among participants?**

**2.9. Programme (please append a copy of the programme as implemented)**

**2.10. Compass Human Rights themes - Which of the following themes in Compass did the course focus on (maximum 5)**

Children	Environment	Peace and Violence
Citizenship and Participation	Gender	Poverty
Culture and Sport	General Human Rights	Religion and Belief
Democracy	Globalisation	Remembrance
Disability and Disablism	Health	War and Terrorism
Discrimination and Intolerance	Media	Work
Education	Migration	



**3.3. Is there any foreseeable impact of the course on youth policy or youth work in the country/ies covered by the course?**

**3.4. Were there any connections made with institutions or people responsible for EDC/HRE in the formal education systems?**

**3.5. What were the main learning achievements for the participants?**

**3.6. What kind of follow-up are participants expected to undertake as a result of the course?**

**3.7. The training course contributed to developing primarily the competences of ... (approximate figures)**

Trainers in human rights education:

Teachers:

Youth workers / facilitators of non-formal education:

Human rights activists:

Aware and committed youth leaders:

Others (specify):

Comments:

**3.8. Visibility of the training course** - How was the activity reported or referred to on printed or online media, including social media channels? Append links where appropriate.

**3.9. Networking and advocacy** - Has the activity contributed to the creation or reinforcement of any new organisation or network, either formal or informal, advocating and acting for human rights education?

## **4. EVALUATION**

**4.1. To what extent did the course correspond to your initial expectations as organiser(s)?**

0%      10%      20%      30%      40%      50%      60%      70%      80%      90%      100%

Your comments:

**4.2. To what extent were the course objectives achieved?**

COURSE OBJECTIVES (MAXIMUM 6)	1 (not achieved)	2	3	4	5	6 (fully achieved)
Comments:						

**4.3. What were the main conclusions from the evaluation of the course by the participants?**

**4.4. To which extent were the following dimensions of human rights education present in the course?...**

HUMAN RIGHTS EDUCATION IS...	1	2	3	4	5	6	7	8	9	10
Learning about human rights										
Learning through human rights										
Learning for human rights										
Comments:										

**4.5. Support from the Council of Europe**

- What has been the added value of the partnership with the Council of Europe for this activity?

- Your evaluation and recommendations about the support provided by the Council of Europe:

Institutional support :

Educational support :

Financial support:

Other:

**5. FOLLOW-UP**

**5.1 What is the follow-up planned or foreseen by the organisers of the training course?**

**5.2 How will the participants follow-up the course and how will the organisers support their projects, activities or initiatives? Please specify:**

**5.3 Is there any support or follow-up expected from the Council of Europe/ Youth Department for the organisers and the participants?**



## IV. Model of follow-up project development template

### PLEASE COMPLETE THE FOLLOWING FORM TO DESCRIBE YOUR PROJECT

#### I. Basic information about the project

- a. Name of the Organisation implementing the project:
- b. Start of the project (including preparation phase):
- c. Closure of the project (including evaluation and reporting):
- d. Type of project:
  - Training course (local, regional, national, international)
  - Contribution to translation or dissemination of Compass
  - Human rights education activities with young people
  - Study session or international training seminar
  - Development of new sessions or tools, testing and dissemination
  - Advocacy initiative
  - Other, please explain:
- e. Scope:
  - local
  - regional
  - national
  - international
  - other, please explain:

#### II. Background of your project

- a. Why is your project needed? What issues related to Human Rights Education will your project address?
  
- b. What do you expect to learn or practise by implementing the project?

#### III. Project description

- a. What is your project idea? What do you want to achieve?



b. Who do you plan to involve in your project? Who are the target groups?

c. What are the activities in your project?

#### **IV. Implementation**

a. When is the project meant to start and to finish?

b. Please create a calendar of steps you will take in the next three months to start the implementation of your project.

c. How is your Organisation going to support the implementation of this project?

d. What kind of support would you need to carry the project further?

from the participants

from the trainers

from your Organisation(s)

from the Council of Europe

#### **V. Summary of your project**

Write a brief summary of your project – what it is about, why, for whom, what you want to achieve – max 200 words .

## V. Model of evaluation form for participants in Compass NTCs

### I. TRAINING COURSE

#### 1. To what extent are you satisfied with the course?

Not satisfied      Partly satisfied      Mostly satisfied      Fully satisfied

Comments:

#### 2. In your opinion, to what extent were the aim(s) and objectives of the training course achieved?

AIM, OBJECTIVES	1 = not achieved	2 = somewhat achieved	3 = mostly achieved	4 = fully achieved
Insert course aim				
Insert course objective 1				
Insert course objective 2				
...				

Please comment on your choices.

#### 3. This training was an experience in ...

	I disagree	I partially disagree	I agree to a certain extent	I totally agree
Learning <b>about</b> human rights				
Learning <b>through</b> human rights				
Learning <b>for</b> human rights				

Comments:

#### 4. How satisfied are you with the following aspects of the training course?

Training programme:

Not really      Partly      Mostly      Fully

Training programme:

Not really      Partly      Mostly      Fully

Training programme:

Not really      Partly      Mostly      Fully

Comments:

#### 5. What is your impression of the content of the training course?

*\* This could be a place where you look in-depth at the appropriateness and effectiveness of different elements of the programme. These could be listed and evaluated, with space for comments.*

Example:

	1 = not useful	2 = somewhat useful	3 = partially useful	4 = very useful
Group building activities				
Monday, Introduction to Human Rights				

Comments:

**6. What is your opinion of the learning environment?**

*Here you can measure the possibilities for participation, the atmosphere, the way that conflict or disagreements were solved, or the entire group dynamic.*

Example:

MARK WITH AN "X"	YES	NO
The training took place in an atmosphere where I felt safe to learn		
There were opportunities for me to express my opinion		

Comments:

**II. SELF – EVALUATION**

**7. How do you evaluate your own participation in the training course? (Please circle)**

I didn't participate      I participated at times      I participated fully

Comments:

**8. To what extent did the Compass NTC on HRE correspond to your learning needs?**

Not really      Partly      Mostly      Fully

Comments:

**9. How confident / competent do you feel now to implement HRE activities?**

Not confident      Somewhat confident      Very confident

Comments:

**10. How do you intend to transfer the knowledge you gained into your daily work?  
Please give some specific ideas about your plan(s).**

**11. What kind of support do you need from the Organisers of the Compass NTC, after this training course?**

### III. LOGISTICAL ASPECTS

#### 12. How do you evaluate the following?

	1 = not good	2	3	4 = very good
Accommodation facilities				
Food				
Working rooms				
Interpretation				
...				

Comments:

### IV. ANY OTHER BUSINESS

**Do you have any proposals / suggestions / ideas you would like to share with the Organisers of the training course?**



Compass National and Regional Training Courses on Human Rights Education are core activities in the programme of the Council of Europe's Youth Department, as a direct contribution to the organisation's mission of promoting and protecting human rights. These courses are also important to support the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

The courses originated within the Human Rights Education Youth Programme, together with other initiatives such as human rights education forums, study sessions, training of trainers and local projects. They are now part of the Council of Europe's *Youth for Democracy* programme, contributing to the promotion of the inclusion of human rights education within the mainstream of youth work and youth policy.

At the core of the programme of National and Regional Training Courses on Human Rights Education is Compass, the manual for human rights education with young people. Other educational resources developed by the Youth Department are also used within the programme, such as [Composito](#), [Bookmarks](#), [Mirrors](#) and [Gender Matters](#).

These activities introduce and promote the concept of human rights education among key multipliers, such as youth workers, youth leaders, representatives of non-governmental organisations, human rights activists, teachers and teacher trainers.

This handbook provides the organisers and trainers of Compass training courses insights about the essential ingredients for a successful course.

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

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