



DJS/EYCB/TOTHRE/2007/38

21 August 2007

# Training Trainers in Human Rights Education with Young People



COMPILATION OF MODULES  
2004 and 2006

The opinions expressed in this publication are those of the trainers of the course and the editor and do not necessarily reflect the official position of the Council of Europe.

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## INTRODUCTION TO THE COMPILATION

To document a training course remains one of the most challenging for anyone involved in non-formal intercultural training activities. The richness of contents, discussions, processes and individual learning outcomes is such that is nearly impossible to record and analyse. This difficulty is accrued when there is an intention to make those experiences accessible to trainers and learners who were not present in the course.

The leadership of the training courses for trainers in human rights education organized at the European Youth Centre Budapest since 2002 have tried to resolve this question by not producing a documentation of the course as such, but rather the compilation of the session outlines used by the trainers of the course, completed with handouts and presentations by trainers and resources persons. A first compilation of the “modules” was thus published in 2002, based on the first edition of the course. This model was very successful and the modules proved to be extremely useful, not just for the participants in their own training activities but also for the trainers in the following courses, organized in 2003 and 2004.

The “Training of Trainers in Human Rights Education” courses (TOTHRE), have, however, never been the same. Innovations and changes were introduced every year so as to take into account the specific expectations and profile of the group of participants, the developments of the Human Rights Education Youth Programme and the results of the previous evaluations of the course. It seemed, however, unpractical to publish separately the modules of each of the courses not only because they require substantial work to compile and edit but also because an “inflation” of modules could create more confusion than support for training in human rights education. For the courses organised in 2004 and 2006, it was therefore agreed to produce a single compilation with the “best” modules developed in the two courses. This is the compilation.

Like the previous one, this compilation and should be seen as complementary to the materials that already exist, such as Compass or the “all different – all equal” Education Pack, and especially relevant for all those planning training activities based on Compass. This collection includes the modules, with the specific aims, objectives and different steps for facilitation and also the background, outcomes and evaluation of their use in the courses.

The framework of these modules should therefore enable the user/trainer to make a well-informed decision about how to use the modules in their own training context. Needless to say, every module needs adaptation to a specific context and target group, and success in this particular training course does not guarantee success in your own training course.

Although similar, the modules are often very different from each other, not only in terms of contents but also in style. Each trainer has their own way of understanding and writing about aims, objectives or methodologies. We have chosen to leave the differences in style visible instead of attempting to make them uniform. We believe that

this diversity can inspire trainers by showing different ways and preferences for learning and for delivering training.

The compilation gathers modules from both the 2004 and 2006 courses. No particular criterion has been used to choose between one year and the other except for completeness and complementarity (using the modules that were most complete, including new modules that had never been previously used).

Apologies are due for missing materials, texts and hand-outs. No matter how complete we try to be, we can never include everything!

Words of thanks are due to the trainers (Dariusz Grzemny, Paola Bortini, Jana Tikalová, Anila Sulstarova, Goran Buldioski, Svitlana Tymshenko, Ilir Iseni, Silvia Volpi and Annette Schneider). We hope they recognise their work in this compilation. And also to Merit Ulvik who, first as consultant and later as staff member, made sure that all documents could be found and that nothing got lost.

While this publication is addressed, first of all, to the course participants and trainers, we do hope that it may inspire and guide other trainers giving human rights education training, especially those using Compass in national or regional courses or in the context of local pilot projects.

We wish you pleasant reading and, most of all, pleasant practise in human rights education.

Rui Gomes  
Head of Unit Education and Training  
Directorate of Youth and Sport of the Council of Europe

## INTRODUCTION TO THE TRAINING COURSE

### Training for Human Rights Education

Human rights education (HRE) – understood as educational programmes and activities that focus on promoting equality in human dignity – is of incalculable value in the shaping of a European dimension of citizenship meaningful to all Europeans. Those involved in non-formal education in youth work should also consider the evolution, practice and challenges of human rights, with regard to their universality, indivisibility and inalienability, and what they mean to the young people of today.

The Directorate of Youth and Sport of the Council of Europe has acquired an undisputed reputation for and expertise in developing educational approaches and materials suitable to both formal and non-formal contexts as well as to different cultural environments. Its work with multipliers, the impact of projects such as the “all different – all equal” youth campaign, and its long-term training programme have all contributed to the development of projects that make their impact first and foremost at grass-roots level while being pre-eminently European.

For many of the “traditional” partners of the Directorate of Youth and Sport, human rights education has provided the background and values for their projects and activities while being a constant, though not explicit, element in what they do. Among the new groups reached by the activities of the Directorate of Youth and Sport are many which work specifically or more generally in the field of human rights and which now have further possibilities of consolidating their relationship with the Council of Europe. Today, in view of recent events that threaten the foundations of a culture of peace and human rights, a more visible, explicit and conscious approach to human rights education is required and needed.

The experiences acquired during the past two years with the Human Rights Education Youth Programme confirm that the success of European educational projects of this kind depends on:

- The provision of appropriate and accessible educational methodologies and tools (such as the Education Pack “all different-all equal”, Domino and Compass);
- The availability of such materials in the national languages of the users;
- The existence of trainers and multipliers who, at national and regional level, can act as resource persons and train local multipliers (youth leaders and youth workers, teachers and other educators).

With this in mind, the Directorate of Youth and Sport has produced COMPASS - a manual on human rights education with young people. COMPASS presents background concepts essential to human rights education as well as practical activities and methods for use in both formal and non-formal education contexts. Building on accumulated experience of non-formal education and youth work, the manual is based on learner-centred approaches and provides a framework for developing young people’s skills, competencies and attitudes related to human rights education.



Successful courses for trainers in HRE with young people have been held in 2002, 2003, 2004 and 2006. Participants in these courses have remained active in implementing regional and national training and disseminating activities on COMPASS and 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 human rights education, especially through national or regional training courses organised by partners of the Directorate of Youth and Sport and in using COMPASS.

### **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 competencies, skills and attitudes for trainers working with human rights education;
- To design modules for training trainers and multipliers at national level;
- To explore the specificities and points of commonality of the non-formal and the formal education contexts in relation to human rights education;
- To prepare activities for disseminating COMPASS at national and local level;
- To contribute to the development of a pan-European network of trainers on human rights education with young people.

### **Methodology and Programme**

The course is designed to give participants the opportunity to experience and reflect upon activities and concepts central to human rights education based on experiential learning approaches. The course is also designed as a mutual learning situation, where participants can compare their approaches to training and to human rights education across Europe in a dialogical intercultural approach and environment. Contributions from experts in the field of human rights establish a theoretical framework and a common reference point for learning and communication, and there is an opportunity to try out and evaluate some of the activities in COMPASS. Towards the end of the course, multicultural groups of participants design modules for training courses at national or regional level. A diversity of working methods is used for learning about human rights and the approaches proposed in COMPASS. The previous experience of participants, as trainers or educators, is the starting point of the programme and of the learning process.

The programme of the course includes:

- A review of the evolution of human rights education in Europe and the present challenges that it faces;

An introduction to the approaches and structure of COMPASS, the manual on human rights education with young people;  
An introduction to the key instruments and activities of the Council of Europe in the field of human rights and human rights education;  
An analysis of the competencies, skills and values of trainers working with human rights education;  
Opportunities to share experiences and challenges of developing human rights education in formal and in non-formal education settings;  
Practical workshops on skills and attitudes essential to human rights education;  
Opportunities to experiment with and to evaluate different methods and activities found in COMPASS.  
Opportunities to design possible training modules for national and regional courses to be run by participants.

### **Profile of the participants**

This course is designed for participants who are or act as:

- Trainers active in non-formal education, especially within youth organisations and associations, in youth work activities and in other NGOs concerned with human rights education;
- Trainers and multipliers active within formal education systems.

All participants should:

- Already have experience in working as trainers and educators with young people;
- Be able and committed to act as multipliers or trainers for human rights education;
- Be motivated to develop their knowledge and competence in human rights education and to share their experiences with other participants;
- Be able to work in English, French or Russian;
- Be committed to attend for the full duration of the course and be supported by an organisation, institution or service.

### **Team of trainers**

The programme of the course is designed and conducted by a multicultural team of experienced trainers active within the Directorate of Youth and Sport's trainers' pool. They are supplemented by resource experts for specific parts of the course.

## **Programme**

### **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, by *Ms Antje Rothmund*, Executive Director of the European Youth Centre Budapest
- 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 of 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 *Mr David Cupina*, 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 Feed-back 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", introductory lecture by Mr *Alessio Surian*, co-author of COMPASS

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 Boat trip and dinner on the Danube

## **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-centeredness

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. Information session on

The European Year of Citizenship through Education, with *Ms Yulia Pererva*, Directorate of school, out-of-school and higher education of the Council of Europe (tbc)

The "all different – all equal" youth campaign for Diversity, Human Rights and Participation

The Human Rights Education Youth Network

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



DJS/FYCB/TOTHRF/2006/006      Budapest, 6 February 2006

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*Training course for Trainers on Human Rights Education*

6-15 March 2006

Pre-course self-assessment and questionnaire

Dear participant,

This questionnaire is meant to help you to assess and clarify your learning needs and expectations towards the course and support your learning process during and after the course. It will help the team of trainers in the final design and planning of the programme as well as in the evaluation of the course.

This information will be processed anonymously and will not be used for any other purpose than to improve and evaluate the quality and the impact of the training course.

We appreciate if you can take some of your time to reply to the questions and to return it to the European Youth Centre Budapest before **24 February**. You do not need to write a lot, but try to answer all the questions.

Thank you!  
The course team

**Note:** this document is prepared as a form. Simply type in the shaded fields or

---

1. Your Name:

---

***PART I – Your experience***

The course is centred around Human Rights, Human Rights Education and training on Human Rights Education. Some questions may look very similar; please take time to

think of each of them. They will help you to reflect on your competences and experiences in Human Rights Education and in training.

2. How do you consider your level of knowledge on Human Rights?

*No Knowledge*

*highly knowledgeable*

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe briefly the areas of knowledge where you feel stronger and those that that you would like to improve

3. What is your experience as a Human Rights activist?

*No experience*

*highly experienced*

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe briefly your most recent experiences

4. What is your experience in Human Rights education?

*No experience*

*highly experienced*

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe briefly the most relevant experiences

5. How do you see yourself as a trainer?

*Beginner*

*highly experienced*

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe briefly the competences and the skills that you feel most confident with and the ones that you would like to improve

6. How do you see yourself as trainer in Human Rights Education?

*Beginner*

*highly experienced*

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain or comment and describe briefly some of the most recent experiences (if applicable)

7. Your experience with Compass

None	I read some parts	I attended activities where it has been used	I have used it sometime	I use it regularly in my work	I adapted some activities from it	I train people on how to use it
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information or comments

8. Your previous experience with the Council of Europe's Human Rights Education Youth Programme (*multiple answers possible*)

This will be the first time	I attended a study session at the EYC	I am/have been involved in a pilot project	I attended a national or regional course	I have been in the team of a national or regional course	I have been involved in a translating compass	I visited the ACT-HRE platform	I read Compass News
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide information about the activities attended or organised

9. How able and confident are you in communicating in an international environment?  
*Poor communicator* *a successful communicator*

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe briefly the aspects that you feel to have difficulties with

10. How experienced are you as Project manager or organiser?

*No skills* *highly skilled and experienced*

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe briefly the competences and skills that you have and the ones that you need to improve

**PART II – Your future practise**

One of the course's outcomes is the preparation of possible follow-up and implementation of the newly acquired knowledge and competences at local, regional or international levels.



11. Your commitment to developing a project after the course...

Thinking about it...

fully committed

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your comments:

12. What kind of follow-up project on human rights education do you have in mind to implement as a result of the course? *(multiple answers possible)*

Non e	A pilot project	A national or regional course	Translat e Compass	A awareness raising project	HR	Activities in the programme of my organisation	Other <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

Please provide details, if appropriate

13. What support do you have from your supporting organisation to carry out such a project?

<input type="checkbox"/>	Full support and financial backing for any quality project that I suggest on the topic
<input type="checkbox"/>	Full support and financial backing for any quality project that is in line with the organisation' programme
<input type="checkbox"/>	Support but no financial assistance for any quality project that I suggest on the topic
<input type="checkbox"/>	Support but no financial assistance or any quality project that is in line with the organisation mission
<input type="checkbox"/>	Limited support
<input type="checkbox"/>	No support

Comment:

14. Has your organisation carried out any training activity on human rights education before?

<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
--------------------------	-----	--------------------------	----

15. Which difficulties did you or your organisation face when trying to carry out such a similar project?

*PART III – Your development as trainer on Human Rights Education*

The course aims at providing individual and group learning opportunities for your professional development as trainer on Human Rights Education. It also requires a responsible learner able to identify learning needs and ways to satisfy them. The following questions will help you in this process.

16. Which skills/competencies do you hope to gain or improve during this course?

17. What do you expect from the trainers' team?

18. What do you expect from the group of participants?

19. What do you expect from yourself?

20. Your comments about the draft programme you have received:

21. Are you or your organisation part of a network/s for/of human rights education?

No

Yes  which one/s?

What are your expectations regarding networking with other participants and organisations present in the course?

Please e-mail the questionnaire to

[geraldine.grenet@coe.int](mailto:geraldine.grenet@coe.int)

Or fax it to:

Thank you!

## WHAT IS IN A MODULE

1. Title	The title given by the team to the module or session.
2. Background	Why the module is necessary. The context in which it is dealt with: number and profile of participants, what happened before and what comes after. Elements to be taken into account. Relations to the needs of the target group or sub-groups.
3. Aims	The general purpose of the session.
4. Objectives	The concrete objectives or goals that the session seeks to achieve. They also address the learning or educational objectives according to: <i>Knowledge, Skills, and Attitudes</i> .
5. Competences addressed	The main competences, which are exercised during the given session.
6. Methodology and methods	The methodology also includes the approach to make sure that the objectives mentioned above are made achievable. A simple outline of the method is not a description of the method itself.
7. Programme	Timetable of the actual programme implemented.
8. Outcomes	What was actually achieved through the module? This paragraph includes issues that came or were raised by participants in the plenary or groups.
9. Evaluation	This paragraph contains the feedback both from the session (whenever there was feedback) and from other evaluation and feedback expressed by participants. These feedback notes focus on the format of the session and its sustainability – not on all possible aspects that participants may give feedback upon.
10. Follow-up	Notes or suggestions about how the session or its objectives should be consolidated completed or followed up during the seminar or during the course.
11. Materials and hand-outs	Supportive material used during the session, distributed to participants or documents worked out by participants. This is also reference to documents participants might wish to read in order to extend their learning process.
12. Appendices	

## OVERVIEW OF MODULES

Number of the Module in 2004 and 2006	Name of the Module	Year of the Module used in this compilation
M1 2004/2006	Welcome Evening	2004
M2 2004/2006	The First Morning	2006
M3 2004/2006	Trainers' Roles and Competences	2004
M4 2004/2006	The Fair International Cocktail At The Rights Café	2004
M5 2004/2006	Challenges to Human Rights Today	2006
M5 2004 / M6 2006	<b>Development, Current Challenges and Instruments of Human Rights</b>	2006
M6 2004 / M7 2006	<b>Human Rights Within the Council of Europe and in Participants' Countries</b>	2006
M7 2004 / M8 2006	<b>Multi-Dimensions of Human Rights and Human Rights Education</b>	2006
M8 2004 / M9 2006	<b>HRE and Educational Approaches in Compass</b>	2006
M9 2004	<b>Possibilities and Conditions for Follow-Up</b>	2004
M11 2006	<b>Funding of Follow-up Projects</b>	2006
M10 2004	<b>Competences for Human Rights Education</b>	2004
M13 2006	<b>Non Formal Education and Human Rights Education</b>	2006
M11 2004 / M10 2006	<b>Thematic Workshops – General Module</b>	2006
M11 A 2004	<b>Workshop - Gender Equality</b>	2004
M11 B 2004	<b>Workshop on Discrimination and Xenophobia</b>	2004
M11 C 2004	<b>Workshop on Children's Rights – Participation of Trainers in Education Process</b>	2004
M11 D 2004	<b>Workshop on Globalisation and Human Rights</b>	2004
M11 I 2004	<b>Workshop on Social Rights</b>	2004
M10-1 2006	<b>Workshop on Discrimination and Xenophobia</b>	2006
M10-2 2006	<b>Workshop on Peace and Violence</b>	2006
M10-3 2006	<b>Right to Education</b>	2006
M11 2004 / M12 2006	<b>Workshops on Competences – General Module</b>	2006
M11 G 2004	<b>Workshop on Debriefing and Evaluation</b>	2004
M11 H 2004	<b>Workshop on Programme Design</b>	2004
M12-1 2006	<b>Workshop on Facilitation and Group Work</b>	2006
M12-2 2006	<b>Debriefing and Evaluation</b>	2006
M12-3 2006	<b>Workshop on Dealing with Conflicts</b>	2006
M15 2006	Consolidating and Furthering Human Rights	2006

	Education in Europe	
M12 2004 / M16 2006	Transfer of Learning – Revision of Modules	2006
M13 2004 / M17 2006	Follow-Up	2004
M14 2004 / M18 2006	Evaluation and Closing	2006
M16 2004	Consultations	2004
M17 2004 / M19 2006	Re-Groups	2004
M18 2004	The Rights Café	2004

## **WELCOME EVENING**

### **Tuesday, 2 November, 2004**

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### **Background**

Participants have just arrived after a long journey to the EYCB. Some of them are in the centre for the first time; they might be tired, exhausted or even feel a bit anxious. The first evening, the first moment of getting together is important in making sure that everyone finds his/her place around: someone to talk to, someone to listen to. This happens in very informal, however, very important ways. In this very moment the participants have the opportunity to meet for the first time as a complete group. The programme of this module is designed to get to know the participants (names, countries of origin, field of interest etc.) and to raise curiosity for talking to the others. The module is developed in a way to have fun, to relax and enjoy the very first evening. The module functions as an icebreaker, energiser and/or teamwork building, and it is aimed to get the group of people to start together.

### **Aims**

Welcome the group and foster communication between participants in order to create a good atmosphere for interaction and communication.

### **Objectives**

- To welcome participants;
- To get to know each other's names;
- To start to get to know some participants (informally, but in a structured way);
- To break the ice between participants;
- To give a space to create dynamic interaction and interpersonal communication;
- To support and initiate the process of group building and cooperation among the participants;
- To get to know the working environment.

### **Competences addressed**

- Teamwork;
- Co-operation;
- Communication;
- Participation.

### **Methodology and methods**

- Icebreaking is a participatory and interactive (and also physically active) exercise for work in both large and small and big groups using:

- Creative group and individual work methods;
- Interpersonal communication group dynamics and combined methodology for the exchange of information.

## Programme

20:30 Opening the welcome evening

### Exercise "Portraits" (20')

Participants start to work in pairs by drawing portraits *without looking at the paper*. They are encouraged to ask each other two questions to get the person know more. When the portraits are finished, the facilitator collects them all. Then each participant randomly takes one portrait and tries to find the person from the picture. Later, the picture is signed and displayed on the wall for the whole duration of the course.

### Name Game (20')

Participants stand in a circle. Clockwise direction, a participant says: first name and make a body gesture. One by one (but only last three participants) repeats the neighbours' names and gestures, and adds his/her name and gesture. After three names, a 'new triple' starts. This continues until the circle is completed.

### Story of my name and Human Rights Art (15')

Participants are divided into groups of five. Each participant receives a grid relating to his/her name, and is asked to fill in the grid. Later, everyone shares the grid to the group.

Each team receives a marker. Holding the marker together and without words they are supposed to draw a symbol of HR – expressing HR together. Afterwards, each participant will draw something symbolising his/her name. Finally, the exhibition with a short explanation of the collective drawings is open.

### Line up according to.... (10')

The participants are asked to line up alphabetically, according to the first letter of their name, and chronologically, according to their date of birth (day and month only) and the number of hours they have been travelling to reach Budapest – using non-verbal communication!

22:20 Welcome evening continues with drinks and snacks

## Outcomes

The 'Portrait' exercise was a lot of fun and made the participants laugh, which is definitely important for and icebreaker on the first evening. In certain activities (Line up, Name game) some of the movements were involved, which brought physical and energy flow element to the evening. At the same time the activities were very relaxing and participants enjoyed them. Some of the participants continued this very informal evening chatting, drinking and having snacks that were provided.

## **Evaluation**

Even though the participants were tired after a long journey and all, the welcome evening finished rather late, the participants seemed enjoying the evening and the games. The activities fulfilled the objectives of the module. Some of the activities seemed to be far too long, but in reality it was well managed in order to avoid making the participants bored and tired (especially Name-game activity).

## **Notes for further use**

## **Background documents, handouts and further reading**

- Materials needed: coloured papers, markers and pens.
- Grid 'Story of my name'



## **MODULE 2**

### **THE FIRST MORNING**

#### **Tuesday, 7 March, 2006**

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### **Background**

The first formal moments of a training course are always special: they provide an idea of atmosphere and context of the activity. They should be carefully planned so as to allow each partner and stakeholder of the course to be introduced. It should also provide an idea of the rhythm and methodology likely to be used during the course. If it is true that the first moments of a training course are the first ones to be forgotten they are also likely to be the first ones to be remembered if something goes wrong.

First impressions always matter and mark participants more than trainers would sometimes like. Most participants are in a new environment and finally the moment of their lives they have been waiting for has arrived.

We want the participants to feel the importance of the event and that we value their participation and investment in the course: that is the function of the official part.

If we want to be sure that the course is understood as a step in the course of the programme and not a purpose in itself, we need to make sure that everyone knows what the course of the programme is. Sometimes we also need to illustrate this to the officials, the so-called policy makers, in order for them to see that their money is well spent, but also for them and the participants to realize that you are serious about what you do. Training trainers for human rights education is also about training people to promote – and generate support – for HRE.

Participants received all documents explaining in brief the aims and objectives of the course and the methodology, it is crucial for the learning process to be very explicit on the programme planned for the course and the educational principles that lie behind it and reflect on the expectations participants come with to the course.

### **Aims**

- To introduce participants to the institutional and educational framework of the course, its methodology and programme;
- To introduce participants to the aim, objectives, methodology and the programme of the training course and reflect on own experience.

### **Objectives**

- To familiarize participants with the institutional aims of the Council of Europe in relation with HR and HRE;

- To foster the group development process by creating opportunities for participants to communicate and get to know each other;
- To take note of the diversity of experiences and realities related to HR and HRE;
- To enlist and prepare participants for the planning and organization of the training course;
- To clarify the methodology and programme of the course;
- To introduce participants with the approaches and structure of the Compass, the manual of human rights education with young people.

## **Competences Addressed**

- Understanding the institutional interest and objectives behind educational activities;
- Ability to relate educational activities to policies;
- Curiosity and ability to learn from differences and diversity;
- Ability to work with and contribute to the international and multicultural group;
- Understanding the key concepts and methodologies behind a training programme or schedule.

## **Methodology And Methods**

- Official opening – with an important official!
- Creative group work combining visual and verbal communication.
- Plenary presentations on and explanation of the programme and methodology of the course.

## **Programme**

- 09:15 Welcome opening and introduction of the day's programme  
Brief introduction of the participants
- 09:25 Opening of the course by Ms. Antje Rothmund, Executive Director of the EYCB
- 09:35 Introduction to the Council of Europe and the EYCB
- 10:00 Introduction to the HRE Youth Programme
- 10:30 "All those who...go to the opposite side"
- 10:45 Working groups (exchange of experiences with Human Rights Education)  
Starting off; Using Pancho and other cartoons. Engage in sharing of experiences and discussion afterwards.  
Café break included.
- 12:00 Brief history and introduction of Compass
- 12:45 Lunch break
- 13:45 – 14:30 Consultations

14:30 Feed-back on participants expectations

14:45 Introducing the methodology and programme of the training course.

## **Outcomes**

Participants were warmly welcomed by Ms. Antje Rothmund, Executive Director of EYCB who in her brief speech highlighted some aspects, as follows:

The EYCB as part of Directorate of Youth and Sport has been and still is a place where are held many lot activities closely related to Human rights;  
Last year (in 2005) was celebrated the 10-th anniversary of EYCB;  
Compass today is published in 17 different languages. For this year it is planed to be published in 7 other languages.

Ms Rothmund continued with intros about the Council of Europe, focused on explaining the historical development of CoE as a very important institution in Europe. CoE a political organization was founded in 1949. It works to promote democracy and human rights continent-wide. It also develops common response to social, cultural and legal challenged in its 46 state member.

Participants had an opportunity to get to know each other in smaller groups and express their expectations towards the course. the list of expectations is attached to the modules.

## **Evaluation**

Timing for the first session was well prepared, but some unexpected technical problems changed in a way the programme of the morning session. Participants had constructive and fruitful discussions within the groups during the "Pancho`s illustrations" and give them a chance to get to know each other better.

The session was a good start of the training course and managed to create the framework we all are going to work within during the next days.

## **Notes for Further Use**

When planning the programme, it's useful to have some extra time for possible (unexpected) changes and delays of the daily programme.

## **Background Documents, Handouts**

Print-out of slide presentation: the Council of Europe and EYCB;  
Print-out of slide presentation: Introduction of HREYP and Compass;  
Slide presentation: Methodology and programme of the course;  
List of questions for game: "all who...go to opposite side";  
Instructions for the Pancho Cartoon exercise in working groups.

## Appendix

### I. WHAT DO YOU SEE IN PANCHO?

#### Instructions

Ask people to get into small groups.

Give one set of Pancho`s illustrations to each group and ask the participants to look at all the pictures and then, individually, to choose the one that appeals to them mostly – for whatever reasons.

When everyone has chosen, then each person in turn should share their choice saying:

What the cartoon says to them,

Why they chose the picture,

How it relates to their concerns and reality,

How they see it relating to Human Rights and this course,

What are the expectations for this training course that you would like to share with the others?

### II. OUTCOMES OF THE GROUPS - EXPECTATIONS

#### Group 1

To try (compass-) Activities, get to know variations of the activities;

To understand logic of the TC programme;

To debrief activities from the trainer`s perspective.

#### Group 2

To work in small groups;

To work in gender-balanced groups;

To agree on ground rules (dos and don`ts);

To have space for debates;

To doing a `human duties` café;

To share experience of participants;

To share practices on experiences with `compass`;

To be self-critical.

#### Group 3

To keep the balance;

Methodology and content (theory, practice, reflection);

What we learn from the trainers and other participants;

To become a professional trainer (multiplier);

How to implement a project;

To be awake, attentive;

Active listening, tolerance of ambiguity;

To promote human rights;

To be participating;

To be flexible (Time wise, Content wise)

We try to do our best!

#### Group 4

Practical expectations:

To work on practical activities and de-briefing;

Learn new techniques;

To learn more about concrete activities and games on HRE;

To gain skills and methods.

In context experiences:

To share experiences, methodologies, difficulties;

To get a global understanding;

Best practices in various contexts.

Network building:

A network to be created between participants.

Group dynamics:

Food for thoughts (challenges, conflicts);

More facts (knowledge in law, history etc);

Get a feeling of "safety" to go beyond the comfort zone.

Methodology:

To learn concepts about teaching to others;

To create an overall picture in order to build up a general concept on it;

Need for HRE frames.

Others:

Where is Asia? Africa? Where am I? We're missing something: Eurocentric approach;

Need for fresh air and movement everyday;

Learn how to submit projects to the CoE.

#### Group 5

Commitment;

Sharing (methods, experiences etc.);

Respect;

Active listening;

Learning;

Diversity;

Empathy;

Equality.

#### Group 6

Basis:

Knowledge, skills and experiences of all participants, trainers and experts

Way to reach experiences:

Active participation;

Getting to know each others;

Experience sharing;

Controversy (discussions);

Use the microphones, to include all participants in discussions (due to the need to use interpretation)

Compass-related expectations:

How to use compass;

Get skills of trainer's work using the compass;

To be able to educate others on HRE, using the compass

Expectations related to Human Rights:

Simplify HR language;

Share experience about HRE;

New knowledge/ideas about HRE;

New approaches for HRE;

Getting to know different points of views reg. HR / discuss universality of HR;

Discuss: what is democracy? How can it work?

Other expectations:

To develop new skills;

To develop common projects;

To learn more about group dynamic.

**MODULE 3**  
**TRAINERS' ROLES AND COMPETENCES**  
**Wednesday, 3 November, 2004**

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**Background**

This module is an integral part of the first training day and it follows the session on "getting to know each other" and the introduction of the programme and methodology of the training course. The training course focuses on three key elements – training/trainers, human rights and human rights education.

This module is also foreseen as the starting point of the logic of this course, a journey of several days. During this session, the participants-trainers have the opportunity to enter in the course as individuals (reflecting on the roles they have already experienced as trainers or multipliers in the HRE activities they have run and related competences they have used) and also as a group (sharing their experiences and trying to build a common frame in relation to the key issues like trainers roles in HRE and related competences).

The fact that the participants-trainers start to reflect on their experiences and the roles they have played, allow them also to clarify their role and their responsibilities in relation to the course itself and to the learning process they are going throughout during the ToT HRE as individuals and also as a group.

Given the expected diversity of levels and types of experience among the participants-trainers, there is also a need to develop a group interaction and for the participants-trainers to actively listen and take note of each other's experiences and competences in relation to training in HRE. With the shared information of their trainers' roles and competences, participants-trainers can get an overview of the resources available in the group and also of the potential to build up a group and individual learning process starting from the experiences and competences expressed.

In order to encourage the participants' reflections on their roles and the competences used as trainers in HRE, they have been requested to fill in a pre-course questionnaire that had the aim of helping them assess their roles as trainers, educators and activists in HR and also to prepare them for a further reflection on their roles and competences as trainers in HRE during the first day of the training course.

After the reflection on their roles and competences as trainers in HRE and also after having identified "typical" roles as trainers in HRE, the participants-trainers are ready to reflect and to express the learning needs they have in relation to the TC.

**Aims**

The main aim of the module is to stimulate self-assessment of the participants-trainers about their roles and competences in HRE, reflecting on their experiences as trainers, activists, educators in the HRE field. Starting from the participants' experiences and roles

it is foreseen to define the “typical” roles of trainers in HRE and the necessary competences.

## **Objectives**

- To stimulate the participants-trainers to reflect on their experiences, roles and competences as trainers in HRE;
- To encourage a discussion about the core competences of a trainer in HRE;
- To get an overview on the diversity of profiles and competences present in the group;
- To contribute to the group development by making participants aware of their own competences as individuals and also as a group in relation to training in HRE;
- To raise awareness about the role of training in HRE;
- To encourage the reflection of the learning needs of the participants-trainers in HRE in relation to the TC.

## **Competences addressed**

- Self-assessment of individual competences;
- Learning to learn;
- Learning in a group of peers;
- Critical reviewing;
- Ability to relate one’s roles and competences in relation to HRE;
- Empathy;
- Group work.

## **Methodology and methods**

The methodology foresees use of individual work, group work and plenary presentation and discussions. In both, individual and group work, the methodology is based on a learner-centred approach and it uses a map of competences as an assessment tool in order to make the participants self-directed, autonomous and responsible learners.

## **Programme**

15:00 Introduction of the session and its objectives

*Note: The facilitator should be explicit about the meaning of such a session at the beginning of the programme of the Tot HRE. The intro should also refer on the different “actors” involved in preparation, implementation, follow-up and evaluation of a training activity in HRE.*

15:15 Identifying roles of trainers in HRE with young people

Step 1: Ask participants to create buzz-groups of 3 people (neighbours) and discuss possible roles of trainers in HRE with young people

Step 2: Each buzz group should come up with 2 roles of a trainer in HRE (written on a post-it, each role on a separate post-it)

Step 3: Participants stick the post-its on a flipchart (already prepared for that purpose) Make a round and collect the roles and cluster them in plenary setting (on a flipchart)



*Note: 3 team members to be involved: One facilitating the round, second one organising and clustering the post – its and third one writing them down legibly.*

15:40 Step 4: Introduction of the discussion in small working groups  
Brief explanation of the expected process and results from the working groups  
Link between role and competences. Provide a definition of competences  
(Competence = knowledge + skills + attitudes/values)  
*Definition:* Competence is a set of knowledge and experiences that a person is able to understand use and transmit to learners in an educational context based on appropriate values and attitudes.  
Use example of “training on peace actions” to illustrate the definition.  
*Acquiring competences:* How to equip one for the roles/actions to perform?  
Splitting into 6 facilitated groups.

15:50 Group work on the roles and competences (kick off)  
*Note: Each facilitator should introduce the entire process and consequently the “grid” for individual reflection and assessment, first phase in this process (see Appendix 1)*  
Individual reflection on “myself as a trainer in HRE”: from the experiences to the roles and to the competences used  
Mapping the roles that the participants/trainers have taken in the HRE activities in which they have been involved

16:00 Coffee break

16:30 Group work on the roles and competences (continued)  
*Note: Each facilitator should introduce the Tree and explain the expected outcome.*  
Sharing and reflecting on roles taken and individual competences of participants  
Identifying similarities and differences of participants’ competences (and roles)  
Creating a “Tree (list) of roles and related competences” of trainers in HRE with young people

Expected outcome: At the end of the discussion, each group is expected to create a tree where the main branches are the roles and the leaves on each branch are the related competences. The visual presentation should be supported by 3 min presentation in plenary.

17:45 Report by the groups in plenary (presentation of the trees)  
Discussion, comments and closing of the exercise

18.30 Introduction of re-groups  
1<sup>st</sup> meeting in Re-groups (see for instructions in Module 17).

## **Outcomes**

After the buzz groups exercise, the participants identified the following roles for a trainer in HRE with young people:

- Facilitator
- Moderator

- Resource Person
- Specialist in HR
- Transmitter of knowledge about HR
- Motivator
- Empowering young people
- Confidence builder
- Creator of "space for participants"
- Advocate
- Awareness Raiser
- Provocateur (Challenger)
- Multiplier

The outcomes of the working groups about roles of a trainer in HRE and related competences were the followings, represented by a tree:

Group 1

Roles (Branches)	Competences (leaves)
Facilitator of individual learning	Ability to create a safe atmosphere Empathy Communication skills
Resource person on HR	Basic knowledge Examples Ability to address issues on HR
Advocator on HR	Believing in HR
Learner	Active listening Critical thinking Openness
Team worker	Sense of humour Tolerance Self assessment
Need analyser	Critical thinking Inclusion Flexibility
Evaluator	Objectivity

Group 2

Roles (branches)	Competences (leaves)
Motivator	Challenger Identify the needs Optimist
Facilitator	Creating space Honesty Time keeper Ability to deal with conflicts Moderator
Multiplier	Encourage young people
Role Model	You believe what you do

The roots of the tree symbolised the characteristics that a trainer should have, while delivering training in HRE: ability to self reflect, tolerance, positive attitude, knowledge

of HR, open minded, flexibility, sharing, knowledge of HR and cultures, societies, self reflection.

### Group 3

Roles (branches)	Competences (leaves)
Facilitator	Know the target Critical thinking Conflict management Communication skills Knowing training techniques Knowing how to handle group dynamics Flexibility Adaptability Time keeper Creativity
Resource person	Knowledge of HR Open to learn Knowledge about what happens in the world
Motivator	Provocateur Motivating for further actions Real life experience Entertaining

### Group 4

Roles (branches)	Competences (leaves)
Advocator	Committed to defend HR Initiate changes Motivate
Resource person	Knowledge of the HR documents Presentation skills
Team worker	Cooperation skills Tolerance Respect
Facilitator	Feedback skills Communication skills Good listener Flexibility Patient Sense of time

### Group 5

Roles (branches)	Competences (leaves)
Facilitator	Presentation skills Ability to handle the group dynamics Communication skills Summarising/paraphrasing
Awareness raiser	Knowledge of HR Activist Creativity
Motivator	Creativity

	Energetic Idealist Ability to identify the potentiality in the participants
Resource person	Good ideas Consultant Knowledge of the topic

Group 6

Roles (branches)	Competences (leaves)
Facilitator	Flexibility Communication skills
Evaluator	Ability to give feedback Evaluation of the work
Advocator	Promote HR Make people able to stand for HR
Awareness raiser	Intercultural competences
Motivator	Intercultural competences
Confidence builder	
Transmitter of knowledge	Knowledge of HR Ability to use the equipment Communication skills

The trunk was representing the values that a trainer in HRE should stand for like "respecting HR".

At the end of the presentations, two main remarks were made about the roles and competences for a trainer in HRE:

- The specificity of a trainer in HRE comes out, while speaking about competences more than speaking about the roles s/he supposed to perform.
- One additional competence that a trainer should possess is that one of provoking, challenging participants in order to facilitate their learning process and also in order to raise their awareness.

## Evaluation

The participants had intense discussions and sharing in the small groups about the roles and competences for a trainer in HRE. Some participants made a very analytical reflection on the competences needed for a trainer in HRE, others were more focusing on clarifying the terminology used (roles and competences and the link between them).

The presentations can be seen as starting point for further reflection on the roles and the competences required to a trainer in HRE.

## Notes for further use

It could be interesting after the presentations to devote some time to debate about the "specificity of the roles and related competences" of a trainer in HRE. Saying that, it will be important to anticipate the presentation of the programme and methodology in the morning in order to devote all the afternoon to the session on "roles and competences"

## **Background documents, handouts and further reading**

- The Grid for self reflection
- Tree map
- Excerpts from Compass: knowledge & understanding, skills and attitudes in human rights education

**MODULE 4**  
**THE FAIR INTERNATIONAL COCKTAIL AT THE RIGHTS CAFÉ**  
**Wednesday, 3 November, 2004**

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**Background**

After the first working day participants need to have the opportunity to get to know each other better in an informal way. Any Human Rights Education event should also be a process that gives the participants chances to learn and personalize through non-formal and informal education. The Fair International Cocktail evening is made of what participants bring to share with others from their own cultures. Since this is a course on Human Rights Education and, Human Rights are indivisible and interrelated, participants are asked to bring products that respect and claim rights. The evening is also meant to be a celebration of cultural diversity as expressed through food, drink, music or other forms of cultural expression.

This evening, prepared partly by the participants, is considered as the launching moment of the RIGHTS' CAFE

During the Fair International Cocktail participants learn from each other not only through cultures, music, and food, but also through finding more on the origins of products brought to the fair, efforts for environment protection in respective countries.

The Fair International Cocktail is meant to create an atmosphere of learning and sharing. Participants are initially advised to look into the way the production business and markets respect human rights and environmental issues and select their representing object for the Fair on that basis. They are also encouraged to bring objects symbolising a current human rights issue or problem in their country. There is hope that this will make the Fair not only a real learning opportunity for the participants, but will also serve as a reflection point enriching the interest for what will happen later in the course.

**Aims**

To support participants with an informal area where they have the chance to socialise and learn from each other and each others culture.

**Objectives**

- To get to know each other better;
- To think of our consumption in everyday life;
- To address the issues of a healthy environment;
- To share some practices on Human Rights at national level;
- To launch the Rights' Café;
- To facilitate the integration in the group;
- To facilitate the reflective learning related to Human Rights.

## **Competences addressed**

Communication and ability to share and exchange;  
Creativity;  
Participation;  
Development of a critical attitude towards HR issues.

## **Methodology and methods**

After a short speech for the opening of the RIGHTS' CAFÉ participants are asked to contribute with what they brought from home. Participants will present individually the food from their country and an object which has a meaning for participant. The others will listen to the presentation, ask questions, and give feedback to each other. In an informal environment after the presentations music and dance will help them to be integrated into the group.

## **Programme**

20:00 Preparation for the evening

21:00 Official launch of the RIGHTS' CAFÉ – a short speech and cutting of the ribbon

21:15 Presentation of food and objects brought by the participants

22:00 Celebrating – music and dance

## **Outcomes**

## **Evaluation**

## **Notes for further use**

## **Background documents, handouts and further reading**

All information was given in the “Preparing for the course” documents.

## **Appendix**

## I PREPARING FOR THE COURSE

### 1. Programme and Objectives

Together with this note and the invitation to the course, you should have also received a draft daily programme. The course being prepared and run on the basis of a methodology that stresses active participation and commitment of all those involved and on co-management of elements of common concern, the programme is subject to regular changes and adaptations before and during the course.

### 2. Preparing for the Contents

In as far as possible, participants are expected to have a minimum understanding of the main issues addressed in the programme, notably:

Compass

Human rights

Human rights education

Training in non-formal education contexts

The Council of Europe

The Human Rights Education Youth Programme

Below are some tips and suggestions for reading and preparing on these issues.

Compass

Together with this and other preparatory documents, you have received a CD ROM containing the provision on-line version of Compass. The CD Rom is readable using an Internet browser, such as Netscape Navigator or Internet Explorer. Please note that you do not need to be connected to the Internet to read the CD Rom (all you need is a CD Rom driver and an Internet browser). The French version is in PDF format, readable in Adobe Acrobat Reader only (you can download it from <http://www.adobe.com> ) If you have not received it (yet), you can consult the relevant sections at <http://eycb.coe.int/compass/>

You do not need to read through the whole manual, but we would appreciate if you could take some time to read the following sections:

Introduction

Chapter 1 – Brief guide to HRE and Compass

Chapter 4 – Background information on Human Rights

Human rights

In addition to what you will find in Compass (chapter 4), in case you have connection to the Internet, we suggest you to consult the site of the United Nations High Commissioner for Human Rights (UNHCHR), at: <http://www.unhchr.ch/> and read through some of the "issues in focus".

Other useful sites:

Social Watch: <http://www.socwatch.org.uy>

Amnesty International: <http://www.amnesty.org/>

Human Rights Watch: <http://www.hrw.org>



United Nations Development Programme (UNDP), especially the UNDP reports and the UNIFEM section: <http://www.undp.org/>  
International Federation of Human Rights, <http://www.fidh.org>

#### Human Rights Education

Compass provides some basic knowledge on human rights education and what it entails, for the trainer and organiser. You can go further by reading some sections in the Human Rights Education Associates site, especially in the Resource Centre:

<http://www.hrea.org>

Also highly recommended, the site of the People's Movement for Human Rights Education: <http://www.pdhre.org/>

#### Training in non-formal education contexts

A trainer in human rights education should also be competent in...training. The Council of Europe and the European Commission have a Covenant on youth worker training, within which some interesting materials have been produced which are of interest to all trainers. We would particularly recommend the Training Kit (T-Kit) on "Training Essentials", available in PDF format at:

<http://www.training-youth.net/site/publications/tkits/tkit6/Tkit6.htm>

In any case, don't miss chapter 1 of Compass (section "How to use Compass").

#### The Council of Europe

For the Council of Europe, its web site should be sufficient. Particularly worth maybe the pages dedicated to Human Rights and to Youth. Start at: <http://www.coe.int>

Of major usefulness, the booklet The Council of Europe and the Protection of Human Rights can be downloaded on PDF file from

[http://www.coe.int/T/E/Human\\_rights/prothre.asp](http://www.coe.int/T/E/Human_rights/prothre.asp) for the English version

#### The Human Rights Education Youth Programme

Although not fully up to date, the site of the HREYP still provides essential elements and information that are important to the course. In particular, you will find there information and download forms for expressions of interest for national and regional training courses and about applying to pilot projects in human rights education.

<http://www.coe.int/hre>

In the site you will also find links to the criteria and application forms for national training courses and pilot projects. That may be useful for planning your follow-up.

#### Current issues and challenges to human rights in your country

(For Friday 5 November)

In order to prepare for the discussion, first have a look at the following web site:

<http://hudoc.echr.coe.int/default.htm> . This is a database of the case law of The European Convention on Human Rights. The database is available in French and English.

Once you open the web site write in the field 'respondent' the name of your country. You will be provided with the list of the cases against your country according to the violated articles of the Convention (second column). Open some of them according to

your interest and your expertise you have on the situation of human rights protection in your country. While reading, reflect on the following:

Is there a specific prevalence of the violation of certain articles of the Convention?

What struck/surprised you while reading the cases?

What difficulty does your national system of human rights protection face?

Choose one or two cases (the most interesting for you) and bring them with you to Budapest. You can also refer to the web site of UN Treaty Bodies responsible for monitoring the implementation of different treaties within the system of protection of human rights in the United Nations. The web site <http://www.unhchr.ch/tbs/doc.nsf> is very easy to navigate. You can enter from this website the Human Rights Committee (on the rights side) or click on the left side navigation tool bar where you will find the link → by country. Choose your country from the list and have a look at the documents. Looking at the Amnesty International Annual Reports can be also very useful in preparing for the course. Please go to

<http://www.amnesty.org/ailib/aireport/index.html> . You will find here the last report on Amnesty International work and its concerns throughout the world. The report is published in English. If you want to read the report in your language please refer to the web site of your national branch of Amnesty International.

In case you experience any difficulties in searching these web sites please contact Dariusz Grzemny ([darek.grzemny@plusnet.pl](mailto:darek.grzemny@plusnet.pl) ).

The second thing we would like you to do is to find the basic information on the system of protecting human rights in your country. You may consider looking into the Constitution of your country and checking what rights are guaranteed to the citizens (and the mechanisms to protect them).

### 3. The Rights Café

During the course evenings, an informal café will function at the European Youth centre. The café is a place for socialisation, informal discussions, games, plays and music. The idea of the café is that it is run and animated by participants (an animator will be invited for the first days). The team has some suggestions to help you prepare for the café before arriving.

Read a book!

It is nice to exchange impressions and discuss the opinions about a book that we may all have read. An interesting and easy reading is the first major work of the 2002 Nobel Prize for Literature, Imre Kertesz (from Hungary). The book is short and readable in a few days. You might find a translation into your mother tongue. Title in English: Fateless; title in French: Etre sans destin– Uniform original title: Sorstalanság

Bring your music or your favourite human rights film

Music is welcome, as well as films or documentaries that you would like to share with others. You can bring them in CDs. DVDs or videotapes. Please remember that the course will be held in English and Russian!

### 4. The Human Rights Education Resource Centre

Within the EYCB there is a library and resource centre that you can use during the course. The resource centre is full of resources for learning and training about human rights and about many other related topics, including trainers' competences and general issues related to learning in non-formal education.

You may start planning your learning process for the course before arriving at the EYCB. You may, for example, consult the resource centre and check if there are things that you would like to consult while here. Therefore, in the attachment you will find a document that allows you to have an overview of what is available to you. Use it and take note of what interests you. In case you wish to order some books before coming, you can take contact with our librarian Gabriela Tisza [gabriella.tisza@coe.int](mailto:gabriella.tisza@coe.int)

You can also consult it online at <http://eycb.coe.int/eycbwwwroot/eng/EYCBlibrary.asp> and run a search on "human rights education" or training", for example.

## 5. Preparing the follow-up of the course

The course aims at training trainers who will act as multipliers and trainers in their respective, countries and organisations. One of the forms of follow-up that we encourage is the organisation of national or regional training courses, usually in cooperation with the Council of Europe.

Another possibility that you may want to use is the set up a pilot project that may even be eligible by the European Youth Foundation (please consult:

[http://www.coe.int/T/E/Cultural\\_Co-operation/Youth/4\\_Financial\\_support/](http://www.coe.int/T/E/Cultural_Co-operation/Youth/4_Financial_support/) ).

But you may have already some other concrete idea in mind...please discuss it with your colleagues or board of the organisation before the course!

Whatever may be your case, we would encourage you to make some research within your organisation or country about what are the priorities or what are the interests of your partner organisations, institutions or colleagues. This way it is probably easier for you to think of a follow-up that is both realistic, feasible and worth working for.

The information about conditions for the national and regional courses is available at the HREYP site: <http://www.coe.int/hre>

The Youth programme of the European Commission also provides possibilities for supporting human rights education projects with young people. For the general conditions and contact of national agencies or coordinators of the programme in your country, please consult the web site of the European Commission at [http://europa.eu.int/comm/youth/index\\_en.html](http://europa.eu.int/comm/youth/index_en.html)

## 6. What to bring with you?

Information about your work with human rights and human rights education;  
Elements from you culture(s) to share with the rest of participants in the Fair International Cocktail (please see the specifications below)

Proof of all the travel expenses and visa costs you wish to reclaim; please be sure to bring a receipt or invoice for the cost of your plane ticket.

Your or your organisation's bank account details and address of the bank, if you wish to be reimbursed by bank transfer;

Any dictionaries you might need.

An alarm clock.

A large towel and a bathing costume if you intend to visit one of Budapest's famous thermal baths.

Any documents on human rights and human rights education that you may wish to donate to the HRE resource centre of the EYCB (any language).

## 7. The Fair International Cocktail

In the evening of Wednesday 3 November, the Fair International Cocktail will be organised, and the Rights Café will be open.

The Cocktail evening is meant to be a celebration of cultural diversity as expressed through food, drink, music or other forms of cultural expression.

The evening will be made of what participants bring to share with others from their own culture(s). You are thus kindly invited to bring things to share with others in this evening.

Since this is a course on human rights and human rights are indivisible and interrelated, we ask you to consider bringing only products which:

Are produced by companies respecting the human social rights of their workers;

Are environmental friendly (e.g. with recycled packaging, making use of natural products, not using genetically modified organisms);

Do not use child labour;

Have not either been smuggled or the object of tax evasion.

Please bring also one object (e.g. book, a record, a poster...) symbolising a current human rights issue or problem in your country.

## 8. Weather conditions

November in Budapest is usually cool, perhaps even cold; with a high likelihood of rain (occasional snowfalls are also possible).

## 9. Working, Sleeping and Eating

The course will be held at the European Youth Centre Budapest (EYCB), where everyone will also be lodged. For an overview of the facilities and services of the EYCB, please consult the "conference facilities" section of the EYCB site: <http://www.eycb.coe.int>

European Youth Centre Budapest, 1-3 Zivatar utca, H-1024 BUDAPEST, Hungary  
Tel; + 36 1 212 40 78 / +36 1 438 1060 Fax: + 36 1 212 40 76

10. Experts and resource persons

In addition to the team and their competences, the learning process during the course will also be facilitated with the knowledge and experience of invited guests and resource persons.

Alessio Surian (Italy) started as a trained psychologist and a music therapist and ended up a trainer and author of educational materials on global issues. Over the years has consulted several international solidarity and intercultural education NGO's and was the Co-ordinator of the Global Education programme of the North-South Centre of the Council of Europe. Alessio is the director of the Fontana Foundation (Padua, Italy) and the co-ordinator of a pool of trainers in intercultural and global education at CEM Global Education Centre (Brescia). Co-author of COMPASS and involved in further training seminars on HRE based on it. Alessio will be present at the course on Saturday 6 November.

Antje Rothmund (Council of Europe), Executive Director of the European Youth Centre Budapest since 1999. Antje Rothmund has a rich experience in the training and education field, was tutor at the European Youth Centres in Strasbourg and Budapest and youth worker on local and international levels. In the Human Rights Education Youth Programme she follows presently, among others, the national and regional training course and the expressions of interest for translations of Compass. Antje will open the course on Wednesday 3 November.

Felice Yeban (Philippines) is the Director of the Centre for Peace, Gender and Human Rights Education of the Philippines Normal University in Manila, Philippines. She is also Member of the Board of the Asian Regional Resource Centre for Human Rights Education (ARRC) in Bangkok, Thailand. Felice will address the course on Thursday 4 November.

Laura De Witte (Portugal) A French national living in Portugal for the last seven years, after doing a European Voluntary Service, Laura has worked for 6 years in an international youth organisation as project coordinator, tutor of volunteers and trainer. At present, Laura works as a free-lance trainer in issues related to the citizenship and participation of young people, especially those from disadvantaged or minority backgrounds. In her work, Laura uses several forms of artistic and creative expression. Laura will start the Rights Café and assist the team and participants in the social and cultural dimensions of the course.

Stefano Valenti (Council of Europe) works at the Directorate General of Human Rights at the Human rights co-operation and awareness division. His work include, among others, training and awareness rising in human rights for specific professional groups (e.g. police officers, judges and prosecutors, etc.). Stefano will introduce the human rights protection system of the Council of Europe on Friday 5 November.

11. The team of Trainers

A competent team of trainers is in charge of preparing and delivering the programme. The team has been composed so as to secure both competence in training and in human rights education and, especially, to guarantee also experience of working at national or local level with human rights education.

These are your trainers – and a short abstract about them. Especially for the purpose of consultations, it may be useful to help guide you to ask for an appointment or receive suggestions and support.

Anila Sulstarova (Albania)

Currently working as psychologist at Bethany Social Services in Tirana, Anila is also member of the political board of the Albanian Youth Council. Graduated clinical psychology she is currently a Law student at the University of Tirana, and a second year student in the Master in Psychology program at the same University. She has taken part in several trainings of the Council of Europe on Human Rights and diversity and other International training for youth work and leadership. She has experience with training courses in Kosovo and with international training courses in Tirana. Working in multidisciplinary training team remains a challenge for her.

“You can consult me about issues related to human rights, diversity management, trauma of human rights abuse, children’s rights, value education, youth work good practices.”

You can consult me in Albanian, English, French and Italian. [anilasulstarova@yahoo.com](mailto:anilasulstarova@yahoo.com)

Dariusz Grzemny (Poland)

Works as a trainer and youth worker in the Association for Children and Young People "CHANCE" in Glogow (Poland). Runs different youth programmes and projects mainly for disadvantaged young people. Involved in many training activities on national and European levels, mainly on the issues of youth work, gender, discrimination, violence and intercultural learning. Recently Darek has organised and coordinated national and regional Training Courses on Human Rights Education organised in Poland within Council of Europe's Youth Human Rights Education Programme.

“You can consult me on Intercultural learning; Violence prevention; Project management; Fundraising (e.g. social sponsoring); Non formal education; Methodology of human rights education; Youth work; Gender issues; Peer education, Networking and the “Youth” programme of the European Commission.

You can consult me in Polish, English, Russian and French.” [darek.grzemny@plusnet.pl](mailto:darek.grzemny@plusnet.pl)

Goran Buldioski (European Youth Centre Budapest)

Educational Advisor at EYCB since September 2000. In this capacity involved in several Training courses, Assistance programme, co-author of T-Kit “Training Essentials”. Previous experiences include involvement in youth work on national level through the National Youth Council of Macedonia, delivery of national and international training activities in the non-formal education sector. Most of them are for young people -

multipliers and trainers, but also for NGO leaders and employees of developmental agencies and foundations.

“You can consult me on setting up National and regional training courses in human rights education, Project management; Monitoring and evaluation (or training activities and projects); Communication; Team work; Non-formal learning; Experiential learning and Learning styles; Competence development and assessment of youth multipliers; Leadership; Intercultural learning; Organisational management and development; Youth Work. Regional youth work (especially South Eastern Europe and partially South Caucasus)”.

You can consult me in Macedonian, English, and French. [Goran.buldioski@coe.int](mailto:Goran.buldioski@coe.int)

Jana Tikalova (Czech Republic)

Involved since 1997 in different NGOs as a youth worker, co-ordinator of human rights activities, teacher, project manager, consultant, and fundraiser. Founder of OPIM (Organisation Supporting the Integration of Minorities) that focus on non-formal education and intercultural dialogue through projects and training. Jana works as a free-lance trainer and project manager. Academically, she is a social and cultural anthropologist with specialisation in migration, minorities, refugees, Roma rights, cultural diversity and intercultural dialogue.

“You can consult me on: Planning and organising; Designing training programmes and projects (pilot and short term projects); Communication; Teamwork; Fundraising; Research methods (academic, training, NGO); Non-formal education in formal educational settings; Methodologies in a youth work; Supervision, conflict management. Specific issues: Roma, refugees, minorities, migration, intercultural dialogue and identity.”

You can consult me in Czech, Russian and English. [jana@opim.cz](mailto:jana@opim.cz)

Silvia Volpi (Italy)

Since 1992 she's member of VEB, Accademia Europea cultural association in Florence. Since 2004 she's president of the organization and particularly in charge to co-ordinate the educational activities especially those related to HRE in the non formal and formal settings. Since 2000, she's member of ENOA to promote youth participation and social inclusion using the tool of action training. Involved also as trainer in different training courses at national and international level about HRE, Youth participation and citizenship, local development. During the last 3 years she was actively involved in the organization of the 1st and 2nd national training course on HRE within the Council of Europe “Youth HRE programme”. She's one of the translators of the COMPASS into Italian.

“You can consult me on: organizational and project management, non formal education, teamwork, networking, youth participation, evaluation, Youth programme of the European Commission, designing activities in HRE for the formal and non formal educational system”.

You can consult me in Italian, French and English. [s.volpi@vebaccademia.it](mailto:s.volpi@vebaccademia.it)



Rui Gomes (European Youth Centre Budapest)

Programme and Training Administrator at the European Youth centre Budapest (Directorate of Youth and Sport of the Council of Europe), Rui is also the coordinator of the Human Rights Education Youth Programme. Before this, Rui worked as a free-lance trainer, tutor at the European Youth Centre, secretary general of a youth organisation, a teacher. Co-author of Compass and of the "all different-all equal" Education pack.

"You can consult me on: the Council of Europe. The Youth Programme on Human Rights Education. Compass. Human Rights and Human Rights Education. Intercultural learning. Minority rights. Gender equality and gender-based violence. Project management. Citizenship. Discrimination and Xenophobia. Evaluation."

Consult me in English, French, Spanish and Portuguese. [Rui.gomes@coe.int](mailto:Rui.gomes@coe.int)

See you in Budapest!

Bon Voyage!



**MODULE 5**  
**CHALLENGES TO HUMAN RIGHTS TODAY**  
**Thursday, 9 March, 2006**

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**Background**

Every person who is involved in human rights education ought to have a minimum understanding of the key principles, norms and standards on human rights, such as their universality and indivisibility.

Trainers in HRE are more than facilitators of interactive and interpersonal learning processes. Human rights education presupposes the knowledge of one's own human rights as a right in itself and as part of the emancipator and transformation role human rights education has the potential for (cf. Article 28 of the UDHR).

This implies that trainers have to be acquainted with the historical evolution of the concepts of human rights. Obviously they should also be acquainted with the basic instruments protecting and promoting human rights, most notably what is usually referred to as the International Bill of Human Rights. This knowledge and understanding of Human Rights (HR) should allow trainers to be able to recognise and address (at least in educational terms) cases of violation of Human Rights in everyday life and be capable of relating them to the respective documents and mechanisms for the protection of Human Rights.

Human Rights, however, are not static and understood the same way and in the same form everywhere. They evolve and their understanding needs to be contextualized, even if they are universal. It is therefore important to reflect and critically look at the current challenges and issues related to human rights today, how participants see them and how they relate to those issues and partly dilemmas. Some of those dilemmas may concern trainers in their personal life, they certainly concern them in their professional role as trainers because they should be ready to address those issues in their own groups.

After the introductions to the international legal framework of human rights, this module provides food for thought and reflection about human rights today in relation to current issues. It will also have the motivational and inspirational function. Once these general dimensions of Human Rights have been understood and clarified, the foundations for following the modules on Human Rights Education are established.

**Aims**

To raise participants' awareness of the current trends, challenges and dilemmas of universal Human Rights today and to provide a framework to understand and discuss contemporary issues related to Human Rights.

## Objectives

- To further discuss the concepts of human rights;
- To present and discuss current dilemmas and challenges to Human Rights today;
- To provide participants an opportunity to identify and discuss human rights issues in everyday life;
- To develop a broader understanding of human rights, their universality and their expression in a globalised world;
- To explore the relevance of the documents and mechanisms addressing these issues.

## Competences addressed

- Knowledge on different human rights and contemporary challenges in HR;
- Ability to understand the logic and rationale behind the concept of HR;
- Ability to address cases of violation and/or promotion (protection) of human rights;
- Critical thinking in relation to human rights and its implication in their role as trainers and practitioners in human rights education.

## Methodology and methods

The methodology consists of a combination of lecturing and group discussions. It also involved creative reporting on the results of discussions. The methods used are educational talk, questions and answers session, small group work (6-7 groups) and an awareness raising exercise.

## Programme

14:30 Introduction to the afternoon programme. Setting the framework

14:40 Exploring current challenges to human rights nowadays

Participants are split in 6 groups:

All groups are going to discuss what current challenges human rights and the system of their protection face nowadays. After the discussion the groups prepare and present the "report" covering the issues that were discussed in different form:

- 2 groups present the outcome of discussion in a form of mimed drama (based on the activity from Compass "Act it out!")

- 2 groups present the outcome of discussion in a form of a speech (Based on the activity "Just a minute" – in this activity called "Just 2 minutes")

- 2 groups present the outcome in a form of a banner (based on the activity "Front page" – in this activity called "Front line")

See detailed description of tasks in the appendix to this module

15:20 Presentation of the groups and short discussion

15:50 Coffee break

16:15 "Talking lecture" based on the outcomes from the group presentations.

17:00 Different dimensions of life (Flower exercise)

17:15 "After flower" reflection – What can I do to make my flower look more beautiful? Participants are asked to individually set the objectives for their lives.

17:30 Short session in plenary, if needed – sharing the reflections (voluntarily)

17:45 Creation of the wall of inspiration. Participants are asked to come up with the statement(s) that is the answer to the question: Why am I involved in human rights education? The statement should be glued to their picture (made in advance and printed) and put on display in plenary.

18:00 Re-groups

19:00 Dinner

## **Outcomes**

The groups came up with different reports presenting the result of discussions on the challenges to human rights nowadays, referring to freedom of movement being restricted as the result of terrorist attacks, the concept of universality of human rights being unclear and sometimes not applicable, racism, etc. The groups not only concentrated on the challenges and dilemmas to human rights but also tried to identify the violations of human rights. The session was followed by the open talk and plenary discussion with the participants on different challenges connected with universality of human rights. The session finished with the "personal" touch, trying to analyse one's life through human rights or using human rights as a tool to evaluate a life of a person. Participants were asked to draw individually a flower representing different dimensions of their lives – spirit, body, relationships, mind, work, world and play. Each dimension was represented by the petal of the flower. The question posed to participants was: How much do you take care of each dimension of your life? The answer to this question should have been reflected in the size of each petal. This was a moment of reflection on own life in relation to human rights.

## **Evaluation**

The whole session created very mixed feelings. Some participants liked it as the moment for self-reflection and relating human rights to themselves, after being introduced to human rights the day before. They pointed out that it was good to have a session on human rights as moral standards, not only legal provisions. However, for some of participants it was too emotional and unnecessary as it did not bring anything new to their development both as persons and trainers. The discussion in plenary was too long and did not really bring answers to many questions. The working groups on challenges to human rights were evaluated positively but lack of time was mentioned as the obstacle to reach the satisfactory level of discussions. The shift from the challenges to human rights to the personal reflection on own life was not clear and a bit disconnected from the logic of the session.

## **Notes for further use**

The aims of the session should be better explained to participants before it actually happens. More time should be given to discuss the challenges to human rights in smaller groups.

## **Background documents, handouts and further reading**

instructions for the working groups on challenges to human rights nowadays

## **Appendix**

### INSTRUCTIONS FOR THE GROUPS

#### Group 1 and 2: (ACT IT OUT)

Your task is to discuss current challenges to human rights nowadays. What are they? Why are they?

After the discussion, prepare the "report" of your discussion in the form of dramatic representation to show to the others what challenges you have been discussing about.

You are not allowed to use words – this must be a mimed presentation.

All members of the group must be involved in the presentation. However, you may use different materials and props, if needed.

You will have 5 minutes to show your drama in plenary.

#### Group 3 and 4: (JUST 2 MINUTES)

Your task is to discuss current challenges to human rights nowadays. What are they? Why are they?

After the discussion, prepare the "report" of your discussion in the form of a "speech". You should talk non-stop for 2 minutes, without hesitations and repetitions.

You can appoint 1 person to deliver the speech or decide to do it together.

Remember – this is an official speech, not a "comedy theatre".

You will have 2 minutes to give your speech in plenary to the audience of experienced trainers in HRE.

#### Group 5 and 6: (FRONT LINE)

Your task is to discuss current challenges to human rights nowadays. What are they? Why are they?

After the discussion, prepare the "report" of your discussion in the form of a banner. Use flipchart paper, coloured markers, paper and newspapers you were given. Make it the way you could take it to the demonstration or hang it in a public place. During the presentation of your banner you will not be allowed to speak.

**MODULE 6 (Module 5/2004)**  
**DEVELOPMENT, CURRENT CHALLENGES AND INSTRUMENTS**  
**OF HUMAN RIGHTS**  
**Wednesday, 8 March, 2006**

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## **Background**

Every person who is involved in human rights education ought to have a minimum understanding of the key principles, norms and standards on human rights, such as their universality and indivisibility. Trainers in HRE are more than facilitators of interactive and interpersonal learning processes. Human rights education presupposes the knowledge of one's own human rights as a right in itself and as part of the emancipator and transformation role human rights education has the potential for (cf. Article 28 of the UDHR). This implies that trainers have to be acquainted with the historical evolution of the concepts of human rights. Obviously they should be acquainted with the basic instruments protecting and promoting human rights, most notably the International Bill of Human Rights. This knowledge and understanding of Human Rights (HR) should allow trainers to be able to recognise and address (at least in educational terms) cases of violation of Human Rights in everyday life and be capable of relating them to the respective documents and mechanisms for the protection of Human Rights.

Hence, this module offers room for a basic introduction on the topic of Human Rights, the main concerns and challenges related to them today, including the structure of different generations of human rights. Once the general dimensions of Human Rights have been understood and clarified, the foundations for following the modules on Human Rights Education are established.

## **Aims**

To raise participants' awareness of the current trends, challenges and dilemmas of Human Rights today and to provide a framework to understand the genesis, and contemporary development of Human Rights.

## **Objectives**

To provide reference points regarding the origins of the concept of human rights and their recent developments;

To recall and explore the main principles and characteristics of human rights;

To present and discuss current dilemmas and challenges to Human Rights today;

To develop participants knowledge and awareness of the International Bill of Rights;

To develop a broader understanding of human rights, their universality and how they inter-relate;

To develop participants ability in dealing with major international human rights instruments and to explore their priorities in the context of the participants' countries and organisations.

## **Competences addressed**

Knowledge on different human rights and contemporary challenges to human rights;  
Knowledge and awareness of the International Bill of Rights and of its underlying principles;  
Ability to understand the logic and rationale behind the concept of HR;  
Ability to relate the situations and challenges to human rights in the participants countries to international human rights standards and instruments;  
Group work and cooperative learning;  
Negotiation and presentation skills.

## **Methodology and methods**

The methodology consists of a combination of lecturing followed individual and group work. The purpose is to enable participants to relate human rights situations in their countries to specific human rights instruments and to balance the different rights. In this way it is hoped that participants will develop their own ability to link the issues with instruments.

The group work proposed is also intended to stimulate interaction and negotiation of points of view and approaches in relation to the task.

## **Programme**

14:30 Introduction to the session

14:40 Introductory lecture on the International Bill of Rights, by Rui Gomes

15:30 Questions of clarification

15:45 Introduction to the exercise "Instruments for Human Rights Protection", based on the exercise from Compass "Children's rights"

Step 0: Division into small working groups:

2 groups on the use of the Convention on the Rights of the Child

2 groups on the use of the ICCPR (The International Covenant on Civil and Political Rights)

2 groups on the use of the ICESCR (The International Covenant on Economic, Social and Cultural Rights)

2 groups on the use of the Framework Convention for the Protection of National Minorities

16:00 Work in groups

Step 1: Run the exercise in small groups. Each group prepares the diamond rankings.

17:15 Work in facilitated "double - groups"

Step 2: Groups gather 2 by 2 (the two groups who worked on the same document) and share the outcomes of their group discussion (diamond rankings)

17:40 Step 3: Presentations of group rankings are done in an "Open Fair" style, with Visitors and Guests.

There is no verbal presentation in plenary, but guests can ask clarifications with regard to the rankings to the hosts. Roles Guest/Host is changed in the middle of the time.

18:00 Debriefing the exercise in plenary and closing

How do the results of the different groups' discussions compare? What are the similarities and differences? (For the same document)

Why do different people have different priorities?

In general, which rights of the ones mentioned in the document are not respected in your community, and why?

Are there any rights which are not in the documents you analysed (Conventions and Covenants) that you think should be included?

It is one thing for people to have rights under the different conventions, but, in reality, how realistic is it to claim them?

How do you see this type of exercises being used in your work with young people?

18:20 Re-groups

Step 4: Focus on transferring the methods of training on HR into participants reality.

Which is your feedback about the programme elements and the methods used today?

What have learnt today?

Do you think you can use the experience got today in your realities/projects?

How do you think you could transfer it?

## **Outcomes**

Group 1: Framework Convention for the Protection of National Minorities

Group 1/A

Group 1/B



Both groups got 16 articles and had to reduce them to 9. Both choose the same approach: to figure out the more general ones, respectively, skipped the ones which were included in other articles. Both groups basically kept the same articles, but put them in a different order. Group A started from the most general things to the more concrete ones, group B ranked them according to the 'felt importance' in the group. Both groups could find themselves in the other's argumentation. The focus in the discussion was less on the ranking but more on the contents of the articles (what does it mean to people).

## Group 2 International Covenant on Civil and Political Rights Group 2/A

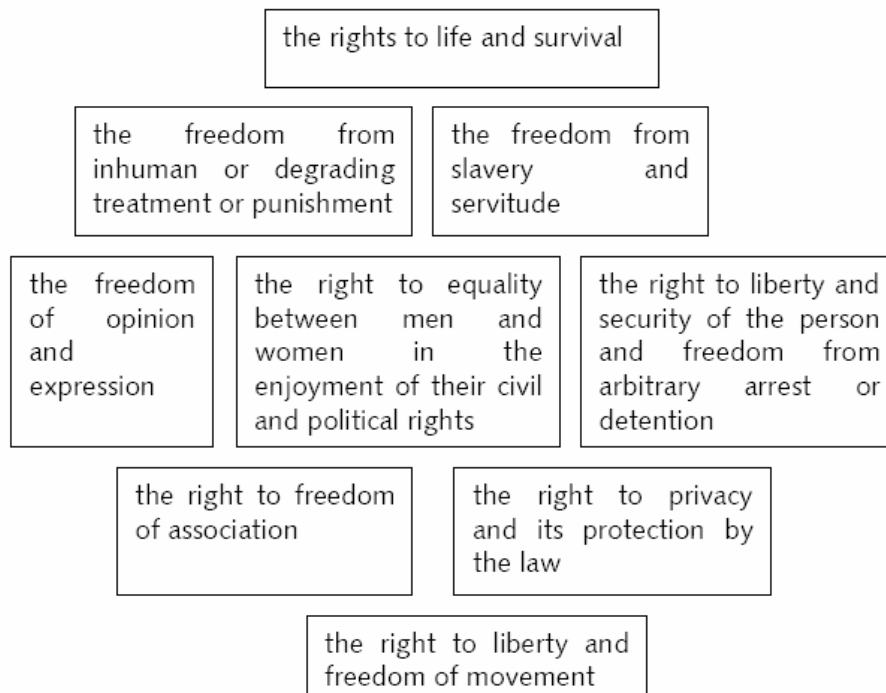
The group did not follow the 'diamond structure', but put all right in the form of a circle/sun, saying that all of the rights are the same important.

the freedom from prison due to debt  
the freedom from slavery and servitude



the right to equality between men and women in the enjoyment of their civil and political rights  
the rights to peaceful assembly  
the right to freedom of association  
the right to liberty and freedom of movement  
the freedom from inhuman or degrading treatment or punishment  
the freedom of thought, conscience and religion  
the right to privacy and its protection by the law  
the rights to legal recourse when their rights have been violated, even if the violator was acting in an official capacity  
the rights to life and survival  
prohibition of propaganda advocating, war or national, racial or religious hatred  
the right to liberty and security of the person and freedom from arbitrary arrest or detention  
the freedom of opinion and expression

Group 2/B

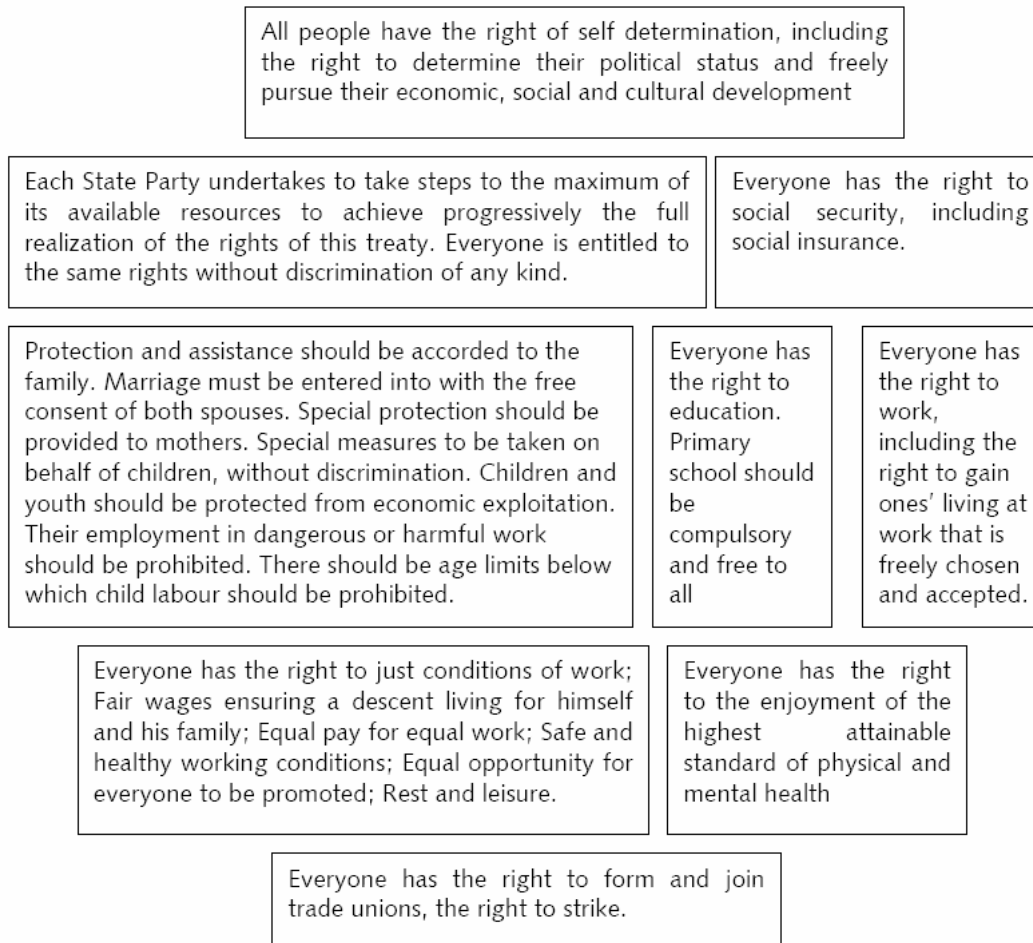


Group 3 International Covenant on economic, social and cultural rights

Group 3 A

<p>Each State Party undertakes to take steps to the maximum of its available resources to achieve progressively the full realization of the rights of this treaty. Everyone is entitled to the same rights without discrimination of any kind.                  All people have the right of self determination, including the right to determine their political status and freely pursue their economic, social and cultural development                  No person, group or government has the right to destroy any of these rights</p>
<p>Everyone has the right to an adequate standard of living for himself and his family, including adequate food, clothing and housing. Everyone has the right to be free from hunger                  Everyone has the right to education. Primary school should be compulsory and free to all                  Those states where compulsory, free primary education is not available to all should work out a plan to provide such education.</p>
<p>Everyone has the right to the enjoyment of the highest attainable standard of physical and mental health</p>
<p>The States undertake to ensure the equal right for men and women to the enjoyment of all rights in the treaty.                  Protection and assistance should be accorded to the family. Marriage must be entered into with the free consent of both spouses. Special protection should be provided to mothers. Special measures to be taken on behalf of children, without discrimination. Children and youth should be protected from economic exploitation. Their employment in dangerous or harmful work should be prohibited. There should be age limits below which child labour should be prohibited.</p>
<p>Everyone has the right to social security, including social insurance.</p>
<p>Everyone has the right to take part in cultural life; enjoy the benefits of scientific progress.</p>
<p>Everyone has the right to just conditions of work; Fair wages ensuring a decent living for himself and his family; Equal pay for equal work; Safe and healthy working conditions; Equal opportunity for everyone to be promoted; Rest and leisure.                  Everyone has the right to work, including the right to gain ones' living at work that is freely chosen and accepted.                  Everyone has the right to form and join trade unions, the right to strike.</p>
<p>Limitations may be placed on these rights only if compatible with the nature of these rights and solely for the purpose of promoting the general welfare in a democratic society.</p>

Group 3B



General comments

Both groups had different ways of treating the exercise. Whereas group A decided to integrate all rights into their diamond, creating groups of rights, group B chose 9 priorities of rights.

Discussion concerned mainly the way to “choose” more important rights, if such choice is possible. In general, the second group explained that the rights left out were the ones already implied indirectly in the other general rights of the diamond.

Discussion took place on the difference between laws and rights. The group had the tendency to talk about laws, rather than mentioning actual rights. Laws can be changed, but rights should not be changed by anybody.

#### Group 4 Convention on the Rights of the Child

The child has the right to education. The state shall make primary education compulsory and available and free to all. School discipline shall be administered in a manner consistent with the child's dignity. Education should be directed towards the development of the child's personality, talents and abilities, towards the development of respect for human rights and fundamental freedoms, towards the development of a responsible life in a free society in the spirit of peace, friendship, understanding, tolerance and equality, and towards the development of respect for the natural environment.

The child shall be protected from economic exploitation and from performing work that is hazardous to his/her life and development. The child shall be protected from all forms of sexual exploitation and sexual abuse, the use of children in prostitution or other unlawful sexual practices, in pornographic performances and materials.

Parents have the prime responsibility for the upbringing and development of the child.

The child has the right to express freely views on all matters affecting him/her, and the child's views should be given due weight. The child has the right to freedom of expression.

Every child accused of having committed an offence or crime should be guaranteed to be presumed innocent until proven guilty, to have legal assistance in the presenting of his/her case, not to be compelled to give testimony or to confess guilt, to have his/her privacy fully respected, and to be dealt with in a manner appropriate to his/her age, circumstance and well being. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by children below the age of 18.

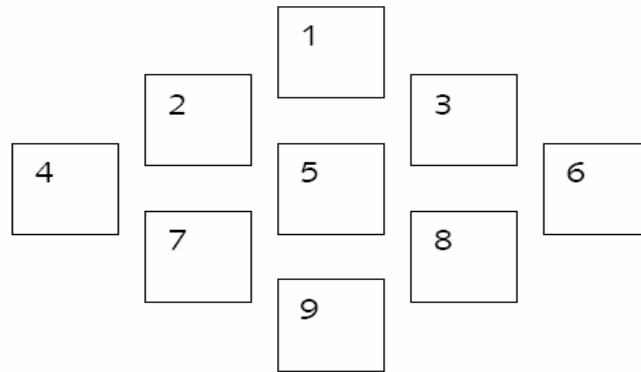
The state should take all feasible measures to protect and care for children effected by armed conflict.

The right of the child to freedom of thought, conscience and religion shall be respected. The child has the right to freedom of association and peaceful assembly.

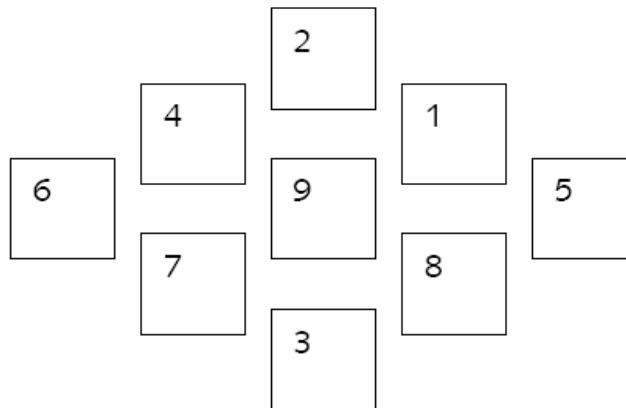
The child has the right to rest and leisure, to play and participate free in cultural life and the arts.

No child shall be subjected to arbitrary or unlawful interference with his/her privacy, family, home or correspondence. The child should be protected from unlawful attacks on his/her honour and reputation.

Group 4A



Group 4 B



De-briefing group 1

How did you like this session?

rights are rights , laws can be changed

more time needed for the sharing of the results within the whole group

diamond structure good to start discussions

the concept of Human Rights is still difficult to understand, esp. the indivisibility

some participants appreciated that one group 'changed the rules' and did not follow the given structure, but put all rights on the same level

other participants mentioned, that in 'real life' one has always to prioritize, still it's difficult to rank them

How did you like the way of working?

people had different approaches but finally agreed on consensus

the discussion on the content was more interesting and controversial than the ranking-process

people found a consensus basically to make the exercise happen

one proposal was rather to do case studies and to work on something. concrete

the basic rights are meaningless without the other rights

the fair did not really work (time was too short)

there was no consensus if this method is more challenging for groups with lot or only few experience/ knowledge  
the method forces discussions and informs about the rights  
youth would not necessarily understand the 'law language'  
the group appreciated to deal with this important texts without having them to read as full text version  
In Compass there are different questions for the de-briefing, to be used with 'non trainer' groups.

Debriefing group 2

How was it?

Disastrous (because of impossibility to do the ranking, no consensus), difficult, challenging, confusing, unfair, frustrating, tense

Challenging, interesting

National groups would have been better as people from the same country have more similar realities (this statement was discussed and counter-arguments were found as well  
Many values came up as well. What society are you coming from in order to see specific priorities?

Critical thinking was stimulated, as participants had to exclude some rights

Not only the cultural, but also the personal background played a role in this exercise.

Not the result was important, but rather the discussion and the various understandings of rights

Priorities chosen were very much depending on the lacks noticed in societies. "we put the emphasis on what we don't have, not on the rights we do have"

What do you think you learnt?

How to argue, lead the team, convince people

Different realities with different countries

Both contents and principles were important

Would you use this exercise in your trainings? What would you change?

Give general introductory info about each convention

Give more time and more explanations

Do the exercise from different point of views (5 year old child, 8, 14...)

Give more guidelines for the third part "FAIR"

Go a step further: Think about the fact that we all live differently. So how can we live together?

Be careful never to assume someone else's opinion or interpretation of rights

Training in HRE is not about teaching human rights but creating learning environments for people to understand how they relate to human rights and their meaningfulness. Through such exercises we do not look for consensus but that participants discover what they think or feel about various topics they had maybe never thought about...

## **Background documents, handouts and further reading**

The exercise from COMPASS – Children's Rights

Abridged texts of the respective conventions.

**MODULE 7 (Module 6/2004)**  
**HUMAN RIGHTS WITHIN THE COUNCIL OF EUROPE AND IN PARTICIPANTS'**  
**COUNTRIES**  
**Wednesday, 8 March, 2006**

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## **Background**

An issue and challenge that is common to many occasional trainers and multipliers in human rights education is the fear or the lack of knowledge concerning legal instruments for the protection and promotion of human rights. On the one hand, the trainers need to be equipped with basic information on such issues and, on the other hand, as trainers they should be able to deal with that information (and help their trainees to deal with it and learn from it). What makes human rights more than a set of moral prescriptions is their normative function, the fact that they are applicable and that people, including young people, can claim in court. In that respect, knowledge of human rights and how to make them applicable in one's context or country.

The protection of human rights does not start in the United Nations or the Council of Europe. Human rights violations are most often perpetrated on national level by state institutions. Based on the application of a principle of subsidiary, the best protection of human rights is the one that happens "at home" and is guaranteed by the national legislative and judicial systems. Therefore, in order to understand the European system on protection and promotion of human rights the national mechanisms should be analysed related to them. Participants very often lack this basic knowledge on the national systems of human rights protection and promotion.

This module is therefore constructed in the way that should lead to understanding both the national and the European systems of human rights protection and their impact on human rights education with young people. Therefore, it is important to look at the work of the European Court of Human Rights in the Council of Europe, as it is the main body protecting human rights in Europe, without neglecting the importance of constitutional rights guaranteed in participants' countries.

## **Aims**

To learn about and analyse the mechanism for the protection of human rights within the Council of Europe and its relation to the national HR protection schemes existing in participants' countries.

## **Objectives**

To learn about the European instruments for the protection of HR, in particular the European Convention on Human Rights;  
To learn about the function and work of the European Court of Human Rights;  
To reflect on and discuss the challenges and limitations to the protection of human rights nowadays;

To develop participants' ability to link and relate human rights education and human rights mechanisms;  
To relate the existing instruments of HR protection in participants' countries with the European system of its protection;  
To work with the court cases within the training course.

### **Competences addressed**

Knowledge on human rights instruments and mechanisms in the Council of Europe;  
Understanding of the ways to safeguard and protect human rights;  
Understanding of universality and indivisibility of human rights;  
Ability to link HR reality on national and European levels.

### **Methodology and methods**

Introductory lecture by an expert and plenary discussion (possibility to address the expert)  
Working groups (based on the plenary input and discussion and on participants' analyses made before the training course).

### **Programme**

09:15 Introduction to the day's programme

09:30 "The Council of Europe and the protection of Human Rights" – presentation by Mr David Cupina, Directorate General of Human Rights of the Council of Europe

10:30 Introduction to the working groups

10:40 Working groups on current issues and challenges to human rights on national level. Each group is asked to prepare a written report of the main points that were discussed and the short plenary presentation of the issues discussed (max. 2 min) and questions they could ask from the speaker  
Coffee break included in the working groups.

12:15 Feed-back from the groups and questions to the speaker

12:45 Lunch

### **Outcomes**

Participants had the chance to get information on the system of protection of human rights within the Council of Europe. David Cupina, from the Directorate of Human Rights in the Council of Europe introduced the European Convention on Human Rights and other human rights instruments that exist in the Council of Europe, namely European Social Charter, Convention for the Prevention of Tortures, Framework Convention on the Protection of National Minorities. He also presented the work of the European Court of Human Rights, Committee for the Prevention of Tortures and the



institution of the Commissioner of Human Rights. David Cupina showed also the documentary on the work of the European Court of Human Rights (The Conscience of Europe). After the presentation participants explored the national systems of promotion and protection of human rights in their countries, sharing first the cases that were brought in the European Court of Human Rights and reflecting on the scope of human rights violations and the mechanisms of human rights protection. The reports from the groups can be found in the appendix to this module.

## **Evaluation**

The session was evaluated quite positively by the team of trainers and the participants. The input of the expert was very informative and let participants to put order to the information they already had. The working groups on national system of protection and promotion of human rights were highly appreciated, although some participants expressed their dissatisfaction with the fact that in the time given to the groups it was almost impossible to concentrate and discuss all issues that needed to be discussed.

## **Notes for further use**

This session should be kept for further editions of TOT-HRE, with the slight change, allowing participants to spend more time in the working groups, preferably without feedback in plenary which is not needed as participants receive the full written report of each group.

## **Appendix**

### **I INSTRUCTIONS FOR THE WORKING GROUPS ON THE REALITY OF HUMAN RIGHTS TODAY IN PARTICIPANTS' COUNTRIES:**

Reading the cases from the European Court of Human Rights...

Is there a specific prevalence of the violation of certain articles of the Convention?  
Which ones?

What struck/surprised you while reading the cases?

You can share the cases you chose with the other members of the group

The system of promotion and protection of human rights in your country...

Which human rights are most often violated in your country? Why? What are the sources you base these impressions on? What is the general public attitude towards human rights violations in your country?

Which international human rights documents has your country ratified? What are the constitutional provisions connected with human rights in your country?

Which bodies (governmental) are responsible for human rights protection in your country? Which organisations work for the protection of human rights in your country? What is their role? Are they effective and sufficient?

What challenges does the system of human rights protection meet in your country?

Share and discuss the issues with the other members of the group. You will have to decide on the way your group will be facilitated and on the approach you are going to choose as the groups will be facilitated by you. Please be concise and to the point.

You are expected to present the main findings of the group in plenary to highlight the issues that were discussed within the group. The presentation should not be longer than 2 minutes.

The group should appoint the rapporteur(s) who will summarize the discussion in a form of a written report that will be made available to all members of the group. The report should be typed and sent to DARIUSZ.

The report should cover the following:

HR violated in participants' country  
national instruments for the protection of human rights  
governmental and non-governmental organisations/institutions  
challenges to HR on national level

## II REPORTS FORM THE WORKING GROUPS

### Report 1

#### FRANCE

"Prevalence of the violation of certain articles of the Convention?"

Article 6 (right to a fair trial) amounts to 54% of violations in the last 50 cases against France before the ECHR (source: HUDOC database).

In most cases where France was proved guilty of a violation, the length of the procedures was at stake.

"Which human rights are most often violated in your country?"

Currently, there seems to be a prevalence of violations in the following fields in France: discrimination (on the workplace and other environments) towards ethnic minorities; problem of refugee detention at Roissy-Charles-de-Gaulle airport; problem of police brutality.

#### ESTONIA

In the database there were 11 cases of which 7-8 had a conviction from the court. Most of the cases were about article 5 or 6. One non-convicted case was about freedom of speech. That might mean that legal system and legal protection is working very well or that there is not enough awareness or belief in the European Court of Human rights. In Estonia there are different laws (like non-discrimination in the work place, gender equality law, child protection. etc) and regulations protecting HR generally but still there are some violations and differences in specific areas (e.g. when hate speech is basically illegal then in reality it means you will be convicted if you say kill the Jews but nothing happens to you if say the gays or some other minority group is in question). There are institutions like Equality Officer and Adviser, the Chancellor of Justice, different round tables for ethnic minorities. There are not many NGOs working directly in the field of

HR. The main challenges are concerning minorities especially ethnic minorities. There are large number of people without any countries citizenship

#### SERBIA

In Vozvodina ( part of Serbia) live 2 million inhabitants with 20 different nationalities. Big problem exists with minorities Their rights are not respected in every day life. The law against discrimination exists but institutions in Serbia are not doing their job well.

#### UNITED KINGDOM

I picked two human rights issues I want to highlight. The fight against terrorism has brought with it new challenges on human rights in the UK. The government has pushed in two controversial pieces of legislation and these are detention without trial for ninety days but this was strongly opposed by the majority of legislators and had to settle for a 'compromise' of twenty eight days. The incitement to religious hatred is another piece of legislation which I feel will undermine freedom of expression.

Another big issue is that of asylum seekers. A large number of this group has been reduced to destitution because the government has made it difficult for them. Asylum seekers whose application has been turned down are not eligible for state assistance and this has made things difficult as they are also not allowed to work.

The really optimistic note is that there is an awareness from legislators and civic organisations to safe guard human rights

#### IRELAND

There are 79 judgments and 23 decisions in the database. I picked 2 issues: The problem with the Irish Travelling Community, ("Irish Gypsies"). The state does not yet fully protect members of this community, and they are discriminated against on basis of their cultural background. Membership of the Traveller community was identified as one of the nine grounds for discrimination under the Employment Equality Act 1998 and the Equal Status Act 2000. During 2003 the Equality Tribunal decided 68 cases on the ground of membership of the Traveller community. Only two of these cases were brought under the Employment Equality Act 1998 while the remainder were heard under the Equal Status Act 2000. Refusal of service in licensed premises accounted for a large proportion of the Equal Status cases on the Traveller ground in 2003, however the jurisdiction to hear cases in relation to licensed premises has now been moved from the Equality Tribunal to the District Court (The Equality Tribunal, Legal Review 2003). The casework of the Equality Authority also demonstrates the high level of discrimination against members of the Traveller community. In 2003 the Equality Authority dealt with 9 employment equality cases on the Traveller ground, while there were 327 cases under the equal status casework activity (Equality Authority, Annual Report 2003). It is also assumed that Travellers are unwilling to join the labour force, however this assumption fails to recognise the barriers which have faced the Traveller community in accessing the mainstream labour market, in particular experiences of discrimination.

The problem with Shannon airport: There are 2 different but interlinked problems here. Firstly, Ireland is supposed to be a neutral country, this is written in our constitution, but we allow many American War planes to land and refuel in Shannon Airport. Besides this, Shannon Airport is a civilian airport, not a military base and there is not sufficient security. Secondly: illegally transporting prisoners through Shannon airport. International human rights lobby groups have tracked a half-dozen aircraft owned or chartered by the CIA that have used Shannon up to 50 times over the last three years. A number of the aircraft, including a Gulf stream jet that has become known as the "Guantanamo Bay Express", have been linked directly with carrying a number of known prisoners, including a man kidnapped at Stockholm airport.

## Report 2

### POLAND

Violence: police, domestic (women and children)

Freedom of expression: no right for demonstration (e.g. discrimination against homosexuals), discrimination based on political backgrounds (former communist alliance)

Abortion is not legal except in case of rape and danger for the woman's life. But there's a big underground network going on.

Prisons: living conditions.

Right to property often violated, nationalisation of goods.

Protections: State Constitution, spokesman of civil laws.

NGO's: Helsinki Foundation for HR

### BELGIUM

Islamophobia (discrimination, racism) - the right for religions and beliefs.

No National action plan

No National Commission for HR.

Problems with racist parties (National Front, Vlams Belang 34% in Antwerp)

Unemployment (cohabitant status (victims=women), no equal salaries, high rate of unemployment among youngsters)

Lack of social housing (especially in Brussels and Flanders)

Only 3.5% for international cooperation and development instead of 7%

Problems with equal access to Justice (fair trial)

Few sanctions for military crimes (Somalia) and police's violence (based on racial discrimination), lack of independence for the "P Comity" (control of the police)

Aliens rights very confused in application. Violence while repatriating refugees (Semira Adamu case, Conka affair in European court (no group expulsions allowed)). Conditions of detention.

Prisoners rights: mentally ill prisoners and living conditions (over-crowded prisons).

New terrorist prevention laws too confusing. Violation of privacy, use of unfair methods.

Double sanction in court: resident strangers get expelled in addition to the sanction for the primary crime committed.

Protections: State Constitution, ICCPR, ICESCR, ECHR, HRD, merely most of the ratifications, + all of the international conventions directly applicable.

#### KOSOVO

Property right in rationalisation  
Minority rights, Roma education, freedom of movement  
UNMIK - special immunity is a problem.  
No access to the European Court of Human Rights  
War - missing persons

Protections: State Constitution, ECHR, + all of the international conventions directly applicable.

NGO's: a lot of them with good cooperation, good work from Universities, Kosovo strategies on HR (and good governance strategies office in government), Ombudsperson.

#### PORTUGAL

Ideal Constitution - example for other countries  
Domestic violence in all layers of society, increasing among young people  
Abortion still prohibited (except for rape and in case the baby is disabled) (Cases in ECHR)  
Homosexuality - no marriage, no adoption (Cases in ECHR)  
Lot of Aids cases  
Immigration problems: in terms of policy and integration - discrimination + racism (migrants cause of unemployment)

Protections: Ombudsman, Constitution.

NGO's: not very well seen (not a real job) by neither the government and the population (seen as an excuse because there's no work), Universities do a good work (+internationally)

Challenge: Information lack on rights, but no desire to have any!

#### LATVIA

No citizenship for migrants from ex-USSR.  
Minority issues - sexual minorities  
Language issues

Protections: Constitution, Labour Law, Ombudsman institution.

NGO's: good consultation position.

### Report 3

#### ITALY

Articles violated: 6 (Right to fair trial) very long trial, 10 (Freedom of expression), journalists are fired because of their opinions

Other points: very hard for foreigners outside EU to get to Italy and if they manage, they can't leave the country and it takes sometimes more than year to get documents, on institutional level there are some local authorities (mayors) starting to take care of this issue on local level (just started)

#### NORWAY

Articles violated: 9 (freedom of thought, conscience and religion) – obligatory subject on primary schools – Christian religious and ethical education, 3 (Prohibition of torture) – in sense of being in custody before seeing a judge.

Other points:

Domestic violence – one of 4 women have experienced violence (10% of life threatened), 8 – 9.000 rapes, just over 600 reported, 52 convicted

Attitude of public is really to follow all human rights and react whenever they are violated

HR NGOs are effective in the work they do

Challenge – increase knowledge in HR and violations

#### BULGARIA

Articles violated: 6 – trial within reasonable time, 14 (Prohibition of discrimination) – with Roma minority, 3 – torture in custody

Other points:

cases are usually violating more than one article.

very hard to prove is discrimination

Public known case is that Roma kid applied to court because it's father was killed when being arrested by police

Challenge is that people don't know about their rights

Monitoring system about HR violation is also a big challenge

Problem is access of minorities to social rights

New antidiscrimination legislation which is considered to be very good in Europe – get it to practice

Organisations are effective but not sufficient

#### SLOVAKIA

Articles violated: 6 – trial within reasonable time

Other points:

domestic violence is an issue

problems with racism

problem that people don't fight for their rights because the process is very bureaucratic and it takes more than it brings benefit

Challenge is awareness of people about their rights  
Challenge is also putting them into practice  
Ombudsman is functioning in the country

#### MACEDONIA

Articles violated: 6 - trial in reasonable time, 3 – arrested beaten by police,  
Other points:  
Right to liberty and security is violated most  
Ombudsman is existing in country  
Challenge is to detach political influence in HR  
Helsinki committee was in Macedonia

#### GREECE

Articles violated: 6 – trial in reasonable time, 4 (Prohibition of slavery and forced labour)  
– intense immigration in last decade resulted in big extent to child labour and „black“  
work, 9 - connection of Greek orthodox church with state  
Other points:  
There are some more rights violated which never go to court  
Surprise is that last 30 – 40 cases were not translated to English  
Law is too slow to react to the real situation in this „kids“ cases  
National committee of HR exists, is not known and it is very much influenced by  
government  
HR is very important issue for NGO sector  
We have nice and lot of laws but the practical implementation is influenced by  
government or is not existing  
minority issues should be taken more in consideration (FCPNM is signed but not ratified)

#### Summary:

General issue is awareness of the rights and also their practical implementation. We  
didn't have enough time to discuss this issues further.

#### Report 4

The group agrees that the cases presented to the European court represent only a  
minimum part of the rights violated IN OUR COUNTRIES.

#### ALBANIA

Transition from socialism implied problems concerning the right to property.  
Long time for trials.  
Conflicts between the government and local authorities.  
There's a minority group called Cham: they are Albanians but the land in which they  
lived was given to Greece, so these people will ask for their land back.

#### BULGARIA

Minority rights: there's a big Turkish minority.  
Bulgaria didn't sign the convention of local languages.  
Corruption: problems with the high levels of police who interferes with political life.  
Case of medics in Libya who made blood transfusions with HIV infected blood.

#### GERMANY

Art. 8 (of the ECHR): violation of respect to private life, concerning patients in psychiatric institutions.  
Art. 10: Freedom of expression.  
Art. 14: prohibition of discrimination about gay and lesbian relations.  
Laicity of state: polemics about taking religious symbols to schools).

#### GEORGIA

There are 5 cases against Georgia at the ECHR, but many more will arrive.  
Violation of right to employment.  
Case of a prisoner for political reasons. He was found not guilty (art.5, art.6)  
A lot of NGO's work in Georgia.

#### FRANCE

Art. 6 mainly.  
3 cases claiming the right to family, for disabled children for neglecting in establishing pregnant diagnosis.  
Discrimination towards immigrants, especially in employment.  
SOS racism works a lot in these issues in France..

#### ITALY

Violations of art. 6 especially for the length of trials.  
Violations of art 8, right to respect private AND FAMILIAR RIGHTS.  
Violation Art. 10 Right to freedom of speech. Case of the journalist Perna.  
Social rights are violated: right to employment especially for young people.  
Italy was accused because temporary holding centres for aliens are far below the international standards.  
Lack of a proper asylum-seekers law.

#### TURKEY

General improvement after 2004.  
It has not ratified the NMC.  
Organizations working in the field are always more. Freedom of association is becoming more respected.  
At the beginning of 2005 the Higher Commission for human rights was prohibited because it had published a report on minorities.  
There's a case with the editor of an Armenian newspaper and with the writer Pamuk, because the government doesn't recognize the genocide of Armenians.



Report 5

Human rights violations:

ARMENIA	Rights to property
FRANCE	art. 14
ROMANIA	art. 14-6-3-10
UKRAINE	art. 3-6
UZBEKISTAN	art.2-3-11
HUNGARY	art. 14-3-6
TURKEY	art. 21-6-5-3

International human rights ratified by

	HU.	ARM.	TURKY.	UZB.	UKR.	FR.	ROM.
ECHR	+	+	+		+	+	+
CPT	+	+	+		+	+	+
ESC	+		+		+	+	
ICCPR	+	+	+	+	+	+	+
ICESCR	+	+	+	+	+	+	+
CEDAW	+	+	+	+	+	+	+
CRC	+	+	+	+		+	+
CAT	+			+		+	+
CERD	+			+		+	+

ROMANIA

- freedom of expression
- discrimination against Roma people
- the church is strong
- problems about journalists

HUNGARY

- discriminations against Roma people , disabled persons
- awful treatment by policemen
- the trials take too long
- need to raise awareness

ARMENIA

- against rights to property, freedom of assembly
- problems about free elections

## TURKEY

- against freedom of religions
- bad conditions on detentions
- the situation is getting better, there is a rapid progress

## UZBEKISTAN

- against right to life and death
- torture
- death penalty
- not under jurisdiction of ECHR

## UKRAINE

- torture
- trial facts against rights to property
- problems about free elections

## FRANCE

- discrimination of minorities
- bad conditions in detention

## Report 6

Only one member of the group actually consulted the data-base suggested. However we all knew the situation of Human Rights from other sources.

## SLOVENIA

5 Cases were referred to the Court regarding this country and the majority were in regard the violation of a fair trial (Art 5).

There is an Ombudsman and an Institute for Peace and for Equal Opportunities but the government is not Human Rights friendly and this institutions and not of too much help in practice.

Main problems in the country:

Some minorities have no access to citizenship

Roma people have special status but it has not been enforced in reality

Sexual minorities are discriminated

Islamophobia

## SPAIN

There is an Ombudsman and even in some cases regional Ombudsmen.

In the case of the Basque Country the situation is the country regarding human rights is getting better thanks to Zapatero's government attitude. The previous government

violated the freedom of expression by closing news papers and political parties. It also prosecuted people because of political ideas and some cases of tortures were reported.

Spain passed a law allowing gay marriage, this reflects the desire of the government to give equal rights to all citizens. However, the Spanish society is still very homophobic. For instance, the Catholic Church is lobbying and campaigning against this new law. Gender violence is becoming a very big issue in Spain.

## PORTUGAL

The situation of Portugal can be defined by very good written law but not so good practice.

Main violations of Human Rights

Gay marriage is not allowed in Portugal but petitions have been delivered.

Domestic violence is a big problem in Portugal.

Abortion is very much restricted and in some cases women are putted in prison.

Immigrants have been placed in *barracas* outside big cities and in some cases access to citizenship is denied or very complicated.

Prisoners are not treated in a dignified way.

## CZECH REPUBLIC

Main problems

Not fast justice system

Problems with minorities, specially Gipsy and Vietnamese

Xenophobia

Gender violence, no so dramatic as in Portugal or Spain

## AZERBAIJAN

Azerbaijan established an Ombudsman as a result of pressure from the EU. However is working now for only 2 months so it is early to see if it will be effective.

Main Problems

1 million refugees from Armenian occuppies territories.

There is an oil pipeline in the area so no one is interested on solving the problem

Domestic violence: very common

Women Trafficking

NGOs can't be registered at the ministry of Justice

## BELARUS

Belarus is not a fully democratic country so it suffers from lack of respect of civil and political rights.

Main violations of human rights

Disappearance of people from opposition

Political prisoners

No right of association

## UKRAINE

Good documents but they are not observed. In many of the cases because of corruption  
(Case of the Journalist killed for criticizing the government.

Main violations of Human Rights

Discrimination of women

Discrimination of disabled

Difficulties to register NGOs.

**MODULE 8 (Module 7/2004)**  
**MULTI-DIMENSIONS OF HUMAN RIGHTS AND**  
**HUMAN RIGHTS EDUCATION**  
**Thursday, 9 March, 2006**

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**Background**

Trainers in human rights education, even if focused on specific HRE themes should be familiar with the wider framework of human rights education. As trainers they should also be able to conduct training elements that deal with the complexity of HRE. As users of COMPASS the participants at this course should be able to understand and use the different types of simulation exercises that are in Compass. By having a chance to participate, observe and reflect on a simulation exercise from Compass participants should be able to understand the educational approach and be encouraged to do similar activities with their target group.

With a big group of participants it's difficult to create a feeling of "group learning" and raise the awareness of the group of participants as a source of learning. Hence, modules such as this one are important to raise the participants' awareness about the diversity and differences in the approaches and opinions that exist in the group and to provide ways on how to deal with them. This module is the first phase of a series of modules aiming at easing the transition from Human Rights to Human Rights Education.

**Aims**

To develop participants' understanding of the universality of human rights issues, and how to address them through HRE;  
To involve the entire group of participants in an interactive and participative exercise, generating a common shared experience.

**Objectives**

To develop an understanding of HR in practice by addressing their multi-dimensional character;  
To explore the interrelation and complexity of Human Rights issues;  
To start addressing HRE and connecting HR issues with HRE;  
To experience a common group activity;  
To develop intercultural skills of communication and co-operation;  
To compare different ways of decision making.

**Competences addressed**

Knowledge about different human rights (1st and 2nd generation of HR);  
Ability to understand the logic behind HRE and how to use different real events (cases) to develop HRE activities relevant to their target groups;  
Decision making skills;

Advocacy skills;  
Team work.

## Methodology and methods

A large simulation exercise based on the activity in Compass "Access to Medicaments". This activity has been used already several times in similar courses and there is a rich experience in variations and alternative ways to make the best out of it.

## Programme

The whole morning is spent on running and debriefing the exercise from Compass 'Access to Medicaments'. The exercise is run like it is described in Compass, adding the roles of journalists.

### Structure of the exercise

When	What	Who
9,30	Introduction to the activity - scene setting - forming 5 groups (Judges, Treatment Action Campaign, South-African Government, Pharma Inc, Journalists)	
9,45	Preparing for the trial in groups The groups are briefed by one of the trainers The groups have 30 minutes to prepare for the trial. Once ready, all come to plenary	Judges (Darek), TAC (Elizabeth), South African Government (Svitlana), Pharma (Iir), Journalists (Laura)
10,15	The trial <i>* room setting</i>	All
10,45	Consensus phase in 7 groups <i>* coffee break included</i>	
11,30	Reports in plenary (2 minutes to present the results of the negotiations)	
11,40	The press moment	
11,50	Deroling. Debriefing in plenary	
12,25	Debriefing in interest groups	Groups facilitated by the same trainers as initially

## Outcomes

### CONSENSUS FOUND WITHIN THE GROUPS:

RSA, Pharma and NGO settle a common plan and find a solution which is directly connected to the local level and the local situation

Pharma will reduce the prices for the medicament dramatically (up to 60%), even if they are still higher than the Indonesian prices, RSA will pay the higher prices and not buy Indonesian products anymore

The government AND Pharma should make concessions in order to make the drugs accessible to everyone, including those who cannot afford to pay for the treatment

Pharma will have a production plan, involving local owners, and employing locals (1), they build a local factory, the right for a site will be given for 100 years

Long-term contract between government and pharma (5 -15 years) alternative proposal: After 5 years the government could do an open call to other companies to apply for cooperation with the government

Pharma corporation will pay less taxes during the first years

Pharma will bring an independent certificate, stating the quality of the medicament,

Pharma will go on with research, in co-operation with SA university

The quality of drugs will stay high level

The Pharma should not make any (or only few) profit out of this agreement, if so, Pharma should create a fund, feed by the profit made out of the sale of the drug, in co-operation with the WHO, used for HIV/AIDS related issues (e.g. research)

RSA, NGO and Pharma will organize a big national campaign on prevention of HIV/AIDS, increase and improve the information and education on the subject of HIV/AIDS and publish a memorandum and hold a press conference

Special care should be given to prenatal control to avoid more babies born HIV positive

TAC will overtake a role of monitoring; they will hand in reports on a regular basis.

Some groups did not reach a consensus. However they formulated their basic positions/statements:

Pharma offers a deal to provide medicines for the expensive, original price and gradually, approximately in 15 years it will become cheaper

The state does not violate anybody's right by just buying cheaper medicaments available

If Pharma questions the illegality of the Indonesian company, it should rather sue Indonesian government.

The RSA is innocent, because they secure the right to life and dignity of their people

Pharma asked the government to admit that they were using a stolen product

Pharma did not agree to give license to the government to allow a local and cheap production.

## **Evaluation**

The exercise was appreciated and raised interesting questions for further discussions above all related with the methods and possible use of a simulation;

For some participants it was a challenging exercise due to the fact that they had to perform a role which contradicts their attitudes and values;

The participants found also important, at the end of the exercise, to discover that the case was a real story and they could compare their results with the reality;

Most debriefing groups emphasised the importance of making a link between the local reality of the participants in order to see the parallelism with some situations they have faced or they are facing nowadays;

It may be possible to differentiate the roles of the journalists, adding, for instance, the role of the radio journalists if you have the appropriate recording equipment.

## **Background documents, handouts and further reading**

Revised version of "Access to Medicaments" exercise from Compass

The role of journalists and questions for debriefing.

## **Appendix**

### PRESS ARTICLES

#### PHARMA TAKES MANDELA TO COURT

In rich countries, people living with HIV/AIDS can live better and longer because of antiretroviral drugs, which are provided by states for free. In Southern countries, people affected by HIV suffer more and die earlier because they have no access to HIV treatments. The Pharmaceutical Manufacturers' Association of, South Africa is prosecuting the president of the Republic of South Africa, Nelson Mandela, and others including the Treatment Action Campaign (TAC) for disregarding their patents on HIV medicines and for importing cheaper, generic drugs to treat the millions of citizens suffering from AIDS.

Poverty, lack of education and social inequality speed up the spread of the epidemic, but the challenge is above all political, involving governments, international bodies and pharmaceutical companies. In order to be effective, the fight against AIDS needs to challenge key international mechanisms and institutions.

As the court hearing has not taken place yet we cannot predict how the proceedings will turn out, however due to the sensitive nature of the case from the local as well as an international perspective the judges leading the case will have to be chosen with care and will have to have a background that will not be impartial. They will have to balance the different interests and rights of the two sides. More in depth research shows that on the one hand the Pharmaceutical Manufacturers' Association is claiming the right to property, equality or free choice of trade, occupation and profession while, on the other hand, the government and TAC are claiming that it is the duty of the state to respect, protect, promote and fulfil the fundamental rights of human dignity and lives of its citizens.

The court proceedings will start today at 10:20am at the European Youth Centre Budapest. The Economist will report more on the issue after the court hearing.

#### MANDELA FIGHTING FOR HIS PEOPLE

In today court hearing "Pharma industry VS the South African government" Mr. President – Nelson Mandela in his opening argument fought for (human) rights of what he amiably referred to as his people.

In order to provide the citizens of South Africa with all the support possible; Mandela defended his decision to import cheap but still high quality medicine for people of South Africa suffering from AIDS. The prosecutor - Pharmaceutical Manufacturers Association in South - Africa claims that the drug is a low quality drug and that Mr. Mandela is just trying to save money. The prosecution also claims that the decision taken by Mr. Mandela is just a temporary solution and won't help the people on a long term basis.

In his firm and argumentative speech Mr. President undertook the human approach and firmly represented his point of view very confidently quoting from Human Rights convention which is that he fights for "the right to life". He presented the fact that he



was approached by his people who were asking him for help in the form of affordable medicine. As a leader of his Nation Mr. President considered the situation and took urgent measures to fight the HIV spread all over Africa at all cost. Mr. Mandela also stated that he is perfectly aware that his solution is not a long term one therefore he is open to further negotiations with the prosecution side.

MANDENESIA SCANDAL!  
DON`T USE HIV/AIDS DRUGS!

Imiti KULAT, Budapest.

The trial that took place in European Youth Centre Budapest yesterday showed that South African government has a big trade deal with Indonesia in getting bad quality medicine.

The trial that took place in European Youth Centre Budapest today showed that South African government has a big trade deal with Indonesia. It was the big scandal; people were shocked that Mandela is saving money on the cost of human life.

Mandela stated that South Africa has a very special agreement in getting fake drugs from Indonesia. The question on the financial priorities could not be answered by the government.

The evidence that are presented in the trial by the Pharmaceutical Manufacturers` Association showed the people were getting worse by using the fake drugs. The association also showed the report by the WHO to the court. The report showed that the fake drugs had a negative effect on the HIV positive people.

**MODULE 9 (Module 8/2004)**  
**HRE AND EDUCATIONAL APPROACHES IN COMPASS**  
**Friday, 10 March, 2006**

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## **Background**

This module is the second phase of the “transition” from Human Rights to Human Rights Education and it is the first close look at Compass and its educational approaches. Educational approaches are of outmost relevance in HRE as the means and the end should be consistent (learning for and through human rights). It is therefore essential that there is an appropriate space in the programme of the course for presenting, debating and experiencing the educational approaches by using the exercises of Compass. On a more practical note, it is necessary to recall the main educational principles that guided the elaboration of Compass and are, in themselves, an integral part of a participatory and open approach to human rights education.

## **Aims**

To become familiar with and to learn about the educational approaches in Compass

## **Objectives**

To experience critically and reflect on the meaning and role of the educational approaches in Compass;  
To acquire knowledge about the educational approaches;  
To experience key methods/activities in Compass;  
To be transparent in the methodology and the process by analysing the exercise from the methodological point of view linked to the educational approaches;  
To consolidate the learning of the previous day  
To relate human rights and human rights education

## **Competences addressed**

Critical thinking and analysis in human rights education;  
Designing and explaining methodology;  
Planning an educational process;  
Learning to learn;  
Ability to work with HRE through Compass;  
Using evaluation in an educational activity and learning from it.

## **Methodology and methods**

The methodology is based on an holistic experience of approaches in human rights education as reflected in Compass including a cognitive and emotional dimension (with an input from one of the authors of Compass and a reflection on experiential learning

activity done the previous day). It addresses both contents and methods in human rights education as inseparable.

## **Programme**

9:15 Introduction to the programme of the day

9:30 "Human rights education: definition, educational approaches proposed in Compass and competences developed with young people", introductory lecture by Mr Alessio Surian, co-author of Compass (including questions from the participants)

11:00 Working groups on methodologies of human rights education in the practice of Compass

Learning about the principles and approaches presented by the lecturer through an analysis of the exercise "Access to Medicaments" experienced in the previous day.

In groups, the participants should look back at the exercise and evaluate it according to four criteria:

Based on participation and being action-oriented

Learner-centred and using experiential learning

Based on group work and stimulate cooperative learning

Facilitates problem-solving and conflict-resolution

Other?

Each group could analyse the exercise by identifying concretely – from the way it is designed to the way it was conducted what played in favour and against the given approach/criterion. The following table should be used:

Educational approach	In favour	Against
Participation		
Action oriented		
Experiential learning		
learner centred		
Cooperative learning		
group work based		
Problem solving and		
Conflict resolution		
Other?		

At the beginning of the group work give participants some time for individual reflection and provide further explanation if something is not clear enough (you can always refer to Compass – chapter: How to use Compass, Educational approaches). After approximately 10 minutes ask participants to come up with the proposals to be put in the table.

The groups should produce a written outcome of their work in a form of a table presented above (to be shared with other participants). You can ask for a volunteer from the group who will type the report. There is no Plenary feed-back. The trainers play the role of facilitators and resource persons in the group.

12:45 Lunch

### **Background documents, handouts and further reading**

All Compass users and trainers will be encouraged to read thoroughly and reflect particularly on texts on pages: 17-25, 39-44 of Compass.

### **Outcomes**

Alessio Surian introduced participants to the concept of human rights education and discussed the educational approaches used in Compass. He stressed that human rights education is education for human rights, and if we want to do it we have to concentrate not only on knowledge but on skills, attitudes and values at first place. Human rights education can only be effective through co-operative learning in the spirit of tolerance and respect.

After the input participants analysed the activity "Access to Medicaments" from the point of different educational approaches used. The results of the working groups can be found in the appendix to this module.

### **Evaluation**

In general, participants liked the input on human rights education. The working groups on educational approaches created some confusion on what we really mean by them. All in all, the groups were very productive and most participants appreciated the possibility to work on the activity from the trainer's perspective.

### **Notes for further use**

Before the session participants should be asked to read the part from Compass on educational approaches. This would facilitate the session after the input.

### **Appendix**

## REPORTS FROM THE GROUPS

### Group 1

Educational Approach Participation Action oriented	In Favour	Against
	<p>Group discussion (preparation for trial) is worth mentioning as during the process the participants were highly motivated to express themselves;</p> <p>Consensus – one of the top methods for ensuring maximum participations as the people involved in it <u>has no other choice than to participate</u>;</p> <p>Although during the preparation for the trial stage some of the group members seemed passive, still they were highly involved as were “proof thinkers” trying to imagine the continuing scenario and analyze the situation from the perspective of other parties involved. This people are more action-oriented in all the phases of the simulation game;</p> <p>Court – for the judges the activity is the opportunity to control the flow of the action, to lead, contribute to and provoke the action; while the trial itself is partially participatory; giving opportunity to be more active basically for them who are actively asking questions and organizing the trial;</p> <p>The variety of different methods used throughout the simulation game assured that the participants got involved on certain extent on different phases of the game.</p> <p>Because of the defined overall goals, judges lack the opportunity of active participation.</p>	<p>No possibility to choose roles in some groups led to the lack of the participation from all of the participants. However, some groups had easy task to divide it among each group member (judges);</p> <p>Incompatibility between the roles given and learning styles;</p> <p>Big number of participants;</p> <p>Limited timeframe;</p> <p>Little time for the actual trial;</p> <p>Not that obvious active involvement of the press. Even though the group was carrying out huge work, their hard work was invisible.</p>
	<p><b>The general conclusion of the group –</b></p>	
	<p>1. In some cases participation may not be action-focused, but rather content-oriented, that doesn't mean that the game is not effective for them or they are not involved;</p>	
	<p>2. Although the time limit reduces the chances of each of the participant to get involved actively, it's the matter of the aim anticipated to be achieved, if one aims at practicing team work and collaboration, it's ok to give the participants much time for that, but if the aim is to analyze the content and work with the group in this respect, no much changes are needed.</p>	

**Learner Centeredness** Consensus – in this respect and even generally this phase was and will be the most focused on the actual working and learning experience for all the group members, as it demands them to be involved; it's the highlight of the whole process;

Role of judges – as mentioned the role of judges limited their involvement by the role of just listening and observing. However, it is possible to learn and practice active-listening skills through this role;

Debriefing phase – it gives the most space for self-reflection which is key factor to actual learning of the participants and, thus, in this specific example it was the crucial point of learning from the activity;

No debriefing of what the participants have actually learned.

**Group work based Cooperative learning**

The participants were too task oriented rather attentive to the process itself; this has greatly affected the result as the learning outcome of activities quite much depend on the process itself;

The number of people – the big size of the group created problems of cooperation, it would be much more productive if the groups were up to maximum 6 persons each;

Translation – as in some groups simultaneous translation was needed, this fact discouraged some people from participation;

Incompatibility between the size of a task and limited time allocated to fulfil the aim;

**General conclusions and discoveries of the group:**

1. What makes the collaboration work in real life when we have to work and collaborate with 30 people and why is impossible to work on the issue of collaboration and partnership in the groups of six?!

2. It quite depends on the aim of the trainer. Sometimes you rather sacrifice the possibility to work on the collaboration for example (not giving enough time to collaboration and team work), but provide better chance for individual learning (actual work on the issue, problem, content and analysis).

**Problem solving Conflict resolution** The whole exercise put the participants into the problem and then developed their perception; Perhaps because of the group consists of manly the trainers, it is quite difficult for them to get into roles;  
 Debriefing of the consensus – it might be the best learning process from it if the consensus is debriefed and analyzed much more. Time limit for the consensus debriefing – the fact that the consensus building process was not debriefed properly the good possibility to discuss problem-solving methods and techniques were ignored, and, thus, in this respect not much was learned by the participants;

**Other** *Comments on individual learning and achievements:*  
 1. Great chance for team-building for this specific group and, individually, for the person expressing this idea;  
 2. "getting to know you"!!!

Educational Approach	In Favour	Against
<b>Participation Action oriented</b>	<p>Group discussion (preparation for trial) is worth mentioning as during the process the participants were highly motivated to express themselves;</p> <p>Consensus – one of the top methods for ensuring maximum participations as the people involved in it <u>has no other choice than to participate</u>;</p> <p>Although during the preparation for the trial stage some of the group members seemed passive, still they were highly involved as were "proof thinkers" trying to imagine the continuing scenario and analyze the situation from the perspective of other parties involved. This people are more action-oriented in all the phases of the simulation game;</p> <p>Court – for the judges the activity is the opportunity to control the flow of the action, to lead, contribute to and provoke the action; while the trial itself is partially participatory; giving opportunity to be more active basically for them who are actively asking questions and organizing the trial;</p> <p>The variety of different methods used throughout the simulation game assured that the participants got involved on certain extent on different phases of the game. Because of the defined overall goals, judges lack the opportunity of active participation.</p>	<p>No possibility to choose roles in some groups led to the lack of the participation from all of the participants. However, some groups had easy task to divide it among each group member (judges);</p> <p>Incompatibility between the roles given and learning styles;</p> <p>Big number of participants;</p> <p>Limited timeframe;</p> <p>Little time for the actual trial;</p> <p>Not that obvious active involvement of the press. Even though the group was carrying out huge work, their hard work was invisible.</p>

**The general conclusion of the group –**

1. In some cases participation may not be action-focused, but rather content-oriented, that doesn't mean that the game is not effective for them or they are not involved;

2. Although the time limit reduces the chances of each of the participant to get involved actively, it's the matter of the aim anticipated to be achieved, if one aims at practicing team work and collaboration, it's ok to give the participants much time for that, but if the aim is to analyze the content and work with the group in this respect, no much changes are needed.

**Learner  
Centered  
ness**

Consensus – in this respect and even generally this phase was and will be the most focused on the actual working and learning experience for all the group members, as it demands them to be involved; it's the highlight of the whole process;

Role of judges – as mentioned the role of judges limited their involvement by the role of just listening and observing. However, it is possible to learn and practice active-listening skills through this role;

Debriefing phase – it gives the most space for self-reflection which is key factor to actual learning of the participants and, thus, in this specific example it was the crucial point of learning from the activity;

No debriefing of what the participants have actually learned.

**Group 2**

Participation action oriented:

in favour

everybody was involved (differently in different parts of the activity)

everybody had opportunity to give input

different forms of activity (provides safe space, caters for different communication styles)

putting responsibility on people

easy to identify with the role

allows for creativity (e.g. developing the role)

against

not everyone was taking action

too many people

too little information in order to enter negotiation phrase

lack of space for the press

Learner centeredness experiential learning:

in favour

experiencing different types of decision making (court, consensus)



possibility to connect HR documents to reality  
time pressure (efficient role; focused)  
taking up a role that does not necessarily corresponds to your reality  
different points of view, value systems, arguments involved  
exercise based on reality (but good we did not know the outcome)  
involvement of a lot of emotions

against  
time pressure (the need to explore complexity of HR)  
lack of proper debriefing on how we can do the exercise in our reality  
some people did not enter the roles

Group based cooperative learning:  
in favour  
preparation in interest groups  
allows you to look at the issue from different perspectives  
consensus building

against  
lack of time for preparation  
lack of reflection on co – operation in the debriefing (co – operation vs. compromise)  
too many people in the interest groups

Problem solving conflict resolution:  
in favour  
feeling no pressure to reach conclusions  
“recreation” of new groups with the same goal

against  
lack debriefing from the “conflict” point of view  
for some people – too much focus on reaching consensus (simple discussion would be better)  
too little time for consensus building

Group 3

Educational Approach	IN FAVOR	AGAINST
Participation Action Oriented	The simulation was <b>promoting consensus</b> , we need everyone's participation for consensus.	The roles of <b>court and press</b> were quiet less active.
	<b>Dividing the process into tasks</b> so that it would be easier deal with.	The <b>time</b> was limited.
Learner Centeredness Experiential Learning	<b>Small groups</b> are better for interacting each other . Again small groups are good for making the experience available for everyone.	Many people thought that consensus building period was not very effective.
	<b>Whole process</b> was giving a chance to listen others.	Also time was limited.
Group work based Cooperative Learning	The whole process served to these. But especially negotiations were important.	We could not agree on anything against.
Problem Solving Conflict Resolution	Again working in small groups helped for these processes.	There is more need for guideline on how to reach a consensus.
	We created a conflict and solved it. This is important.	

Group 4

Our discussion started with a real difficult time to understand meaning of "in favour" or "against" (interpretation difficulties). That's why we decided to use the word "present" or "not present" and on the other hand "effective" or "not effective".

The educational approach that offer a bigger discussion was problem solving and conflict resolution approach. In a group of 8 people, 4 thought that this approach was present in the activity, and the other half position themselves in the between. The arguments used talk about how far from reality the activity was, and that in real life is much different and harder to find a consensus. We also argued a lot about the way the task was giving to the group. We found out that saying "You shell come to a consensus" made the participants feel obliged to this consensus making, perhaps without really manage a conflict. If you "shell" do something you have no alternative. On the other hand, there was a problem and different roles given to people, so we were in front of a problem solving exercise, even if it was quite hard to find a solution. The main conclusion is that we found out that this should be a conflict resolution exercise, although it wasn't effective in this situation.

Considering group-worked based and cooperative learning there were two people disagreeing about its presence, especially about cooperative learning (found to be present only in the consensus phase). A member from the press group think that on is

group it was completely assent, because they had to work as “free-lancers” and not in a team. There were still people thinking it was present or expected to be. In some cases it was felt that the aim was not fulfilled because of lack of discipline, the need to a better explanation, lack of moderation in the small groups, the need to more time to prepare the next step (even if only two minutes between phases). Another difficulty was the different approach from the participants. For instance, some needed much more background papers and this turned difficult to get into the role. In our group we spoke as well about the difficulty we had debriefing twice: first getting out of the role and after being asked to get back to the role again.

The majority of the participants of our group think learner centeredness and experiential learning were present and effective. The arguments supporting this position were that participants were asked to contribute to their role and that it was a structured experience – learn by doing. Even if there was disagreement because of what we define by experiential learning – for some of us it was more a simulation or role-play, because experiential learning involves deeper/inner feelings.

About participation and action oriented all the group agree it was present, but not effective, mainly because not everyone was able to have an active role during the activity. Our final definition was that it was action oriented because we had to do something!!! (The real action was the court)

Other suggestions raised in the group about other approaches:

Cognitive learning;

Reflection (although there was people missing time to self-reflection);

Confidence building.

**MODULE 9**  
**POSSIBILITIES AND CONDITIONS FOR FOLLOW-UP**  
**Saturday, November 6, 2004**

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**Background**

If one wants to secure a follow-up in a training course, the possibilities – if not the framework - for that follow-up have to be defined in advance. The participants want to know what is meant by follow-up and what is expected from them, as well as what it contains for them. The chances of any follow-up are highly increased if the organisers, stakeholders or team of trainers have thought about it before what the follow-up could and should be like. Otherwise, participants hesitate between the desirable and the possible, between their own ideas and the possibilities and conditions of their organizations, between the expectations of the trainers and the conditions under which they have to work and implement any follow-up. In the training of trainers in human rights education, follow-up is a “must”. It is in the very essence of the course and the programme is meant to equip and prepare participants to develop and implement their follow-up activities practically, which could be training courses, youth exchanges, newsletters or any other HRE activity. One of the first questions asked while thinking of follow-up activities is about the opportunities of financial assistance. Therefore the trainers’ team should be prepared to answer them. The “only” thing needed is to present, explain and discuss the conditions and guidelines for various funding possibilities with the participants and to understand and reply to their very concrete questions about how, how much and when.

**Aim**

To provide essential information about the programme of national and regional training courses and the existing funding possibilities in the European Youth Foundation, with the Human Rights Education Youth Programme and within other institutions and programmes

**Objectives**

To introduce participants to the concept and formula of the National and Regional Training courses and other forms of multiplying HRE at national and local level.

To encourage participants to develop follow-up projects after the training course

To provide participants with information about existing funding possibilities for HRE projects with young people.

To initiate a reflection about the follow-up to the course by the participants.

To associate participants and the Human Rights Education Youth Programme closely.

To help participants plan realistic and achievable follow-up projects.

## **Competencies addressed**

Ability to transfer learning into action;  
Addressing the different needs of trainers in a training course;  
Usage of the support possibilities offered at European level;  
Cooperation skills;  
Information and skills in fundraising for HRE youth projects.

## **Methodology**

Plenary presentation, working groups and consultations, discussion

## **Programme**

14:30 Introduction to possibilities for support of follow-up projects

15:00 Working groups on possibilities for the support of follow-up projects:

- National and regional training courses (Goran and Anila)
- Projects through the European Youth Foundation (Rui)
- The Youth Programme of European Commission (Silvia and Jana)

## **Outcomes**

Participants were introduced to different possibilities of getting funding for their projects in Human Rights Education and had a chance to ask the questions that were of their concern as well as look in the application forms. They were also provided with the list of funding possibilities.

## **Evaluation**

Participants received the information they can use when applying for the projects. For many it was a first step to think about the concrete follow-up project they can apply for and implement in their organisation. Some participants expressed their need to go deeper into what was said as many questions remain unanswered. The session on follow-up projects should take into consideration further explanations. Some participants were not satisfied with not having the possibility to apply to Pilot Projects in Human Rights Education any longer as their project ideas would fit the concept. The same goes to National and Regional Training Courses as they had already taken place in some countries where participants interested in running them came from.

## **Notes for further use**

Generally speaking, the session is very needed to clarify different possibilities to get funding for participants' projects and it should be kept like it is. Participants' dissatisfaction from the sessions comes mainly from the fact that not all options are still open for them, e.g. National and Regional Training Courses and Pilot Projects in Human Rights Education. The session on practical skills in applying to different sources should be considered to happen next time.

## **Background documents, handouts**

Guidelines and forms for national and regional training courses.

Guidelines for applications to the European Youth Foundation

List of courses already supported by country.

Brochure of the HREYP 2003-2005;

List of educational resources available at the HRE Resource Centre.

List of possibilities for funding HRE projects.

YOUTH programme User's Guide

**MODULE 11**  
**FUNDING OF FOLLOW-UP PROJECTS**  
**Friday, 10 March, 2006**

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**Background**

The training course for trainers in HRE is not an end in itself. Rather, it is a way to support the development of HRE training and activities at national and local level. The participants-trainers are expected to become involved and develop themselves activities and training projects within their own organisations and institutions.

The possibilities for support of human rights education training are very limited in Europe, a reality that probably reflects the status of human rights education. Within the Council of Europe, the possibilities for support are equally limited, although the organisation did innovate by supporting national and regional training courses and local pilot projects (through the European Youth Foundation).

As the first part of the course comes to an end, it is important for all participants to know which possibilities for funding and support remain within the Council of Europe. This may help in dissipate doubts and supporting participants to adopt a realistic approach when it comes to planning and preparing their follow-projects (towards the end of the course).

It should be noted that, contrary to previous editions of the course, this time the programme of national and regional training courses has already been defined (participants' organisations were informed of the deadline and participants were if their organisation had submitted an application. There are, therefore, limited possibilities for new projects. Mostly possibilities remain in the programme of pilot projects in human rights education.

**Aims**

To inform participants about the possibilities for financial support of follow-up projects from the Council of Europe and to prepare them for the follow-up projects.

**Objectives**

To encourage participants to think about the follow-up projects to the training course;  
To inform participants of the possibilities for financial and institutional support for projects within the Council of Europe;  
To associate participants with the main objectives and activities of the Human Rights Education Youth Programme;  
To adopt a transparent and open approach to the funding possibilities in the CoE;  
Cooperative learning and action.

## **Competences addressed**

Knowledge about funding possibilities for human rights education;  
Project planning and development for human rights education activities;  
Cooperation, cooperative learning and action;  
Fundraising and project planning.

## **Methodology and methods**

Prior to the training course, the participants were informed about the possibilities for funding within the HRE Youth Programme. What is left now is, mostly an information update session. The methodology will thus consist of a brief presentation on the pilot projects and questions and answer session. Individualised questions and advice may also be addressed in consultations.

## **Programme**

17:00 Information session – presentation, by Rui Gomes

17:30 Questions and answers

18:00 End of the session.

Information about the dinner on the boat and the free day.

## **Outcomes**

## **Evaluation**

## **Notes for further use**

## **Background documents, handouts and further reading**



**MODULE 10**  
**COMPETENCES FOR HUMAN RIGHTS EDUCATION**  
**Monday, 8 November, 2004**

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**Background**

This module follows up the process of the consolidation of participants' understanding and knowledge of HRE. Many of the competences in HRE draw from the other fields of non-formal education.

Facilitators of HRE activities face different challenges when working with groups of young people. Apart from being competent in the subject matter of HR, facilitators should be aware of the different learning styles of the participants and should know various ways of organising educational processes to ensure learner-oriented approaches. In addition, competent facilitators should be able to understand and guide intercultural learning processes in multicultural groups. They obviously need to possess a set of values that truthfully supports HR. The role of trainers and facilitators implies not only to understand, but also to be able to guarantee the development of skills, knowledge and attitudes of the participants and ensure the transfer of HR values to participants during the training activities.

It naturally requires good understanding of the values, objectives and functions of HRE, including what specificities it has and what it shares with many other educational subjects and approaches.

In this module participants address these aspects of HRE by using an education activity of Compass. As such, the module is an introduction to the series of workshops on different topics that offer more "hands-on" training to participants.

**Aims**

To enable participants to understand the specificity of HRE and the competences required for trainers involved in HRE.

**Objectives**

To increase participants' ability to understand the competences (knowledge, skills and attitudes) required for HRE and how to integrate them in a training programme;

To increase participants' awareness of the different principles of non-formal learning and their role in HRE with young people;

To increase participants' awareness of the intercultural processes in training in HRE, including the link between HRE and issues such as empathy, tolerance of ambiguity and distance to social roles;

To raise the participants' awareness of the ethics and values in training in HRE;

To address the issue of the specificity of training approaches to HRE.

## **Competences addressed**

The ability to analyse and evaluate learning processes;  
Learning about and using experiential learning;  
Ability to use and develop learner centred educational approaches;  
Understanding the basic competences for HRE facilitators in the fields of intercultural learning, ethics and values in HRE, methodology and educational approaches.

## **Methodology and methods**

The methodology consists of interrogative and active elements. In the interrogative part the team of trainers will structure the learning context by a short introductory input followed by short time reserved for questions and answers. In the second methodological - active part, participants will be involved in educational exercise followed by small groups' discussion. Each of the groups will analyse different aspect of learning: intercultural learning, ethics and values in training, competences addressed, methodology and educational approaches.

The methods used are:

Introductory input

"Can I come in" - Exercise from Compass

Group analysis of the different educational aspects of the exercises and the essential facilitator's competences

Presentation in plenary (only next day).

## **Programme**

09:15 Introduction to the day

09:30 Non-formal learning principles and their role in human rights education – introductory input

10:00 Exercise: Can I come in?

Debrief of the exercise at the "level of events and emotions"

Coffee break

11:30 Introduction of the learning groups - Debrief and analysis of the exercise from a specific educational perspective. Groups on:

1. Intercultural learning
2. Ethics and values in training in HRE
3. Competences addressed (skills, knowledge and attitudes)
4. Methodology and educational approaches

12:45 Lunch break

## **Background documents, handouts and further reading**

Handouts from the Introductory Input

Handouts for the exercise "Can I come in?"  
How do I learn" handouts on different approaches to learning.  
Reports from working groups analysing exercise "Can I come in?"  
(See <http://www.coe.int/compass>)

## **Appendix**

### QUESTIONS FOR THE LEARNING GROUPS

A working group on intercultural learning

#### 1. Group on intercultural learning in HRE

Which concrete intercultural issues has the exercise "Can I come in?" brought up?  
In which way has this exercise contributed to developing empathy in participants?  
Have the participants noticed any differences in their perceptions and understanding and have they learnt from the differences?  
To what extent did participants judge the situation using only their own identity?  
Has the exercise created an understanding and awareness on the need to take into consideration different standpoints?

#### 2. General questions (same set in all groups)

What is ICL for you?  
How do you ensure ICL in a course?  
Why is intercultural learning important in HRE?  
Are there any essential features of intercultural learning indispensable for HRE?

A working group on methodology and educational approaches

### **1. Methodology and educational approaches in HRE**

Have participants had enough space and time to express their own opinions during the exercise?  
What were the different ways of participation carried out by this exercise?  
How were participants' concrete life experiences and knowledge used in the exercise?  
Was there a balance between the input of the facilitator(s) and the participants?  
How could different learning styles influence the participation (concern for equal participation) in training in HRE?

### **2. General questions (same set in all groups)**

What do you understand by learning styles and methodology / educational approaches?  
How do you ensure that the experience and knowledge of participants is integrated and used in a course?  
Why is participation important in training in HRE?  
How do you insure as trainer that your educational approach is in line with the different cultures represented at the course?

A working group on ethics and values

## **1. Group on ethics and values in training in HRE**

Which concrete issues related to ethics and values has this exercise brought up?  
Did the exercise raise any disputes or display of different attitudes (and sets of values) by participants?  
Can you think of an example of a set of values or ethical conduct unacceptable for one HRE educator?  
To what extent should an educator accept the set of values behind the “culture of Human Rights”?  
(Can you agree on/enumerate) some do’s and don’ts in human rights education?

## **2. General questions (same set in all groups)**

Which values are essential for the development of culture on HR?  
Is there any specific set of values behind HRE? Should there be one? If yes, what should be an “appropriate ethical conduct” and set of values for a HRE educator?  
How do you ensure a display of “appropriate” ethical conduct and values in a course?  
Why is the issue of ethics and values important in HRE?

A working group on competences (skills, knowledge and attitudes)

## **1. Competences addressed (Skills, knowledge and attitudes)**

What were the skills, knowledge and attitudes addressed in this exercise?  
Which competences can participants further develop as follow-up of this exercise?  
Why are these competences important in the context of the exercise / in the context of HRE?  
How do these competences relate to the programme planned and run (the exercise and the debrief)

## **2. General questions (same set in all groups)**

How do you ensure / check that the “right” competences are addressed / made explicit in a course?  
What is needed to identify the necessary competences to be addressed in a course?  
How do you synchronise the competences addressed and the programme design?  
Why identification of competences is important in training in HRE?

Note: Each group should produce a written report + prepare 5 min. presentation for plenary session (supported by visual aid) next day.

## **MODULE 13**

### **NON FORMAL EDUCATION AND HRE**

**Sunday, 12 March, 2006**

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### **Background**

This module aims at consolidating participants' competences in working with HR issues within a non-formal education setting. As many of the HRE competences draw from the field of non-formal education, a brief clarification of non-formal education settings and principles is to be offered.

Facilitators of HRE activities face different challenges when working with young people. Apart from being informed about HR related issues, facilitators need to be aware of the different learning styles of their participants and should know how to organise the learning process in order to ensure learner-oriented approaches. In addition, competent facilitators should be able to understand and guide intercultural learning processes within the group of participants taking part in the HRE activity. They need to possess therefore a set of values that truthfully supports human rights. The role of facilitators is not only to understand and feel themselves empathic, but also to be able to guarantee the development of skills, knowledge and attitudes of the participants during the training activity.

It naturally requires good understanding of the values, objectives and functions of Human Rights Education, including what specificities it has and what it shares with many other educational subject and approaches. It implies specific competences related to intercultural learning, ethics, for example, but also capacity of engaging the young people in taking action.

### **Aim**

To enable participants to understand the specificity of HRE as non-formal education and reflect on specific competences required from trainers involved in HRE (organising learner-centred activities and ensuring participation, dealing with ethics etc).

### **Objectives**

To increase participants' awareness with regard to the skills and attitudes required for HRE and how to make use of them in a HRE activity;  
To increase participants' awareness of the intercultural processes in training in HRE, including the link between HRE and issues such as empathy, tolerance of ambiguity and distance to social roles;  
To raise participants awareness of the ethics and values in training in HRE;  
To identify ways of taking action at the end of the activity, according to each one's specific target group;  
To offer the possibility to experience a complex method from COMPASS, allowing approaching all objectives above.

## **Competences addressed**

Learning to learn;  
Critical thinking;  
Communication;  
Ability to analyze the educational process;  
Ability to use and develop learner-centred educational approaches;  
Understanding basic competences for HRE facilitators in the fields of ICL, ethics and action-oriented activities;  
Empathy.

## **Methodology**

The exercise from COMPASS – “Can I come in?”  
Group analysis of the different educational aspects of the exercise and the essential facilitators' competences

## **Programme**

14:30 Start of session and announcements

14:40 input on non-formal learning principles and their role in HRE

14:50 Splitting in 2 groups  
Exercise “Can I come in?” as described in COMPASS

15:35 Debriefing (I) - in same 2 groups

16:00 Coffee break

16:30 Debriefing (II) - in “issue” groups

- Intercultural learning
- Ethics in HRE
- Taking action

18:15 Re-groups

## **Outcomes**

The two groups took part in the “Can I come in exercise” and this one raised strong emotions in a number of people which made that, in one of the groups it was needed that most of the debriefing deals with the emotions of the people involved.

The “issue” based debriefing did not benefit of enough time. Nevertheless, the “ICL” group analysed the intercultural issues related to the exercise and reflected on what ICL is and how to ensure ICL in your HRE activities. The “Ethics” groups analysed the exercise from what kind of ethical issues it implied and furthered the discussions with regard to this in HRE. The “Taking action” groups looked at how to get organised and

take action with regard to a HR issue such as refugees' fleeing the countries and their acceptance or not in another country.

More details with regard to the content of the discussions and presentations in working groups are presented in the appendix to this module.

## **Background documents, handouts and further reading**

Handouts from the exercise "Can I come in?" (COMPASS, page 98)

## **Appendix**

### OUTCOMES FROM WORKING GROUPS

Issue group on "Intercultural learning" (ICL)

The work on "Intercultural learning" aimed at raising awareness among participants with regard to different standpoints that people might take in similar exercises and analyse implicit cultural biases. Furthermore it aimed at looking at the importance of intercultural learning and analysed competences needed in order to ensure this learning within a group.

Orienting questions for working:

What is ICL (for you)?

How do you ensure the intercultural learning in a course?

Is ICL important for HRE? Why?

Are there important features connected with ICL that are essential for HRE?

The group went through:

- analyzing the intercultural issues connected with the exercise "Can I come in"
- discussing the difference in participants' perceptions
- discussing whether the exercise developed empathy among participants (or might)
- and to which extent participants interpreted the situation using their own identity.

Issue groups on "Ethics" (2 groups)

These groups were organised after the exercise "Can I come in?" and aimed at discussing questions of ethics in relation to HRE.

### RESULTS FROM GROUP 1

The participants identified and explained ethical issues and dilemmas that they have been or are confronted with when working as trainers in human rights education. The group suggested responses, ways of addressing or dealing with the issues, based on their own experiences. Very often, clear answers were not possible or at least not obvious.

Hot questions

1. In an activity, simulation or, role play, when should trainers intervene with the role play itself?

The question was raised in relation to an intervention to regulate or steer the way a simulation has been held (e.g. asking participants to speak less loud, otherwise “nobody can hear you”, but shouting was part of the strategy adopted by the participants...)

- When there is physical violence;
- When the situation is getting out of control, or more than the trainers feel that they can handle;
- When someone starts crying (?)

There was also a consensus that trainers must refrain from intervening to steer the activity<sup>6</sup> in a certain direction. This falsifies the role play and can lead to manipulation.

2. What to do when someone starts crying?

Most trainers agree that crying can be important for participants to open their emotions and often has also an important positive effect on the group. Trainers, however, should refrain from manipulating feelings and be very aware of the emotional impact of an activity on participants. Participants who cry during an activity should be supported personally, and be offered help/support. This is best done in a discreet and personal manner. Trainers should be careful about stopping an activity because a participant starts crying or, similarly, drawing the attention of the group to the participants, as this may cause the participant to feel guiltily of embarrassed by being put under the spotlight of the groups’ attention (and feeling the need to justify themselves or apologise.

Everyone, however, should get support and attention. Working in a team allows for individual situations to be addressed without the activity to be interrupted.

The activity may need to be interrupted or stopped:

When things can get out of control;

When it disturbs the activity, i.e. when the other participants can not go on “playing”

In any case, the interruption should be done early enough to deal with the damage.

The only common criterion for evaluation of the right moment to stop was “using instinct” and using “common sense. Anything else depends on the participants, the trainers and the concrete situation. There was also an agreement that activities that are most likely to emotionally challenge participants should be done early enough so as to allow participants, the group and the trainers to address possible difficult situations before the end of the course.

A suggestion was made to invite “crying participants” to write down how they felt.

3. When should a trainer stop accepting invitation to run activities?



The question was raised by participants who receive requests for intervention (e.g. in schools) more than they feel that they can handle professionally, with quality standards.  
When there is a risk of burn-out;  
When the quality starts to suffer.  
In such cases, the opportunity to involve / train peer educators should also be considered.

#### 4. Which jokes are acceptable?

Jokes and humour can be very tricky. They are very commonly used in many of the societies of the participants. They are also very often used to communicate and even to address tricky issues. But, especially in human rights education contexts, jokes can often offend shock and, generally, they tend to convey prejudice and ethnocentrism. Very often, it was recalled, racism and discrimination start with jokes.'

Jokes should always be used in moderation by the trainers; in an international environment, it is also very likely that the joke is not understandable by all participants in the same way. To the potential for offending someone, there is the potential for misunderstanding.

#### 5. How to deal with young people who only show indifference or cynicism?

The example provided referred to situation where the young people/participants made fun or cynical remarks about the issues being discussed (e.g. about HIV or access to water).

Normally such attitudes are a way to challenge the trainer (and sometimes the group). The reaction of the trainers should be weighed in view of the type of relationship between the trainer, the participant and the group. (E.g.: short-term or long-term). Participants agreed that:  
The provocation should be ignored (so as not to give attention to the provocateur)  
The provocation should be confronted and responded to.

These are two extremes, each of them with their own risks. In any case, the trainers should refrain from projecting their own anger or indifference on the group on the participant. The "wisest" and often most effective response is to associate the group to dealing with the provocation, rather than imposing the trainers moral standards.

#### 6. Should a trainer be an activist?

The question was particularly dear to some participants in view of what they understood as "militant" attitudes by some participants in the activity about refugees. A militant or activist may tend to lead the discussion in a certain way or, worse, to impose their own points of view on the participants. Human rights education must not be used as a "Trojan horse" for other agendas, the trainers should be clear to themselves and to their participants on this matter. Trainers must be aware of their own power and role in a group; human rights education is about supporting young people in knowing their own

rights and supporting the cause of human rights for everyone. While it supports young people to make their own opinion about human rights issues, it must respect the right of the participants to hold their own opinions.

At the same time, there is a wide acceptance that a trainer in human rights education is not just a technician: it is someone that has to be credible and feel the issues they are addressing, which implies having their own opinions on them. They should be close to the issues but they should not impose their views on the participants. Distance to social roles becomes, here, a particular important quality for the trainers.

A participant rephrased the question: Can an activist be a trainer?

7. Is it ok to bring your own values to an activity?

It was widely accepted that trainers must be clear about their own values and that they can not “hide” them; otherwise, their credibility would suffer. Everyone carried their own values with them. However, the trainers should be aware of the risks of them imposing their values on participants.

8. How to stop colleagues who “go wrong”?

This question was much debated, also in view of experiences from the exercise. Two experiences prevailed:

The first is when teachers or colleagues who manifest opinions that are in full contradiction with the spirit and contents of human right education (e.g. openly displaying prejudice about some groups). In this case, the trainer can be powerless, because of hierarchical differences or social roles that “forbid” them from questioning the colleague or superior (also not to make this loose face in front of the young people). On the other hand, there should be possibility to make participants notice that that attitude is not shared by the trainer and should be critically reflected by the participants.

The second, more common, situation, is that of a trainer colleague doing something “wrong” or embarrassing. In this case, most participants would not hesitate to interrupt or manifest their difference of opinion before the group. It is also considered healthy that participants realize that not all the trainers share the same point of view or think the same way.

9. How far can you go in an activity? How far to personally involve participants?

No trainer can ever know how participants might react to an activity, because it is impossible to know the life story of all the participants. However, when the trainer do know facts about the participants life that could trigger strong reactions during the activity, they should be careful and, at the least, brief the participants in beforehand and ask them if they want to participate or not (e.g. providing alternative roles, such as being observer).

Otherwise, the personal experiences of participants are generally very helpful and useful to make the activity more realistic and link with everyday reality, In as far as possible, the activities in human rights education should seek connections with young people's lives and social environment.

#### 10. Relationships between trainers and participants

Emotional relationships (with or without sex involved) might happen in training situations. While it is not possible to fully control one's emotions, the group generally held the opinion that they should not happen or be "opened" during the activity (one participant added "except the final evening"). Relationships are to be taken very carefully and probably ruled out completely if possible, because of:

Influence of the relationship on the group of participants and the atmosphere in the group;

The possibility of affecting the performance of the trainer;

The possible power relations involved between participants and trainers and the fact that trainers may, even if unintended, take advantage of it.

Trainers should, in any case, be aware of the legal limits and consequences of their acts (namely those regarding minors).

#### Ethics and human rights education

Human rights education provides in itself a good reference framework for many of the ethical issues and could serve as a guideline for conduct:

Human rights education activities must respect human rights and be held in an environment that guarantees safety and respect for everyone's dignity;

Human rights education must be open for everyone and, therefore, accept everyone's role (everyone must feel welcome);

The plurality of ideas, opinions and expression of emotions (or refusal to do so) must be safeguarded;

Like non-formal education activities, human rights education is learner-centred and open-ended: it is up to each participant to draw their own conclusions – while they can be challenged, they should not feel intimidated to change to change them or to adopt another one;

The trainer must always be aware of the social role and power that they may have in the group and with individual participants.

#### RESULTS FROM GROUP 2

The issues and questions/dilemmas assessed were:

Laugh when performing roles that are supposed to be serious, as the one of refugees. Is that ethical? Is it ethical to use funny methods for serious subjects?

How far can we go in the role play if there are people participating that have passed through the given situation or are emotionally connected to it, for example being a refugee or a victim of domestic violence? is it ethical to make this people replay such an hard situation?

How should I act as a trainer? According to my personal values or according to the training needs of the participants? Can I just forget my personal system of values? Can one be a HR trainer even if he or she is a racist person?

Main conclusions:

Ethics are uncertain and open. Ethics are each person system of values and, like this, is each person choice and decision.

Ethics is about defining what is right and, in this case, about the behaviour of the trainer in HRE. So this is very difficult because it's a personal choice.

Concerning the issue of laughing and to perform roles that are hard for the participant or have to do with it's own life experience the conclusion is that it's very important to debrief the situation experienced.

The trainer should be most of all honest with her/him self and the others, more than trying to be the role model.

The trainer should try to create a safe environment for the learning process and like this should be careful not to open doors that then she/he can't close.

The trainer should try to work up her/his own emotions about a certain subject before she/he gets involved in a training activity that will work upon this subject or issue.

The trainer should know her/his own limits and be able to self evaluate. We can't run away from ourselves and also from our own system of values.

Values the group related with HRE:

Equality, respect in general but also respect for diversity, honesty with us, coherence, consistency, solidarity. Tolerance/respect/acceptance, self-respect and non violence.

Other questions were addressed, not all having reached a conclusion:

How do we see ourselves working for example with criminals? For this matter the group said that first of all the criminal is a human being and like this has rights and like this we respect the rights of this human being.

There's a set of values behind HRE. Is the trainer obliged to live according these principles?

Is a HR trainer allowed to have prejudice?

Dos:

Take care about the participant

Accept that she/he doesn't know everything

Accept your own limits

Ask yourself questions constantly

Don'ts:

Impose your own ideas and values on other people (formulate an opinion, not a closed statement)

Don't have does and don'ts

Be careful when using your power as trainer

Accept the trainer is a learner

Issue groups on "Taking action" (2 groups)

## Programme

15:20 To start with the brainstorming “What kind of action people can take after the activity ‘Can I come in’?”

Questions for discussion:

Why we need to take any actions?

Are there any actions that couldn't be taken after this activity? What kind? (to emphasize the meaning of de-rolling in the exercise)

Input “How the Taking action principle correlates with HRE and Compass' approaches”  
(To remind ‘Experiential learning cycle’ and Phase 5-Applying. To talk about long-term outcomes from HRE.)

16.10 Work on the different action in buzz-groups. The task for group to discuss how to organize one kind of possible actions, related to ‘May I come in’

All groups should discuss the objectives of chosen action, who could be involved, how they could learn more about the mentioned issue, how this action could respond to the Refugees problem.

16.50 Presentations of the actions by each buzz-group.  
Discussion on the proposed ideas in working group.

Participants are asked to prepare short report and to send it by e-mail.

## RESULTS FROM GROUP 1

The main discussion in this group was focused in possible forms of taking action in different countries about with regard to the refugees problem, starting from the experience created by the exercise “Can I come in” from COMPASS.

Participants started by presenting the current situation with regard to refugees in different countries.

The groups considered that for taking action is important:

To be informed

To publicise the issue

To link up with existing organizations

To get results.

There were different ideas how to deal with the issue and to take action:

To educate people about the statute of refuge, organize debates

To organize humanitarian concerts, in this case to make public announcements, brochures etc with explaining why organizing this concert, and being included before, during and after the concert. All of this with purpose of getting some many to support the refuge.

Voluntary work e.g. in refugee camps, inviting also someone who has been working with refugees  
Doing a street action in refugees day  
Organize something attractive in the street  
Networking with other organizations, like Amnesty International to provide support for refugees  
Creating a young club with Amnesty international  
Informing refugees about their rights,  
Signing of petition with to request support for them,  
Make links with media with purpose to make people interested about the issue  
Organize non-formal education in camps where are refugees  
Organize different youth activities like sport activities  
Producing of a book with photos from refugees

## RESULTS FROM GROUP 2

This group worked in three groups, taking action as:

- 1 group – public campaign
- 2 group – HRE program/event
- 3 group – event

Bellow is the proposal as from the participants' reports

### 1. The proposal of a public campaign for protection of refugees rights

Goal: Improving the situation of refugees in the country through applying of international and domestic law.

Operating goals:

- 1) To analyze current legislation and procedures regarding refugees rights.
- 2) To monitor the system of refugees rights protection in the country.
- 3) To inform public about refugees problem and to attract attention of to this problem on international level.

Expected outcomes:

- 1) As a result of these actions the level of right awareness of customs and immigration officers will be increased. The stereotype "refugee is a crime" will be picked.
- 2) Improving the situation with refugees in the country.

### 2. The proposal for a HRE workshop on « Thinking action »

It could be an event related to the subject like « the refugees » (previous workshop). This document will assist us with event planning. It will assist us in developing a plan that takes into account the essential elements for a successful event.

Type of event: Why have a national conference with a seminar/workshop :

Organisations often hold events without being clear or honest about their reasons. It seems like a good idea at the time. To talk about resources/projects/other institution = collecting information about issues, the situation of refugees.

Events are an opportunity to introduce HRE and the case of the refugee to the teaching, research and staff of the school and about to people who do not be aware about this situation. At the end, to launch the campaign presented by the first group.

Citizenship

Title: "Refugee realty" film created by the participants

For whom: young people between 15 and 20 years old.

Six steps to success:

1. Which event? Does it fit with the aims of your organisation? Does it fit your market or target audience? What human or financial resources are needed? What resources are available? What interests do the organisers/volunteers have?
2. What will be needed? In advance or on the spot?
3. Who? Who will organise the event? Who will host the event? Who will perform at the event? Who will participate? Who will attend?
4. When? When should the event take place? Will it clash with other events? How long should the event be from start to finish?
5. Where? Is it the right venue? Does it have the required facilities?
6. How?

Some important points

Select an organising committee

Planning

Making it happen

Date and time

The venue

Budget/funding

Partners/sponsorship/NGO's

Program/invitations

Mailing list

Invitations

Media

Printing leaflets

Volunteers

Posters, tickets

Printing

Postage

Stands about HR and different actions or associations about this topics

Refreshments

Entertainment, e.g. live music

Equipment, e.g. microphone/ public address system

Running sheet

Security

Recording

Gifts

3. The proposal for a HRE event

Activity to organize: HR EDUCATION WITH YOUNG PEOPLE - "REFUGEE DAY IN OUR SCHOOL"

This non-formal educational activity is planned to be realized as one day activity that will introduce the pupils in a primary school with the meaning of the word refugee and the problems they are facing.

Objectives:

introduction of the participants with the key information regarding refugees  
providing them with skill how to search information for refugees and the situation in their country of origin, their culture, their language, problems they are facing  
breaking stereotypes about the refugee people, migrants and people with other background

The activity is planned to be organized as:

Short lecture on refugees (prepared by trainers in human rights),

Role play

Exposition prepared by the participants on their perception of refugees



**MODULE 10 (Module 11/2004)**  
**THEMATIC WORKSHOPS – GENERAL MODULE**  
**Friday, 10 March, 2006**

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## **Background**

This part of the programme is completing somehow the bigger part of the programme focused on exploring Compass and educational approaches in human rights education. Compass – the centre of this training course – offers 16 topics (themes), both reflected in the activities (chapter 2) and elaborated in the Background information (chapter 5). The choice of themes to be covered in Compass was not an easy task for the production team of the manual, as the original list of themes was much longer than it is reflected in Compass.

Participants have already had the opportunity to reflect on and explore the educational approaches used in Compass and methodologies of human rights education. They are also coming to the training course with certain expectations when it comes to deepening their knowledge and developing skills in running human rights education activities with their target groups and most probably around certain topic or theme.

The thematic workshops are thus the chance to respond to participants training needs and check how relevant the themes presented in Compass are for their reality of HRE with young people and young people themselves; are the themes covered enough to provide the framework and tools for addressing them with young people; is there anything missing; are there the themes that are relevant for the youth nowadays that are not covered in Compass – these and many other questions should be always kept in mind and checked for the answers in order to keep Compass alive and make it relevant for the reality of young people nowadays. That is why the issue of adaptations of different Compass activities is the very important point that will be tackled during the workshops – how participants are using Compass, how they adapt activities, why, which ones, what new activities have been developed on the basis of Compass or inspired by Compass in order to more develop the theme that is already there?

This part of the programme is very practical and sometimes quite awaited by the participants, therefore the topics of the workshops will be chosen at the beginning of the training course, according to the needs of participants.

## **Aims**

To provide space for deepening different themes of Compass of relevance to reality of participants and their human rights education practice.

(Additional aims are added in specific modules of each workshop)

## **Objectives**

To practice activities of Compass;

To reflect on the relevance of topics elaborated in Compass to the reality of young people and human rights education practice nowadays;  
To explore possibilities of adapting Compass activities and check how they are adapted by participants;  
To share experience and practice of using Compass activities with different groups of young people and in different countries (communities);  
To stimulate critical reflection on themes and methodologies used in Compass  
(Additional objectives are added in specific modules of each workshop).

### **Competences addressed**

Critical thinking;  
Designing an educational activity in HRE;  
Discussion and communication skills;  
Learning to learn;  
Ability to work with HRE through Compass.  
(Additional competences are added in specific modules of each workshop)

### **Methodology and methods**

Each workshop should use the activities from COMPASS (additionally from Educational Pack and DOMINO if necessary) as a starting point and may add other elements to complement it. They should cover different themes and use different methodologies and approaches. Participants should have an opportunity to freely exchange experience and practice of adapting Compass activities and developing new ones that are inspired by the themes of Compass or cover a new theme that is not present in the manual.

The workshops listed are a proposal based on the needs expressed in the application form as read by the team. The participation to the workshops is based on participants' free choice amongst the titles offered (or suggested by the participants during the course).

Each workshop can accommodate a group of 10-15 participants.

### **Programme**

2004

Monday, 8 November

14:30 Theme-based workshops:

Gender equality

Discrimination and xenophobia

Children's rights

Globalisation

Social rights

2006

Friday, 10 March

14:30 Thematic workshops:

Suggested topics:

Discrimination and xenophobia

Peace and violence

Gender equality

Social rights

Education

The topics may change due to the actual priorities and interests expressed by the participants.

### **Outcomes**

Participants made their choice to participate in the workshops. Due to the lack of enough interest only three workshops were run: Peace and violence, Education and Discrimination and xenophobia. Each workshop made use of the activities of Compass analysing them also from the adaptations point of view.

The outcomes of each workshop can be found in specific workshop modules.

### **Evaluation**

Please look at the modules of each workshop

### **Notes for further use**

The session should be kept for further editions of the course, however as Compass is better known by participants, the issue of adapting the activities form Compass should be more underlined.

### **Background documents, handouts and further reading**

Compass, chapters 2 and 5

Other documents and resources in separate modules of each workshop

**MODULE 11A**  
**WORKSHOP – GENDER EQUALITY**  
**Monday, November 8, 2004**

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**Background**

Gender equality means an equal visibility, empowerment and participation of both sexes in all spheres of public and private life. We are still facing nowadays many obstacles to reaching the real gender equality, including violence, lack of clear policies, discrimination, and under-representation of women in political, social and economic decision-making processes. These are all challenges to human rights. Gender equality has been identified as one of the themes that is addressed in Compass. What is more, gender equality has been a theme of many activities run by the Council of Europe within Human Rights Education Youth Programme, namely seminar on “Violence against young women” and the training course on gender-based violence. Nowadays, gender mainstreaming in youth work and training is not an idea in itself but it is shaped and exercised in many both grass-root organisations and on European level. However, there is a great need to reflect on these practices and its usefulness. The participants of the training course are in the middle of the training and their start now to reflect on different issues in human rights education relevant to their context.

**Aim**

To increase participants’ awareness, knowledge and understanding of the concept of gender equality in order to develop competences to deal with this issue in their training and youth work practice.

**Objectives**

- To understand the concept of gender equality;
- To identify the obstacles to reach gender equality;
- To share practice and experience in training for gender equality;
- To practice the exercise form Compass and reflect on its usefulness in training for gender equality;
- To analyze possible steps that has to be taken to reach gender equality.

**Competencies addressed**

- Critical thinking;
- Ability to work in the group;
- Co-operative learning;
- Creative skills.

## **Methodology**

After the introduction to the workshop the participants will have the opportunity to practice the exercise form Compass “Path to Equality – land” in order to identify the obstacles to reaching gender equality and to think about steps that can be taken to reach it. After the exercise, the participants will share their practice and experience in training / youth work connected with gender equality work. The workshop will finish with summing up and evaluation.

## **Programme**

14:30 Welcome. Introduction to the theme and aims of the workshop

14:40 Needs and expectations

14:50 “Path to Equality-land” – exercise from Compass

15:45 Debriefing and evaluation of the exercise

16:15 Coffee break

16:30 Examples of practice – gender equality work

17:30 Summing up and evaluation of the workshop

## **Outcomes**

Participants had the next opportunity to experience the exercise form Compass and discuss its relevance to their human rights education practice when addressing gender issues, particularly gender-based violence. The sharing session was a very strong one, as it gave concrete examples of youth work and training in gender work. Participants got new ideas of how it is done in different contexts.

## **Evaluation**

The workshop was evaluated very positively by the participants. However, some made remarks that it was too much focused on women’s issues not taking into account the work with men and boys. It was probably the result of the fact that the majority of participants of this group were women. The exercise (Path to Equality land) seemed to be a very good method to discuss the issue of discrimination based on gender, both the causes and the consequences of it. Participants liked the sharing of different practices they involved in gender mainstreaming in youth work and gender work.

## **Notes for further use**

The workshop should be organised the way to facilitate sharing of ideas and experience on gender work done by participants. It should also highlight the role of working with boys and young men in violence prevention.

### **Background documents, handouts and further reading**

Council of Europe's web site dedicated to equality between women and men - [http://www.coe.int/T/e/human\\_rights/equality/](http://www.coe.int/T/e/human_rights/equality/)

Gavan Titley (ed.), Youth work with boys and young men as a means to prevent violence in everyday life, Council of Europe 2003

I Ramberg (ed.), Violence against young women in Europe – seminar report, Council of Europe 2001

**MODULE 11 B**  
**WORKSHOP ON DISCRIMINATION AND XENOPHOBIA**  
**Monday, 8 November, 2004**

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**Background**

Discrimination and xenophobia are much-developed problems that threaten human rights in all European countries. There are numerous cases of attacks and discriminatory acts because of the religion, ethnic, nationality, skin colour and other difference. The UDHR apprehends discrimination to be defined and discriminatory acts to be taken into consideration as violation of HR. The forms of discrimination and xenophobia affect many groups in many ways, and especially young people. It is a long process to eliminate these threats that create barriers in self-development and the development of HR.

There have been many attempts to deal with specific types of discrimination, racism and xenophobia – for instance ‘Discrimination against women’ (CEDAW) or ‘Racial discrimination’ in order to protect HR. There are constant endeavours to strengthen and put forward these issues, i.e. UN World Conference against Racism, Racial discrimination, Xenophobia and Related Intolerance (WCAR) that took place in Durban, South Africa in 2001.

Protection of HR can be reached through various approaches and learning styles in formal and non-formal education.

This workshop offers experiencing forms of discrimination and xenophobia in different settings and exploring methods for working with this specific topic.

The issues of discrimination and xenophobia are important in the frame of the TfT in HRE. In particular, the consequences of human rights violation and its relation to discrimination and xenophobia are of great relevance to HRE.

**Aims**

How to raise awareness about evidence and presence of discrimination and xenophobia in behaviours in relation to human rights, and to develop competences in methods dealing with these issues.

**Objectives**

- To address issues of discrimination and xenophobia;
- To experience together a situation of discrimination, using an exercise from Compass;
- To exchange methods and practices in the field of discrimination and xenophobia;
- To understand the consequences of HR violation in relation to discrimination and xenophobia;

To develop specific competences, methods and knowledge in HRE.

## **Competences addressed**

Teamwork;  
Co-operation;  
Communication;  
Participation;  
Understanding HR issues - xenophobia and discrimination.

## **Methodology and methods**

Participants explore the issue of discrimination and xenophobia in –

1. Discussion in 'Merry goes round' style (chairs are face-to-face placed in the circle and participants are discussing for two minutes in pairs; discussions are based on the questions given by the facilitator. Only participants in the outer circle move on to the next chair; participants in the inner circle stay).
2. Exercise 'Take a step forward' (Compass Pp.217).

## **Programme**

14:30 Introduction to the workshop (objectives and expectations)

14:40 Merry goes round with the questions:

A group activity 'Merry goes round' when the participants are given questions:

What do you understand by discrimination?

And what about xenophobia?

Have you ever been a witness of any discriminatory or xenophobic act?

Have you ever worked with the issues of discrimination and xenophobia with young people?

What is the situation of discrimination and xenophobia in your country?

Do you think HRE can improve elimination of discrimination and xenophobia?

Why is discrimination and xenophobia part of the HR and HRE? (question left out for the debriefing)

15:30 Coffee break

16:00 Take a step forward (Compass exercise Pp. 217)

16:30 Discussion and Debriefing

Do you think HRE can improve elimination of discrimination and xenophobia?

Why is discrimination and xenophobia part of the HR and HRE?

17:15 Methodological aspects (trainer's perspectives)

Group discussion on methodological and educational approaches of this activity from the perspective of a trainer, as well as the usefulness of the activity in the participants' work/context



17:45 Evaluation and closing

## **Outcomes**

The activity 'Merry goes round' was a great way to open, get into and explore the topic from both, personal and professional experiences; and it created perfect link to the next activity taken from Compass (Take a step forward).

The methodological aspect of the activities in this workshop served as an open space for the participants to look at the trainer's perspectives. Some of the participants learned new approaches and strengthen their competences in running an activity tackling the issues of discrimination and xenophobia to be used in their work/context working with the issues of HR and HRE.

## **Evaluation**

This workshop was evaluated very positively and satisfactory. It met the participants' expectations and needs for their work as a trainer.

Taken from the participants' written evaluation – The workshop was: useful, informative, constructive, inspiring, not only theoretical and paper based style, brought issues of my own stereotypes, good experiential techniques, a bit too general, bringing fruitful discussion, important in terms to realize why we deal with these issues in HRE, made me to be aware of the issues of HR and HRE, importance of communication and listening.

## **Notes for further use**

### **Background documents, handouts and further reading**

Compass – Take a step forward (Pp.217)

Set of questions for 'Merry goes round'

What do you understand by discrimination?

And what about xenophobia?

Have you ever been a witness of any discriminatory or xenophobic act?

Have you ever worked with the issues of discrimination and xenophobia with young people?

What is the situation of discrimination and xenophobia in your country?

Do you think HRE can improve elimination of discrimination and xenophobia?

Why is discrimination and xenophobia part of the HR and HRE? (question left out for the debriefing)

**MODULE 11 C**  
**WORKSHOP ON CHILDREN'S RIGHTS – PARTICIPATION OF TRAINERS IN**  
**EDUCATION PROCESS**  
**Monday, 8 November, 2004**

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## **Background**

The Convention on Children's Rights is not only the most widely ratified Human Rights legal instrument but also the first and most important document that many children and young people can be used to introduce them to human rights education. This is so not only because it is a concern of their particular interest, but also because children should receive purposeful systematic education and abundant information about their rights in a natural way. In many European countries, the work around the rights of the child remains one of the most common forms of human rights education both in and outside school. Herein the Convention on the Children's Rights is thoroughly referred as the principal source of information and objective setting.

Participation in the educational activities, both in formal and non-formal settings, is a key principle in human rights education. "...participation in HRE means that young people make the decisions about what and how they are going to learn about human rights. Young people develop various competences through participation..." (COMPASS, pp 39). The trainers and facilitators in Human Rights education should not only be aware of this, but should also understand what it means in the daily practice of HRE to allow for participation. The module herein presented is mainly based on the request for participation during training. This is hopefully leading to the development of training skills that encourage participation and involvement in their future trainings and daily engagements.

Participants are encouraged to choose one of the several workshops (thematic and methodological) in order to allow them to focus on issues and methodological aspects that they feel most comfortable with and are more interested in.

The workshop should combine exploration and reflection on children's rights with methodological aspects related to participation as a key to success in the practice of HRE.

## **Aims**

To enhance reflective knowledge on children's rights, on the rights in the field of non-formal education, especially on the importance of participation as a key value in HRE.

## **Objectives**

To develop participatory and cooperative skills in education about children's rights;  
To enable participant in going deeper in understanding the implications of several articles of Children's Rights;

To give the participant the opportunity to explore the Convention of Children's rights;  
To develop knowledge about community life, rights and responsibilities;  
To develop critical thinking skills about the complexity of Children's rights;  
To encourage the values of justice and the feeling of responsibility for generating solutions related to children's rights;  
To offer the possibility to implement and reflect of wider use of "Compass".

### **Competences addressed**

Knowledge about Children's Rights;  
Critical thinking skills enhancement;  
Communication skills;  
Participatory skills;  
Organising and tailoring the learning process according to the participants' needs and preferences.

### **Methodology and methods**

The planned activities for the workshop focus on children's rights. The exercise "Ashique's story" from Compass (pp 91) is used.

The methodology is a combination of introductory exercises, group work and group discussion. The group discussion will focus on the articles which are violated or not respected in "Ashique's story". The number of participants must be 6-15. The workshop is divided into two parts:

The first part – the study of Ashique's story - is focused on discussing the nature and forms of child labour and exploitation. It leads to increased knowledge and sensitivity about child labour.

The second part – Exploration of the possibilities to develop participatory skills in generating possible solutions to cases of children's rights violations related to Children Convention.

The debriefing and evaluation part provides participants with the chance to share what they learned through participation and reflection on child labour and children's rights education.

### **Programme**

14:45 Introduction to the workshop - objectives and expectations

15:00 Composing/presenting Ashique's story.

15:10 Working group: reading and sharing comments; envisaging possible steps to solve the problem related to Convention of Children's Rights

15:45 Large group discussion

16:30 Debriefing and evaluation

(This phase focuses on the way participation was addressed, allowed for and practiced in the workshop)

17:30 Evaluation of the workshop (matrix participation/learning)

## **Outcomes**

## **Evaluation**

## **Notes for further use**

Photocopies form compass "Ashique story".  
Convention of Children's rights

**MODULE 11 D**  
**WORKSHOP ON GLOBALISATION AND HUMAN RIGHTS**  
**Monday, 8 November, 2004**

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**Background**

There is a lot of controversy about the current and potential consequences of globalisation. We can identify many dilemmas and in many cases there are no clear-cut answers. Our world becomes one single huge market. The human rights are connected with many trends of globalisation. The human rights activists very often challenge the negative effects of globalisation. Today, the discussion about the influence of globalisation on the concept of human rights brings together many confronted opinions. Some key issues in this discussion are:

*„Reduction of state sovereignty“*, an economic issues in many countries who lose control over key economic decisions and consequently over the well-being of their people (multi-national companies)

*„Intervention for protection of human rights“* – the cases of Kosovo, Afghanistan and Iraq are just the last ones in a longer string of interventions where human rights were used as an argument

*„Lack of transparency and responsibility“*. More and more decisions are taken by the multinational companies (who have domination of the world economy) and international bodies (such as WTO) behind close doors and with no participation of the ones most concerned

*„Destruction of the environment“*. The environment and people have two-way relationship: all human activity impacts on the environment and the environment impacts the human life. Global warming, pollution, devastation of natural resources are just few of the many issues that tend to be addressed on global level (e.g. UN Kyoto declaration on greenhouse gasses been just one example among many declarations)

*„Challenges on the concept of universality of human rights“* (for argumentation see below).

*„...Another observation that one might make about universality is that in many parts of the world, for a variety of reasons, it is formal universality rather than applied universality. This has to do with issues of poverty and underdevelopment with lack of access to the means for a dignified life and with lack of access to education. The universality of human rights must repose, in practical terms, in each and every one of us as human beings. We should however be prepared to recognize that while there is, in every one of us, an instinct for freedom and for our inalienable human rights, that the actual enjoyment of basic human rights remains illusory for large masses of the world's people. Poverty, lack of access to the means for a dignified life, governmental violence, prejudice and discrimination are some of the root causes for this state of affairs.“*

*Taken from the speech of Betran Ramchan, acting High Commissioner for Human Rights, to the conference organized by the World Council of Churches, New York, 10 November 2003*

This workshop offers possibilities to participants not only to discuss some of these issues but also to link the global challenges with the concepts of human rights, different legal instruments where those rights could be found. The workshop furthermore should serve as an example how the discussions with young people can be organised on this particular subject.

## **Aims**

To raise awareness on the current challenges of globalisation, to link them with the concept of human rights, and to develop basic competences how to address this issue in youth work.

## **Objectives**

- To understand the consequences of globalisation processes on human rights;
- To exchange different opinions on issues related to globalisation and human rights;
- To develop an understanding of the injustices that result from the unequal distribution of wealth and power;
- To think critically about the causes and consequences of poverty (side objective);
- To develop specific competences in participants on linking issues of globalisation with particular rights and legal instruments who contain the formulation of these rights (conventions, declarations and etc.);
- To devise ways how to promote human dignity and justice vis-à-vis globalisation processes through youth work.

## **Competences addressed**

- Critical thinking;
- Co-operation;
- Participation;
- Understanding HR issues – globalisation and human rights;
- Linking everyday life with educational activities;
- Methods for HRE on this issue.

## **Methodology and methods**

This workshop will benefit from two exercises from Compass: *The Web of Life* and *The scramble for wealth and power* (p.231 and p.235). The approach is to create a space where in participatory way; participants will explore each other's opinions on globalisation and link them with human rights issues.

The brainstorming between the two exercises aims at providing an indication on the gravity of the problems and violations of human rights related to environment. The final discussion will identify how trainers within youth organisation could address these topics within their organisations and motivate young people to take action to make the world better.

## **Programme**

14:30 Introduction to the workshop

14:40 The web of life – Exercise from Compass (p. 235)

15:10 Creating a list of global environmental issues linked with human rights  
Brainstorming in plenary

15:20 The scramble for wealth and power – Exercise from Compass ( p.231)

Part 1 – The scramble

Part 2 – The Donations

Coffee break

Part 3 – Creating economic fairness

17:20 Linking the exercise with the global reality

Global issues and human rights – concluding discussion

Note: Guiding questions for the discussion yet to be developed. Maybe a short 10 minute input at the end of the WS would be needed.

18:00 "Re-groups"

## **Background documents, handouts and further reading**

Handouts on the exercises for Compass

Other, we will see.

**MODULE 11 I**  
**WORKSHOP ON SOCIAL RIGHTS**  
**Tuesday, 9 November, 2004**

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## **Background**

The European Social Charter is an instrument set to guarantee the Economical and Social Rights of citizens. The charter guarantees a series of rights classified into two categories: Working Conditions and Social Cohesion. A preliminary survey shows that these rights are nicely articulated in written laws, but their empowerment and implementation is far from being just. So far, the social rights are insured in principle, these rights are still not very well internalised in practice. The implementation skills of social rights are not so well developed. In the perception of developing countries, social rights should take the precedence of including many people from different sectors and walks of life. Young people should not only know the charter of social life, but also be able to claim those rights. It is widely accepted that social rights denial, violation or misinterpretation leads to poverty is a barrier to the development of democracy.

Any trainers, especially trainers in Human rights education, should know social rights. Taking into account the fact that social rights violation includes a very wide repertoire of forced labour cases (discrimination in working place, child exploitation, gender inequity practices), and the work to be done piles quickly. Prohibition of child labour, assurance of the right to health, social security, medical assistance etc. call for immediate steps in training and policy empowering measures. There is reason for predicting the social rights education to be a long range of complementary activities that might lead to a feeling of insecurity and confusion. This is why reflecting, discussion, sharing experiences, trial for answers will come out to be a very crucial part of the process, as trainers will look for answers in their own reality.

## **Aims**

To increase personal and professional competence of the participants in understanding and dealing with social rights.

## **Objectives**

- To understand what social rights are;
- To develop knowledge about community life, rights and responsibilities;
- To enable participants to explore the charter of social rights;
- To reflect on different solutions related to SR;
- To understand the cycle of poverty and strategies of poverty reduction.

## **Competences addressed**

- Communication and ability to share and exchange;



- Creativity;
- Participation;
- Development of a critical attitude towards SR issues;
- Learning from reflecting.

### **Methodology and methods**

The workshop starts with the game “Horoscope of poverty”. The workshop includes different methods such: working in groups for the preparing the horoscope, sharing experiences regarding participants’ reality, group discussion for Social Rights topics, group learning. The second part of the Workshop is focusing in analysing and reflecting about Social Right, how respected are those rights in their own country.

### **Programme**

14:30 Introduction to workshops aims and objectives. Expectations of participant for the workshop

14:45 Introduction to the activity. (Participants are divided in small groups);

14:50 Groups work 20 min together;

15:10 Groups get back to plenary to present their group work;

15:30 What Social Rights Are? Participant’s inputs on social Rights

16:00 Coffee break

16:30 Debriefing and evaluation

17:20 Evaluation of workshop

### **Outcomes**

### **Evaluation**

### **Notes for further use**

### **Background documents, handouts and further reading**

Chapter of Social Rights

**MODULE 10-1**  
**WORKSHOP ON DISCRIMINATION AND XENOPHOBIA**  
**Friday, 10 March, 2006**

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## **Background**

Discrimination and xenophobia are serious challenges to human rights nowadays, and very often they result as being serious violations of human rights. Discrimination takes many forms in different realities, from direct and indirect discrimination to more subtle forms, but all discrimination shares a common feature. It entails treating people differently because of certain characteristics, such as ethnic origin, background or gender, which results in the impairment of equality of opportunity and treatment. In other words, discrimination results in and reinforces inequalities.

We are all often subject to discrimination, sometimes even without recognising it. What is more, we are often the perpetrators or witnesses. Realising it is crucial for our work as trainers, youth workers and multipliers. Many youth workers ask themselves if they are really able to fight against discrimination, isn't it rather the matter of the law? Law comprises the fundamental values of societies. Therefore it is of great symbolic value to have anti-discrimination provisions. There are general provisions in international and constitutional law, more specific ones in labour law, especially in the European Union due to the European Commission's Anti-discrimination Directives.

But this cannot be enough. These values have to be disseminated by the media and educational institutions, individuals and NGOs have to demand them, courts have to grant them in individual cases. In other words, law is necessary to grant equal chances and to combat discrimination but it is only one level.

This workshop is one of three other in the programmes that are dealing with thematic issues addressed in Compass. Participants will have the chance to share their experience in using the activities that are dealing with discrimination and xenophobia through experiencing the activity of Compass and reflecting on possible ways of adapting different Compass activities in specific realities.

## **Aims**

To deepen the reflection on how to tackle the issue of discrimination and xenophobia in human rights education activities

## **Objectives**

- To address issues of discrimination and xenophobia;
- To experience together a situation of discrimination, using an exercise from Compass manual;
- To exchange methods and practices in the field of discrimination and xenophobia;

To understand the consequences of HR violation in relation to discrimination and xenophobia;  
To explore how to adapt the exercise from Compass manual. Competences addressed  
Teamwork;  
Cooperation;  
Participation;  
Communication;  
Understanding the HR issues – xenophobia and discrimination.

## **Methodology and methods**

Participants explore the issues of discrimination and xenophobia in:

Discussion in “merry – go – round” style (chairs are face – to – face placed in the circle and participants are discussing for two minutes in pairs; discussions are based on the questions given by the facilitator. The participants from the outer or inner circle move to the next chair/chairs in a way to not meet the same participants that discussed before).  
Exercise “Take a step forward” (Compass, page 217).

## **Programme**

14:30 Introduction to the workshop (objectives and expectations)

14:40 “Merry-go-round” with the questions

A group activity “merry-go-round” where the participants are given a set of questions.

15:30 Café break

16:00 Exercise “Take a step forward” (Compass exercise, page 217)

16:45 Discussion and debriefing

17:15 Methodological aspects (trainer’s perspectives)

## **Outcomes**

It was a good way with the activity “merry-go-round” to open, get into and explore the topic from both aspects, personal and professional experience: and it created perfect link to the next activity taken from Compass (Take a step forward).

The methodological aspects of the activity in this workshop served as an open space for the participants to look at the activity from the trainers’ perspectives. Participants shared their experience with using activities from Compass and the way they modify and adapt them.

## **Evaluation**

In general, the workshop was evaluated positively by the participants, although some of them expected more challenging methods to be used in the workshop. The sharing session on the practice of Compass was very fruitful and discovered many ways of adapting Compass activities.

## **Notes for further use**

The workshop is very needed in the framework of Training of Trainers in HRE.

## **Background documents, handouts and further reading**

Compass exercise – Take a step forward (Page 217)

Set of questions for “merry – go – round”:

- What do you understand by discrimination?
- And what do you think about xenophobia?
- Have you ever been witness of any discriminatory or xenophobic act?
- Have you ever worked with the issues of discrimination and xenophobia with young people?
- What is the situation of discrimination and xenophobia in your countries?
- Why is discrimination and xenophobia part of HR and HRE? (This question is left for the debriefing)

**MODULE 10-2**  
**WORKSHOP ON PEACE AND VIOLENCE**  
**Friday, 10 March, 2006**

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**Background**

“There are many definitions of violence, one of which is that violence is the use of strength - overt or hidden - with the objective of obtaining from an individual or a group something they do not want to consent to freely. There are different kinds of violence. We can distinguish between direct and indirect (or structural) violence:

Direct violence = physical violence

Indirect or structural violence = poverty, exploitation, social injustice, no democracy, etc.

Therefore, there is peace when there is no direct and no indirect violence.” (Compass, pp 377)

Violence is undoubtedly one of the most widespread forms of human rights abuse that young people are subject to, both as “perpetrators” and targets of violence in various forms. For the human rights education trainer, it is important to connect the issues of the training to the reality of the target group addressed. Violence, and peace, is therefore of the themes and realities that young people can associate with in an easy yet very relevant manner.

While young people are also usually very concerned with the state of peace and violence in the world – especially the situations of structural social violence and the situation so armed conflict, many of them on the territory of the Council of Europe, it is also relevant to look into forms of violence that directly concern them in their lives and in the family, school or social environment. One of such abuses of human rights on the grounds of violence is gender-based violence. Gender-based violence is part of the life and life stories of many young people in Europe, young women and men alike, even if young women tend to be more frequently exposed to and be subject to gender-based violence. “Women's and young women's rights are inalienable and indivisible and an integral part of human rights. Nonetheless, this does not imply that they are in any way sacred or secure. On the contrary, violence against women is a problem of enormous proportions. Young women in particular run a much higher risk of having their fundamental rights violated than men do.” (Compass, page 116)

One of the choices of the participants for thematic workshops was “Peace and Violence”. It seemed relevant, in view of the considerations above, to focus the workshop on peace and violence on gender-based violence.

**Aim**

To increase participants' awareness, knowledge and understanding of the issues related to peace and violence through the perspective of gender-based violence in order to

develop their competence to deal with this issue in their training and youth work practice.

## **Objectives**

To broaden the understanding of peace and violence and how they affect young people's lives;  
To explore forms of gender-based violence;  
To share ways of dealing with gender-based violence in human rights education with young people;  
To practice activities from Compass and reflect on its usefulness in training for peace and violence and gender equality issues;  
To exchange realities of gender-based violence in Europe.

## **Competencies addressed**

Critical thinking;  
Ability to work in a group;  
Co-operative learning;  
Empathy;  
Taking action.

## **Methodology**

The methodology was based on the activity "Domestic Affairs" (Compass, page 114), combined with a reflection on the role of human rights education to prevent gender-based violence. The methods included brainstorming, individual work, group work and plenary exchange of views and practices.

## **Programme**

14:45 Welcome. Introduction to the theme and aims of the workshop  
14:50 Expectations of participants  
15:00 Bang, bang, bang – song by Tracy Chapman  
15:05 Brainstorming on forms of violence  
15:15 "Domestic affairs "  
16:15 Coffee break  
16:30 Debriefing of domestic affairs  
17:00 Summing up, generalisation and evaluation of the workshop

## **Outcomes**

Participants had the opportunity to experience the exercise form Compass and discuss its relevance to their human rights education practice when addressing violence issues, particularly gender-based violence.

Participants were emotionally touched and involved. The sharing session provided concrete examples of youth work and training in gender work. Participants got new ideas of how it is done in different contexts.

Definitions of violence and of gender-based violence helped providing a conceptual framework to the activity.

The group exchanged also about how to face and react to situations of violence in a group. Several experiences and different were shared and discussed.

## **Evaluation**

The workshop received a positive evaluation by the participants. Some participants, however, were expecting to have a workshop on peace and violence issues "in the world", not specifically on gender-based violence and, therefore, although they might have enjoyed the workshop, they were frustrated in relation to their expectations.

The time was short and the exchange on the role of human rights education – perceived as mostly dedicated to preventative work, was not sufficiently dealt with.

## **Notes for further use**

It would probably be a good idea to let participants know that the workshop will have an emphasis on gender-based violence, thus avoiding frustrations of their expectations.

## **Background documents, handouts and further reading**

Council of Europe's web site dedicated to equality between women and men - [http://www.coe.int/T/e/human\\_rights/equality/](http://www.coe.int/T/e/human_rights/equality/)

Gavan Titley (ed.), Youth work with boys and young men as a means to prevent violence in everyday life, Council of Europe 2003

I Ramberg (ed.), Violence against young women in Europe – seminar report, Council of Europe 2001

**MODULE 10-3**  
**RIGHT TO EDUCATION**  
**Friday, 10 March, 2006**

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**Background**

The right to education is one of the most recognized social and economic rights. However, while there is a general acceptance and commitment by states to offer free basic education to all, the reality is that free education is not for all, but for a minority.

There are different problems related to the access to education, according to the degree of development of the country and the way education is managed at political level. Although education might not be seen as a “burning issue” to be tackled within HRE activities, there are many ways in which young people can get engaged and contribute to the “Education for all” project. The challenge that a HRE trainer faces, is making people aware of the importance of the contribution to this global project and furthermore, design ways for taking action accordingly.

**Aim**

To increase personal and professional competence of the participants in understanding and dealing with the right to education and different issues associated to it, in their activities.

**Objectives**

To reflect on education as a human rights issue;  
To analyse the issues associated to the access to education and quality of the education throughout participants' countries;  
To encourage responsibility for addressing these problems through HRE activities and therefore contribute at attaining the goal of Education for All.

**Competences addressed**

Knowledge on the right to education, legal texts associated to it and international events, projects and plans associated to education (World Education Forum, Millennium Development Goals);  
Analytical skills;  
Communication and ability to share and exchange;  
Creativity;  
Participation;  
Working in teams.



## **Methodology**

The workshop has as starting point the exercise “Education for all” which allows participants to explore the different issues associated to the right to education, think about the appropriateness for their reality and work in groups in order to illustrate one of these issues.

## **Programme**

14:45 Introduction to the workshop (clarification of objectives and participants' expectations)

14:55 Review issues (problems) associated with the right to education through an exercise from COMPASS

Exercise given - “Education for all”, as presented in COMPASS

15:20 Identify the relevance of these issues in participants' countries

15:30 Work in small groups (choose one issue to discuss, discuss and prepare reporting in a creative way: one group “Act it out”, the other “The path to equality land” introduced as the path to education for all)

Coffee break

16:45 Presentation in plenary and clarifications

17:15 Summing up discussion on how to address the right to education through HRE activities, their connection with Education for Democratic Citizenship

## **Outcomes**

There was a misunderstanding in the choice of the workshop, as the “Education” title was misleading as being aimed at working on elements to improve the way to educate and not deepening the right to education.

The exercise is a very good starting point to make people aware of the nowadays problems related to education. It opens the way to work in teams for deepening these aspects and trying to find solutions to the respective problems. Nevertheless, there might be differences in participants' preference with regard to the way of reporting back (preferences for more or less artistic way). Although there were no clear-cut solutions for the respective problems – due to the lack of time but also due to the complexity of the issue, the actors that might have been involved in addressing it according to the different countries – the workshop raised awareness for possible ways of working on the theme of education.

## **Background documents, handouts and further reading**

Cards necessary to play “Education for all” as described in COMPASS

Millennium Development Goal handout

## Appendix

### BACKGROUND INFORMATION AS PRESENTED IN THE WORKSHOP

The right to education is referred to in the following human rights instruments:

The Universal Declaration on Human Rights (art. 26)

The European Convention on Human Rights and Fundamental Freedoms (art. 2 of Protocol No.1)

The Convention on the Elimination of All Forms of Discrimination against Women (art. 10)

The Convention on the Rights of the Child (arts. 28 and 29)

The African Charter on Human Rights and Peoples' Rights (art. 17)

The Protocol of San Salvador to the American Convention on Human Rights (art. 13).

The International Covenant on Economic, Social and Cultural Rights (arts. 13 and 14).

It is interesting to note that Article 13 is the longest provision in the Covenant and the most wide-ranging and comprehensive article on the right to education in international human rights law.

The right to education is one of the recognised social and economic rights. However, while there is a general acceptance and commitment by states to offer free basic education to all, the reality is that free education is not for all, but for a minority.

To face this challenge, the international community gathered in Senegal in the year 2000 for a World Education Forum (WEF). The conference aims were to review the progress made during the 1990s to provide basic education, and to reinvigorate the commitment to Education for All. Another important international concerted effort toward achieving education is the Millennium Development Goal no. 2 (handout of the United Nation's MDG excerpt)

It is obvious that different countries face different challenges. For instance, some countries face lack of resources, while others lack the political will. In order to reach and sustain the goals and targets of Education for All, it is necessary to establish broad-based partnerships within countries, supported by co-operation with regional and international agencies and institutions.

HRE trainers should be aware of the fundamental importance of education for sustainable development, peace, the effective participation of society and for sound economies in the twenty-first century, but also of the fact that Education for all will be reached and the actions carried out if everyone at every level of society is aware of and fights for Education for All –and this is a starting point with regard to organizing different HRE actions in order to contribute at that.

Why is it necessary to address the right to education? Because this is a right but also the mean to realize other rights, it is the only way for economically and socially marginalized children to break free from their condition, it is the key to women's empowerment, it is a mean to combat the labour/sexual exploitation. (And not only).

Questions to reflect on:

"If education is best investment that states can make" ...how much does my state invest?

How much other states invest? Why? Which are other priorities?

How can I contribute to the "Education for all" project achievement?

**MODULE 12 (Module 11/2004)**  
**WORKSHOPS ON TRAINING COMPETENCES– GENERAL MODULE**  
**Sunday, 12 March, 2006**

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## **Background**

Providing participants with workshops that address different competences needed when working in human rights education is a crucial part of the training course. It is often a much awaited element of the programme as participants come with different expectations and want to discuss very specific issues they are confronted with in their daily realities. Thus, the themes of the workshop try to address different elements important both for professional and personal development. It is also a chance to reflect again on trainers competencies needed in running training activities in human rights education was linked to the first day brainstorming).

The topics are proposed by the team of trainers of the training course, based on previous experience with running the activity. Some are a direct response to participants expectations expressed in the application forms. The workshops also play an important role in reflection on how to work with educational materials developed by the Council of Europe and Compass in particular. This is the expectation that repeatedly appears in participants application forms. Compass is becoming a more and more known educational tool used in many realities but the issues of using it and, what is more important, adapting it to local realities of trainers in human rights education remain an open question.

## **Aim**

To provide a space for improving trainers' competencies in HRE.  
(Additional specific aims will be added in workshops)

## **Objectives**

To provide a room for participants to share best practices;  
To provide a room to critically deal with some key themes, methods or attitudes in HRE;  
To offer a possibility to experience methods from COMPASS.  
(Additional specific objectives will be addressed in workshops)

## **Competences addressed**

Learning to learn;  
Critical thinking;  
Communication;  
Ability to analyze the educational process.  
(Additional specific competencies will be addressed related to the WS the participants will take part in)

## **Methodology**

Each WS should use the activities from COMPASS as a starting point and may add other elements to complement it. They should cover different themes and use different methodologies and approaches. The WS listed are a proposal based on the needs expressed in the application form as read by the team. The participation to the WS is based on participants' free choice amongst the titles offered. Each WS can accommodate a group of 10-15 participants.

## **Programme**

2004

- Facilitation and conflict management
- Debriefing and evaluation
- Programme design

2006

Sunday, 12 March

9:30 Workshops on training competences:

- Facilitation
- Debriefing and evaluation of educational activities
- Dealing with conflicts

## **Outcomes**

The outcomes can be found each specific workshop.

## **Background documents, handouts and further reading**

The documents can be found in specific modules of the workshop

**MODULE 11G**  
**WORKSHOP ON DEBRIEFING AND EVALUATION**  
**Tuesday, 9 November, 2004**

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**Background**

Every person involved in delivering human rights education should be able to understand the process of individual and group learning, the basic educational principles, to be able to design an educational programme, critically select the contents, facilitate the participants' learning and to possess the capacity of reflecting and pinpointing participants' learning points, evaluate the educational process, the achievement of the aims and objectives, adapt the activities and the programme accordingly with the needs of the participants.

The workshop will refer to two of the above mentioned elements: Debriefing and evaluation of the educational activities.

*The debriefing* of educational activities is a moment when trainers and participants analyse an activity, the experience generated by that specific activity and its implications to real life. It is an essential and very important part of every activity. Seasoned facilitators know that debriefing is neither an evaluation of an activity nor just a confirmation of the objectives of the trainer or a chance to make clear links to the next activity. Facilitators should plan debriefing questions while preparing the whole activity. However, they should be aware that the plan for debriefing has to remain flexible: they should be ready to alternate the questions on the spot to tailor the discussion, following the flow and the contribution of the participants.

*The evaluation* is one of the main elements of that, while designing an educational activity, should be considered by the facilitators and planned. A proper evaluation system allow the facilitators to adapt the activities and the programme according to the needs and suggestions of the participants, to monitor constantly the learning process and achievements of the participants, the educational process itself and the achievement of the aims and objectives. The evaluation should be considered as an integral part of the educational process, starting during the preparation of an activity and ending after the end of the activity itself, including all the actors in different moments of the educational process.

Previous experiences at similar courses have shown that for some participants, it is important not to acquire competences related to debriefing and evaluation for the first time as such as during such a course, but rather to improve their own existing competences and approaches to debriefing and evaluation of educational activities in the HRE field in a structured way.

## **Aims**

To provide space for deepening participants' understanding and knowledge on debriefing and evaluation of interactive exercise within the framework of Human Rights educational activities.

## **Objectives**

To make the participants aware of the place and the importance of the debriefing and evaluation as integral parts of an educational activity;

To provide participants with an opportunity to design the debriefing and evaluation of a specific HRE activity;

To implement participants' competences while planning and running debriefing of educational activities;

To implement participants' competences while planning and running evaluation of educational activities;

To improve participants knowledge about the different aspects of the debriefing and evaluation of a HRE activity.

## **Competences addressed**

The ability to plan and run a debriefing of an exercise and other educational contents in a training context;

The ability to plan an evaluation and to evaluate an educational process;

Extracting learning from an interactive exercise

## **Methodology and methods**

The workshop will give the chance to the participants to conceive the debriefing and the evaluation for a given activity from Compass. Starting from the experience made in small working groups as well as in the entire group, it will be possible to generalise the key elements for the debriefing and the evaluation in the educational activities, with specific attention to a HRE activity.

## **Programme**

10:15 Introduction to the workshop (objectives, questions and expectations of the participants)

10:25 Debriefing – exercise on designing debriefing questions (in groups of 4-5 participants)

Exercise given to the participants: Heroes and Heroines from Compass

10:50 Presentations of the set of questions of the different groups and comments

11:15 Input on debriefing

Coffee break

11:45 Why to evaluate? Short Introduction

12:00 Evaluation – exercise on defining the main elements to be considered to plan an evaluation (in groups of 4-5 participants)

One group will work on the “evaluation of the participants”

One group will work on the “evaluation in the team”

12:30 Presentations of the results, comments and discussion

13:00 Evaluation of the workshop

## **Outcomes**

This workshop brought many issues central to debriefing and evaluation. Through the interactive exercise the participants could focus the importance of both the debriefing and evaluation in an educational activity.

After the working groups, the participants had the chance to share ideas and approaches related to the debriefing and evaluation.

The short inputs consolidated learning achievements of the interactive exercises and the working groups.

This workshop met its objectives; nevertheless, the evaluation could have been explored more having some more time.

## **Evaluation**

This workshop was unique in a way to combine both, debriefing and evaluation aspects. It was very useful for the participants, however, due to the complexity, it requires more time for bringing the issues of HR and HRE.

In general, participants found this workshop very useful for their work.

## **Notes for further use**

Allow some more time in order to explore adequately both the issues: debriefing and evaluation.

## **Background documents, handouts and further reading**

Heroes and Heroines – handout of the exercise from Compass, p. 142

Handout of the presentation on debriefing

Handout of the presentation on evaluation



**MODULE 11H (Module 14/2006)**  
**WORKSHOP ON PROGRAMME DESIGN**  
**Tuesday, 9 November, 2004**

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## **Background**

The planning and designing the programme of the educational activity has to take into account many elements, starting with the aims and objectives, needs analysis, identifying necessary resources, considering participants' previous experience and identifying concrete methods that are going to be used. Designing a programme is sometimes a very intensive and long activity during which many questions are raised and to which the answer should be looked for.

Programme designer is one of the roles of the trainer that is connected with several competencies that are tackled by participants during the first day of the training course. Many participants find it difficult to deal with the programme, notably to distinguish between the contents and the methods, to find the right method that would address certain issue, to keep balance between theory and practice.

These questions are often raised. This training module is meant to address certain issues connected with programme design.

## **Aim**

To provide participants with practical aspects of designing the programme of the educational activity.

## **Objectives**

To experience the process of designing the programme of educational activity;  
To introduce the concept of methodology and methods;  
To discuss the quality criteria of the programme.

## **Competencies addressed**

Programme design;  
Team work;  
Critical thinking.

## **Methodology**

The workshop starts with sharing experience in being a part of team responsible for designing a programme of the educational activity. This is followed by the short input on core elements in programme design. The rest of the workshop is based on

experiential learning cycle. Participants work in small groups and then have the opportunity to share and discuss the outcome of their work.

## **Programme**

10:15 Introduction to the workshop aims and objectives. Sharing previous experience in designing a programme of the training course. Identifying the challenges in the process of designing a programme.

10:40 Input on programme design

11:00 Work in smaller groups (2-4 groups depending on the number of participants). Each group has a task to design the programme of the educational activity based on the task assignment provided. The groups are provided with the framework (aims and objectives, target group, competencies to be developed, number of training days). – including coffee break.

11:45 Second round. Participants change groups and have a chance to contribute to the programmes developed by the other groups.

12:15 Back to plenary. Summing up and conclusions..

## **Outcomes**

Participants shared their experience in designing the programme of the educational activity. They mentioned that it is sometimes a very challenging work as many things have to be taken into consideration. The most difficult is to adjust the programme to the learning needs of participants. The participants of the workshop were provided with the input on the process of designing the programme and had a chance to work in groups and put in practice the things they learnt. Three groups designed the programme of the short training activity. It was interesting that the group which worked with consecutive interpretation was the only one that was able to fulfil the task in total.

## **Evaluation**

Due to the lack of time the second part of the activity on designing the programme (changing the groups) was not possible. Participants presented the programmes elaborated and received feedback from the others. In general, the workshop was evaluated very well, although for some it was a bit frustrating because of the pressure of time. The workshop contributed to participants understanding on designing the programme of the educational activity and especially to understanding the difference between the methods and methodology.

## **Notes for further use**

This workshop is very important for participants' development as trainers and it should be kept as an idea for the next training. More time should be devoted to it.

## Materials, background documents

Task assignment  
T-kits on training essentials and project management

## Appendix

### I TASK ASSIGNMENT

Please develop the contents flow, the methodology/methods and the competencies to develop for the following training event by using the enclosed forms. Please make as detailed description as required for implementation.

Title	<i>CHILDREN AND HUMAN RIGHTS EDUCATION</i>
Aims	To develop the competence of youth workers/youth leaders in working with human rights education at local level.
Objectives	<ul style="list-style-type: none"> <li>- To clarify the essential concepts of HRE;</li> <li>- To address the essential knowledge, skills, attitudes and values for youth workers and youth leaders working with HRE;</li> <li>- To familiarise the participants with the approaches and activities of COMPASS and with how best to use it and adapt it to local contexts and realities.</li> </ul>
Profile of participants	Youth workers and youth leaders working with children
Length of the training	3 residential days
Competencies to develop	

### TASK ASSIGNMENT

Please develop the contents flow, the methodology/methods and the competencies to develop for the following training event by using the enclosed forms. Please make as detailed description as required for implementation.

Title	<i>YOUNG PEOPLE AND HUMAN RIGHTS EDUCATION</i>
Aims	To develop the competence of youth workers/youth leaders in working with human rights education at local level.
Objectives	<ul style="list-style-type: none"> <li>- To clarify the essential concepts of HRE;</li> <li>- To address the essential knowledge, skills, attitudes and values for youth workers and youth leaders working with HRE;</li> <li>- To familiarise the participants with the approaches and activities of Compass and with how best to use it and adapt it to local contexts and realities.</li> </ul>
Profile of participants	Youth workers and youth leaders working with youngsters (16-20 years old)
Length of the training	3 days
Competencies to develop	

### TASK ASSIGNMENT

Please develop the contents flow, the methodology/methods and the competencies to develop for the following training event by using the enclosed forms. Please make as detailed description as required for implementation.

Title	<i>AWARENESS RAISING AND ADVOCACY</i>
Aims	To develop the competence of youth leaders and youth workers in working with human rights education at national level.
Objectives	- To address the essential knowledge, skills, attitudes and values for youth workers working with HRE and especially on raising awareness and human rights advocacy; - To familiarise the participants with the approaches and activities of Compass and with how best to use it and adapt it for raising awareness and advocacy
Profile of participants	Youth workers experienced in HRE that intend to start an advocacy/raising awareness campaign
Length of the training	3 residential days
Competencies to develop	

## II TRAINING EVENT

Contents addressed

Arrival day	Day 1	Day 2	Day 3	OF DEPARTURE PARTICIPANTS
Morning				
Working hours				
Afternoon				
Working hours				
Evening				

Methodology and methods planned

Arrival day	Day 1	Day 2	Day 3	OF DEPARTURE PARTICIPANTS
Morning				
Working hours				
Afternoon				
Working hours				
Evening				

**MODULE 12-1**  
**WORKSHOP ON FACILITATION AND GROUP WORK**  
**Sunday, 12 March, 2006**

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## **Background**

Every person involved in delivering human rights education should be able to understand the processes of individual and group learning, basic educational principles, to be able to design an educational programme, critically select the contents, facilitate the participants' learning and to possess the capacity of reflecting and pinpointing participants' learning points.

Good facilitation of the group sessions and exercises is a pre-requisite for successfully conducted educational sessions. It presupposes that the facilitator is able to:

- understand the group dynamics;
- clearly communicate the assignments and instructions to the participants;
- structure a discussion and to establish order of discussion;
- manage the time;
- ask clear and comprehensive questions that guide the discussion towards learning outcomes.

In addition to this list, the facilitators of human rights educational activities should be able to understand the intercultural processes in international groups, and use the variety of backgrounds as opportunity for extended learning.

This workshop was designed to answer to the needs of participants who may be less experienced or confident in facilitation non-formal learning processes. Previous experiences at similar courses have shown that for some participants it is important not to acquire these competencies for the first time during such course, but rather to improve their own existing competencies and approaches to facilitation and debriefing of human rights education in a structured way.

## **Aims**

To develop participants' understanding and knowledge on facilitation of group work and its role in the framework of human rights education activities.

## **Objectives**

- To reflect on the participants' experiences of facilitation;
- To explore the different dimensions of facilitation and consequently support the participants in developing their facilitation skills;
- To enable participants to improve their facilitation skills.

## **Competencies addressed**

The ability to plan and run a facilitation process in a training context;  
The ability to understand group dynamics and its influences on facilitation;  
The ability to look critically at one's own needs of training and development in essential training competences.

## **Methodology and methods**

The workshop was planned so as enable participants to reflected about the role of facilitation and to experience facilitation of a particular group process. Through the workshop, participants should also experience different methods and processes of group facilitation.

## **Programme**

09:30 Introduction. Aims and objectives of the workshop

09:40 What is a facilitator? – Brainstorming exercise

09:50 Individual reflection about facilitation experiences

10:00 Buzz groups

10:05 Sharing of main points from the group  
Good facilitation – Bad facilitation

10:20 Summary: criteria for good facilitation

10:30 Experiencing facilitation by the participants, in two groups, facilitated by two volunteers:

Group 1: Glossary of facilitation: consensus building about the 6 most important features of facilitation

Group 2: "Where do you stand?" confrontation exercise, followed by a consensus exercise, based on the statement "The facilitator is the only responsible for the performance of a group".

(While the volunteers prepare the exercise, the other participants prepare

Questions for the evaluation

Procedure to provide feed-back to the facilitators and to the groups

Preparation time for everyone: 30 minutes

11:00 Break

11:15 Experiencing facilitation groups (15' per group, 30 minutes for evaluation and feed-back)

12:15 Brief inputs on facilitation

12:20 Final comments and evaluation

12:45 Closing of the workshop

## **Outcomes**

The outcomes generally matched the objectives of the workshop. The participants reflected upon the strengths and weaknesses of their own facilitation styles and approaches. Later they exchanged these findings with the other group members. Eventually, the group developed and elaborated on the following list of skills that facilitators should possess in order to facilitate a successful session in HRE:

- Using appropriate methods and using useful material;
- Active listening and reflection;
- Accessible to questions and being resourceful, prepared for the given context;
- Shared understanding with team mates not dominating co-facilitator;
- Logic/ structural thinking and ability to make synthesis;
- Making people realise their possibilities, and ensuring realistic solutions;
- Encouraging equal access participation;
- Matching content with methods;
- Having intuition, authenticity, following group dynamic, creating nice atmosphere, and making a group interactive, ability to change rhythm / programme, putting the group on track/ trace/ red line;
- Ability to work with people, who are not very motivated, self-confident;
- Improvising.

The role of facilitator is also to organise and structuralise the learning process. This is particularly important when working with young people. Although they own their learning process, the facilitator shall share responsibility to structuralise this process. In the case of a lecture, the lecturer just passes on the knowledge and the listeners take full responsibility over their learning.

## **Evaluation**

The participants had very mixed impressions about the workshop and less than half of the group of 12 participants contributed to the evaluation of the workshops (although feed-back was received through the re-groups).

However, the time allocated for this workshop was insufficient for the complex matter. Some participants missed an opportunity to test their own facilitation competence in practise.

The most important "flaw" resided in the lack of written instructions for the facilitators of the four mini-sessions of group facilitation. Despite an apparent understanding of the tasks, the results of the groups were quite different from the expected. This could be corrected in a future workshop.

The trainers/facilitators of the workshop should also feel free to interrupt the facilitators once their time had run out, hence ensuring that all the workshop plan and needs could be respected.

The handouts were very appreciated by all participants.

### **Notes for further use**

This workshop requires 3 hours duration, as a very minimum.

### **Background documents, handouts and further reading**

Self reflection form - Your facilitation experience.

"Facilitating groups", a guide developed by Northeast SABES, July 2002  
([www.sabes.org/resources/facilitationguide.pdf](http://www.sabes.org/resources/facilitationguide.pdf))

### **Further reading**

Compass, chapter 1, pages 47 onwards.

### **Appendices**

#### I CONFRONTATION AND CONSENSUS-MAKING EXERCISE

Based on the Compass activity "Where do you stand?"

The participants were presented four statements about facilitation and the role of the facilitators. All participants were invited to take two sides – in agreement or in disagreement with the statement.

"The facilitator is always responsible for the performance of the group"

For the last statement, the participants on each side were invited to write down three arguments in support of their position in relation to the statement. After having communicated them, the groups "swapped" their statements, so that those who had disagreed from the statement got the written arguments from those who agreed and vice-versa.

Finally, each group had to add three arguments in support of the original arguments. This deeply contributed to consensus building and to understand the point of view of the other.

The exercise took 20 minutes.

#### II A GLOSSARY OF FACILITATION

Based on the Compass activity "A glossary of globalisation", the facilitators invited the participants to:



individually, identify five main features of facilitation, and describe them;  
in two groups, exchange the individual choices and agree, by consensus, on six features,  
explain them to the plenary.

### III EVALUATION OF THE TWO WORKSHOPS

The group in charge of preparing the evaluation of the two workshops prepared a series of questions that were addressed openly to all participants. The questions focussed on:

Did you like the workshop?

Do you think the workshop called for participation of everyone?

Was the time managed affectively?

Was it an interactive activity?

The outcomes of the evaluations were different for each workshop. The time was managed differently by each of the teams and so were the general tasks and atmosphere. Both teams tried to involve everyone, but sometimes they were more concerned by managing the time than the process or the results. Useful tips provided by the participants:

Shared tasks in presentation of the purpose;

Re-present the task (paraphrase it, to make sure that the participants understand it);

Check the progress of the work discretely and in a supportive manner (rather than a general question or "order")

Make concluding remarks, close the discussion.

### IV PROVIDING FEED-BACK

A fourth group of participants had the task of preparing a feed/back session - including negative and positive aspects - to the facilitators in charge of each workshop.

The group prepared a feed/back session on the based on four dimensions/criteria:

Contact with the group;

Time management;

Team work of the trainers;

Appropriateness of the methodology;

Introduction and conclusions;

Overall impression of the activity.

The participants were invited to express verbally their opinion on these issues.

The activity was stopped before the end by the facilitators of the workshop, because of the questions seemed repetitive with those addressed in the evaluation session, and because the time for the activity had been exhausted.

### V EVALUATION OF THE EVALUATION AND FEED/BACK SESSIONS

The participants were invited to express themselves about the way the evaluation and feed-back sessions were conducted. Several methods were used for this purpose. The following points were made:

The evaluation was exclusively based on open questions that were spoken out and addressed to "whoever wants to comment". The result was little response and feedback. No one felt that they were the ones to speak first.

There was no plan of the evaluation;

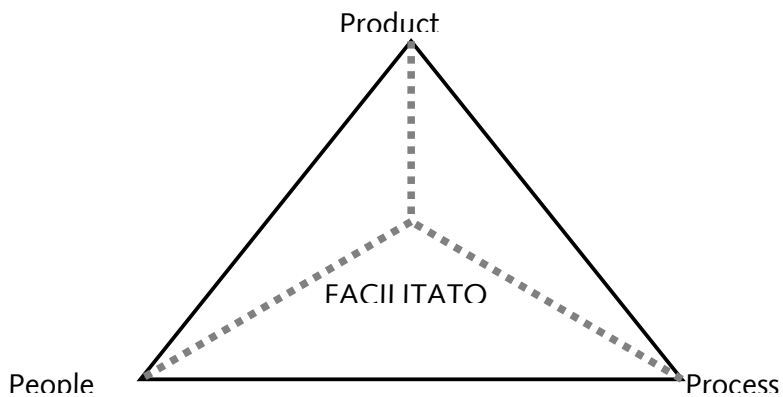
The evaluation and feedback relied completely and exclusively on verbal comments;

The evaluation and feedback were conducted exclusively by one person, even though it was supposed to have been prepared by the group;

The feedback session was not really feedback, it turned out to be more another evaluation; therefore a sense of repetition.

Notes on facilitation and the role of the facilitator

Rui presented a scheme to understand the role of the facilitator in a group, as one that should take into account three dimensions and concerns:



The People (the participants):

Concern that everyone is involved;

Make sure that individual needs are met;

Creating a safe environment for everyone's participation;

Value everyone's contribution.

The Process (the methodology)

Process that fosters participation

Active participation and creativity

Adequate methods for all the participants

Logical processes that can be understood by the participants and helps them understand the purpose of what they are doing and the current stage of development of their work;

Participatory process whose results reflect the contributions of the group.

The Product (or results)

Making sure that the group reached its purpose and what was expected of it;

Making sure that the product reflects the result of the group;

Securing that the time is respected and the work is, therefore, concluded in time;

Concern for the finalisation and communication of the results to the members of the group and everyone else concerned;

Division of tasks, to make sure that what needs to be done is done.

The facilitator very often will have to “move” in the middle area: while they must be concerned and look after all the dimensions, they have sometimes to provide a special attention or focus to one aspect over another. This will depend on the task and purpose of the group, on the composition of the group, on the time and resources available and, as always, on the competence and experience of the facilitator.

No one is born a facilitator. Many of the important skills for facilitation can be learned and developed. Feed-back from colleagues and participants can play an important role.

### Facilitation and human rights education

The facilitator has a crucial function in human rights education activities. Not only they are the mediator between the contents and the learners but, especially, because the way the learning is developed and facilitated is crucial to the success of the activity. In short, the facilitation of human rights activities must:

- Respect the roles of the learner/participants and of the facilitator;
- Respect the dignity of everyone;
- Be based on active participation;
- Allow for dissenting opinions and points of view;
- Address prejudice and biases of participants (where relevant);
- Are themselves, in conformity with human rights standards and human rights education methodologies?

### VI GRID FOR INDIVIDUAL REFLECTION

Grid for individual reflection

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...from the position of participant

... □ □□□□□□□

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	Experience /situation □□□□/□□□□□□□□	What made it good □□□ □□□□□□□ □□□ □□□□□□□□ □□□□□□□□
Positive experience		
	□□□□□□□□□□ □□□□	
Negative experience	Experience/ situation □□□□/□□□□□□□□	What made it bad □□□ □□□□□□□ □□□ □□□□□□□□ □□□□□□

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...from the position of trainer

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Positive  
experience

Experience /situation  
□□□□/□□□□□□□□□□

What made it good

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Negative  
experience

Experience/ situation  
□□□□/□□□□□□□□□□

What made it bad

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**MODULE 12-2**  
**DEBRIEFING AND EVALUATION**  
**Sunday, 12 March, 2006**

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**Background**

Every person involved in delivering human rights education should be able to understand the process of individual and group learning, the basic educational principles, to be able to design an educational programme, critically select the contents, facilitate the participants' learning and to possess the capacity of reflecting and pinpointing participants' learning points, evaluate the educational process, the achievement of the aims and objectives, adapt the activities and the programme accordingly with the needs of the participants.

The workshop will refer to two of the above mentioned elements: debriefing and evaluation of the educational activities.

The debriefing of educational activities is a moment when trainers and participants analyse an activity, the experience generated by that specific activity and its implications to real life. It is an essential and very important part of every activity. Facilitators should know that debriefing is neither an evaluation of an activity nor just a confirmation of the objectives of the trainer or a chance to make clear links to the next activity. Facilitators should plan debriefing questions while preparing the whole activity. However, they should be aware that the plan for debriefing has to remain flexible: they should be ready to alternate the questions on the spot to tailor the discussion, following the flow and the contribution of the participants.

The evaluation is one of the main elements which, while designing an educational activity, should be considered and planned by the facilitators. A proper evaluation system allow the facilitators to adapt the activities and the programme according to the needs and suggestions of the participants, to monitor constantly the learning process and achievements of the participants, the educational process itself and the achievement of the aims and objectives. The evaluation should be considered as an integral part of the educational process, starting during the preparation of an activity and ending after the end of the activity itself, including all the actors in different moments of the educational process.

Previous experiences at similar courses have shown that for some participants, it is important not to acquire competences related to debriefing and evaluation for the first time as such as during such a course, but rather to improve their own existing competences and approaches to debriefing and evaluation of educational activities in the HRE field in a structured way.

## **Aim**

To provide space for deepening participants' understanding and knowledge on debriefing and evaluation with regard to Human Rights Education activities based on an exercise from COMPASS.

## **Objectives**

To make the participants aware of the place and the importance of the debriefing and evaluation as integral parts of an educational activity;

To improve participants knowledge about the different aspects of the debriefing and evaluation of a HRE activity;

To provide participants with an opportunity to design the debriefing and evaluation of a specific HRE activity.

## **Competences addressed**

The ability to plan and run a debriefing of an exercise and other educational contents in a training context;

The ability to plan an evaluation and to evaluate an educational process;

Extracting learning from an interactive exercise.

## **Methodology and methods**

The workshop will give the chance to the participants to conceive the debriefing and the evaluation for a given activity from Compass. Starting from the experience made in small working groups as well as in the entire group, it will be possible later on to generalise the key elements for the debriefing and the evaluation in the educational activities, with specific attention to a HRE activity.

## **Programme**

9:40 Introduction to the workshop  
(Objectives, questions and expectations of the participants)

9:50 Debriefing – reviewing the concepts and structure  
Exercise on designing debriefing questions (in groups of 3-4 participants)  
Exercise given to the participants: Heroes and Heroines from Compass  
Coffee break

11:10 Exhibiting the sets of questions of the different groups and comments

11:30 Review do's and don'ts on debriefing and make transition to evaluation

11:45 Why, when, what and how to evaluate? (Short Introduction)

12:00 Evaluation – exercise on planning an evaluation (in groups of 3-4 participants)

12:30 Presentations of the results, comments and discussion

## Outcomes

This workshop brought many issues central to debriefing and evaluation- through the presentations but also through the discussions in group. The exercise raised awareness with regard to the importance of both the debriefing and evaluation in an educational activity and to necessary steps in planning and implementing them.

The short inputs created the frame for developing debriefing and evaluation skills - through the interactive exercises and the work groups.

This workshop met its objectives; nevertheless, the evaluation could have been explored more having some more time. Although it reflected the main theoretical base for these two aspects, some participants considered it "basic" meanwhile others judge it the most clarifying and see their usefulness and applicability.

## Background documents, handouts and further reading

The exercise "Heroes and heroines" from COMPASS

## Appendix

### SYNTHESIS OF THE 2 PRESENTATIONS

#### I Debriefing

A brief: Info gathered and given back to those who gave the task

In youth work?

more than collecting info

one of the most important tasks for the trainer

moment of analysing an activity, the experience created by it and the implication for the real life.

Is it just a talk at the end of an exercise?

Focus on participants learning.

Step back and review -----> draw ideas, conclusions

"Taking somebody by the hand and guiding him/her through the experience, stopping to collect what was learnt."

Is there a magic formula for organising the debriefing?

Different debriefing is (or not at all) organised according to:

→Type of activity

→Objectives

→Level of participation and involvement

→Link between sessions

Aspects (steps) the debriefing has to include:

1. Feelings – how did you feel?

3. Draw conclusions – *What did you learn?*

2. Review process – *what happened?*

4. Extrapolate/generalise – How does this relate to real life?

Things to remember

Debriefing is central part of activity

It takes time

It is not evaluation

Too long ... Too short

It is not Interrogatory

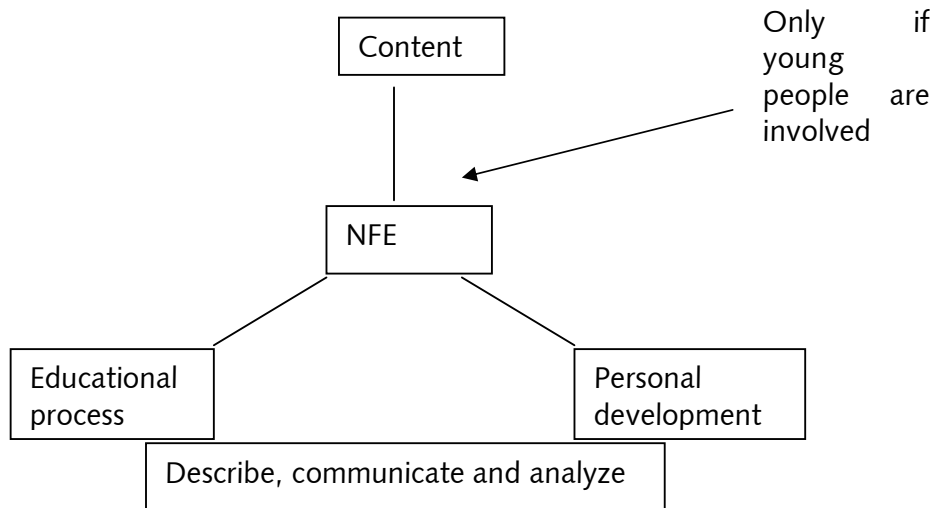
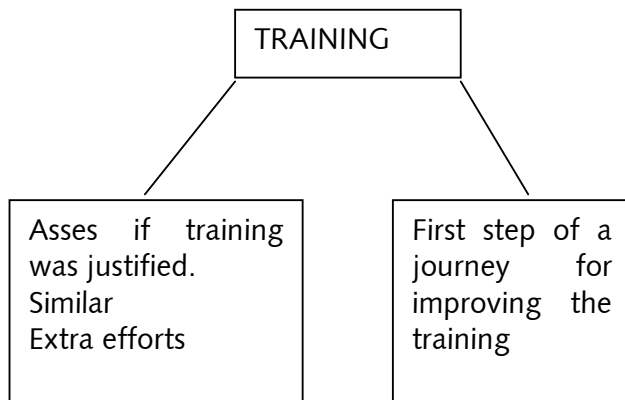
Not just for confirming objectives + allow to make links

Planning ... Flexibility

II Evaluation

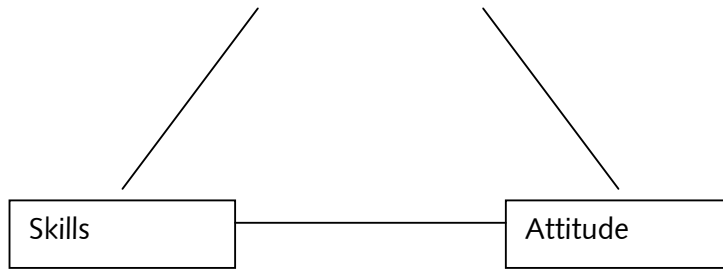
1.To Evaluate

Determine (Fix): The value of something



Knowledge





2. Why:

Look back

+/-

Asses educational approach

Appropriateness

Adaptations

Future -oriented

Follow up of participants

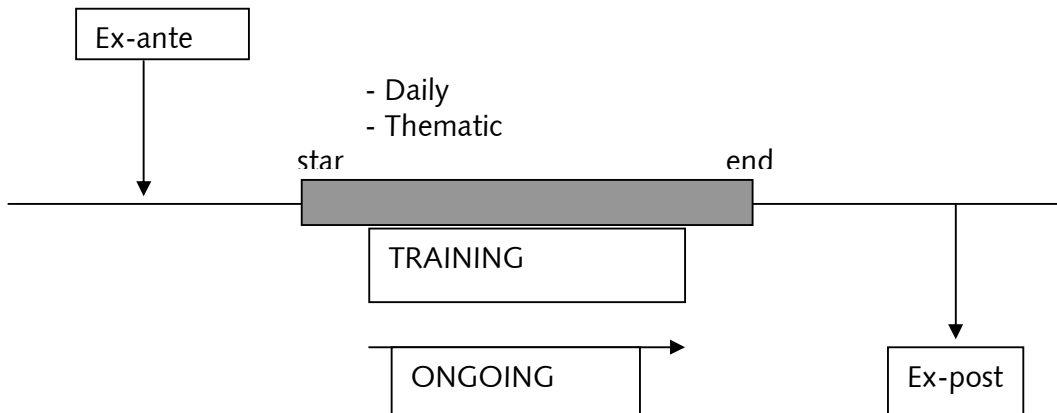
Impact on organizations

Commenting on

Controlling

Adapting learning

3. When:



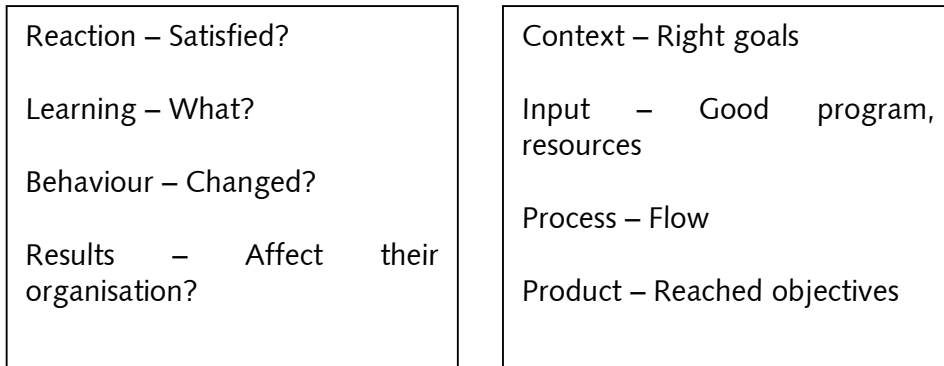
4. What:

Conflicion encounter of:

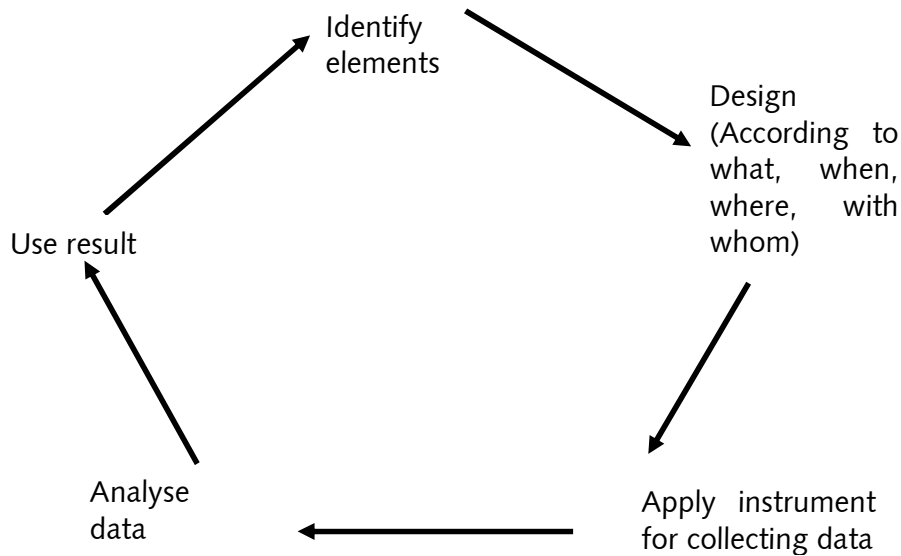
Self-perception +

Perception of others +

What happened



5. How



**MODULE 12-3**  
**WORKSHOP ON DEALING WITH CONFLICTS**  
**Sunday, 12 March**

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**Background**

Conflicts can happen sometimes in the group, sometimes very unexpectedly. The role of the trainer is to confront them, not avoid them. Trainers have to play than a role of a person who helps participants to deal with the conflicts that occur. The conflict can happen on different levels – participant and participant, participants and the group, participants and the trainer(s), trainers and the trainer.

When doing human rights education we are dealing with questions related to values and attitudes and therefore some participants may feel insecure when they are confronted with the questions like that.

Conflict is very often seen as something bad and destructive for the group. However, when it is managed creatively it can be a big learning situation for the parties involved in it. To deal with conflict effectively, the trainer should however have certain competences – active listening, communication, negotiating and mediating skills, facilitation skills, solution-oriented thinking, and critical thinking.

Conflicts that appear in the group and different ways of approaching them can be also used to develop understanding and insights into the causes and difficulties of conflict in the wider world.

There are many references and information on dealing with conflict in the group, for example in the activity “Play the game!” (p. 194).

Participants are now in the stage of the course that is meant to develop and/or increase their training skills. Dealing with conflict is one of the workshops, besides facilitation workshop and evaluation and debriefing workshop.

**Aims**

To create the space for participants to reflect on conflicts that happen in the training situation and discuss the possible ways of dealing with them.

**Objectives**

To address issues conflicts in the group and different levels it occurs on;  
To exchange methods and practices of dealing with conflicts in training;  
To critically reflect on own styles and approaches to dealing with conflicts;  
To discuss the meaning of conflict in human rights education;  
To experience the image theatre as one of the method of approaching conflicts in the group.

## **Competences addressed**

Cooperation;  
Communication and active listening;  
Critical reflection;  
Creative skills.

## **Methodology and methods**

The workshop uses basically self-reflection of participants on the ways they approach conflict in order to get the other people's views on this point. The image theatre is used in order to discuss the possibilities to approach conflict in the group.

## **Programme**

9:30 Aims and objectives of the workshop. Participants' expectations.

9:45 Me and the conflict – the “two-person sharing exercise”.  
Participants are split in pairs. Each pair receives a booklet with 23 open-ended questions. They are expected to finish the statements. The booklet is attached to this module.

10:30 Debriefing of the activity.

10:50 Short statement exercise on conflict (adapted form Compass “Where do you stand”).

This activity is more a closing of the “two-person sharing” exercise in order to allow participants to see what positions people take when it comes to approaching conflicts.

There are two statements (I AGREE and I DISAGREE) on the opposite sides of the room. Participants are asked to take their position to the following statements:  
Conflicts cannot be avoided, they have to be challenged  
There are no “difficult” participants, there are “challenging” participants  
Meanings are in people, not in words  
Love can solve any problem.

11:15 Coffee break

11:30 Working groups

Participants are asked to discuss the conflict situations that happened in their trainings and come up with the image (one image of the conflict chosen by the group) that shows the conflict.

12:15 Image theatre

12:45 Conclusions

## Outcomes

Participants shared their experience in the ways they react to conflict on different levels, how they deal with emotions. Then, the concrete examples of dealing with conflict were discussed.

## Evaluation

Participants liked the workshop and appreciated the way it was done. The most useful part of it was to share how we approach conflict in the group, what styles we use and how we negotiate. Some of them expressed their interest to work more on image theatre as the method they can use in their practice.

## Notes for further use

## Background documents, handouts and further reading

The booklet used in "two-person sharing exercise"  
Information on image theatre [www.theateroftheoppressed.org](http://www.theateroftheoppressed.org)  
Augusto Boal "Games for actors and non-actors"  
Compass, p. 55, 194

## Appendix

### CONFLICT WORK: TWO-PERSON SHARING

Read silently. Do not look ahead in the booklet, since the experience is effective only if your answers are spontaneous and unrehearsed.

This booklet contains a series of open-ended statements intended to help you discover and share your reactions to conflict and your ways of dealing with it. You also will have an opportunity to learn from your partner's responses.

These ground rules should be followed:

1. Take turns initiating the discussion. Complete each statement orally. (Do not write in the booklet.)
2. This discussion is confidential.
3. Do not skip items. Respond to each one in the order in which it appears.

When both you and your partner finish reading, you may turn the page and begin.

1. The time I felt best about dealing with conflict was when . . .
2. When someone disagrees with me about something important or challenges me in front of others, I usually. . .
3. When I get angry, I. . .

4. When I think of negotiating, I . . .
5. The most important outcome of conflict is. . .
6. I usually react to negative criticism by. . .
7. When I confront someone I care about, I. . .
8. I feel most vulnerable during a conflict when. . .
9. When someone avoids conflict with me, I. . .
10. My greatest strength in handling conflict is. . .
11. Right now I am feeling. . .
12. When things are not going well I tend to. . .
13. I imagine that you handle most conflict by. . .  
*Check out your prediction with your partner.*
14. I will sometimes avoid unpleasant situations by (explain). . .
15. I am most apt to confront people in situations such as. . .
16. I usually hide or camouflage my feelings when. . .
17. My greatest weakness in handling conflict is. . .
18. When I think about confronting a potentially unpleasant person, I. . .
19. I sometimes avoid directly confronting someone when. . .
20. By next year I would like to be able to handle conflict better by improving my ability to. . .

**MODULE 15**  
**CONSOLIDATING AND FURTHERING HUMAN RIGHTS EDUCATION**  
**IN EUROPE**  
**Monday, 13 March, 2006**

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**Background**

The context for human rights education is changing and presenting new opportunities in Europe and beyond. At the world level, there is an expectation that the World Programme on Human Rights Education will encourage national governments and their partners to be more consequent with human rights education, especially in the school context, but hopefully reaching to the out-of-school and the formal education.

At the level of the Council of Europe, it is expected that the organisation will play a coordinating role for the World programme in Europe. This would build on and complement on the recent work of the organisation, namely through the Education for Democratic Citizenship project (EDC) and the work of the European Year for Citizenship through Education (2005). This experience could be consolidated through a policy document – in the form of a declaration or charter – for a longer-term commitment of the member states to this work. Within the Directorate of Youth and Sport, the Conference of Youth Ministers (Budapest, September 2005) recommended the drafting of a similar document that would consolidate the experiences acquired in the youth field, chiefly through the Human Rights Education Youth Programme.

In 2006, the Directorate of Youth and Sport will also be launching the European youth campaign “all different – all equal” for Diversity, Human Rights and Participation. The close connection between the campaign and human rights education should provide possibilities to consolidate, at national level, the efforts and activities undertaken by the governmental and non-governmental partners of the Directorate of Youth and Sport, especially those involved in translations of Com pass, national training course and pilot projects. While the campaign also has some challenges – especially in securing that the specificities of human rights education are not watered down – it is an opportunity that organisations concerned with young people and human rights education can not miss.

The need to consolidate the work and achievements of the Human Rights Education Youth Programme so far, has also been recognised through the evaluations of the programme of the pilot projects in human rights education and of the national and regional training courses undertaken in 2005. One of the practical outcomes of this work has been the establishment of a European network for human rights education with young people, initiated in a study session at the EYCB in October 2005. While the network has been slow in “taking off”, it should be called on to play an important role in consolidating the achievements of the HREYP and in the mainstreaming of human rights education with young people at national and European level.

The strategic role that the training course in relation to the Human Rights Education Youth Programme and the expectations from and towards the participants regarding

their follow-up, including a networking dimension, call for an open presentation and understanding of these different projects and opportunities. Only in this way can participants and their organisations be legitimately expected to play an important part in the process, as they indeed are.

## **Aims**

To inform participants about the on-going and future projects and possibilities for consolidation and development of the mainstreaming of human rights education within the Council of Europe and to motivate the participants to take part in them.

## **Objectives**

To provide information about the results and follow-up of the European Year of Citizenship through Education and its possible follow-up;

To inform participants about the plans and opportunities for the European youth campaign “all different – all equal” and the possibilities for the participants to get involved at European and at national level;

To invite the participants for a reflection about the mechanisms and tool required to consolidate human rights education with young people;

To present and discuss the possibilities for networking, including those initiated through the Human Rights Education Youth Programme;

To develop participants' awareness and critical reflection about their own as promoters of human rights education;

To further prepare the follow-up of the course.

## **Competences addressed**

Knowledge on the policies and projects of European institution related to human rights education;

Ability to connect individual and organisations activities and strategies with broader opportunities for the recognition and promotion of HRE in non-formal education;

Understand of the need for networking at European and regional level;

Awareness of the strategic needs to relate activities with policies;

Cooperation and exchange.

## **Methodology and methods**

The objectives and contents require first and foremost that provision of information. The participants were already invited to do their own research and seek for information before and during the course. Nevertheless, a clarification and presentation in plenary is needed – not the least because the participants need to associate a person with a programme or activity. In this way they can also better benefit from the information and use it after the course.

The limited time available determines that the presentations will be short and follow-each other. Some time for questions should allow participants to relate the presentations



to their own concerns. If necessary/possible, buzz groups could explore further some questions and exchange about them.

It is also expected that the work done in this session will be continued in the following day (about follow-up).

### **Programme**

14:30 Introduction to the session.

14:40 The European Year of Citizenship through Education and its follow-up, with Ms Yulia Pererva, Directorate of school, out-of-school and higher education of the Council of Europe

15:00 The “all different – all equal” youth campaign for Diversity, Human Rights and Participation, by Rui Gomes

15:15 Introduction to the Human Rights Education Youth Network, by Dariusz Grzmeny

15:30 Questions and comments (perhaps using buzz groups)

16:00 End of the session.

### **Outcomes**

### **Evaluation**

### **Notes for further use**

### **Background documents, handouts and further reading**

**MODULE 16 (Module 12/2004)**  
**TRANSFER OF LEARNING – REVISION OF MODULES**  
**Monday, 13 March, 2006**

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## **Background**

The training of trainers is not an end in itself; it is a means to secure the dissemination and multiplication of human rights activities down to the national and local level. Participants have gone through quite a long way in this training course, exploring human rights, human rights education and the issues of HRE training. This is the time to consolidate and reflect on how to use what has been learnt in daily reality, not only in terms of follow-up projects, as the transfer of learning into practice is more – much more – than follow-up projects. It is also about enabling participants to make their own reflected choices in a training programme, to make them autonomous – that means necessarily self-confident and motivated – as trainers or as multipliers.

Not all of this can be secured in a formal programme addressed at “everybody” in the same manner. Ideally, a regular monitoring – if not mentoring - of each participant should be set up. In reality this is very unlikely to happen during a training course, and not only because of the trainers. The participants also have other priorities: the group is unrepeatable, and the dialogue with other participants is very important to consolidate and verify what has been learned or experienced throughout the day. If the participants are to learn through the course, and this is the purpose behind reflection groups and behind the modules themselves, then the process has to be made explicit at some point in time.

If these modules and programme should serve as inspiration and model – and we know that very often they function for participants as the model to follow (if not repeat), then we have to provide opportunities for the explicit to occur, possibilities for the participants to develop an ownership of the modules, even if that implies distance, criticism and, why not (?), rejections of the modules as models. It implies that we are clear about them, transparent and also self-confident.

Logically, this can only be at the end of the course, at a moment when the trainer-participant relation should turn into one of trainer-trainer or colleague-colleague. At the same time this should happen before the participants finalise the work on their follow-up projects, so that they can apply the experience of this work in the projects. This should also contribute to treat participants as colleagues (trainers) and to be transparent with the programme of the course.

## **Aims**

To support participants in developing their capacity to act as autonomous trainers or multipliers in human rights education.

## **Objectives**

To help participants in reviewing and assimilating the learning process of the course;  
To support participants in developing follow-up activities and training courses;  
To make (more) explicit the learning process as a way to help the participants to learn from it and transfer it to their own practice and reality;  
To prepare participants to transfer their experience into possible contents of national and local courses on human rights education;  
To develop and clarify the role of the training course modules;  
To prepare participants for the evaluation of the course and associate them with it;  
To help participants assess existing needs in HRE in their environment.

## **Competences addressed**

Transferring learning into practice;  
Planning and designing a training programme;  
Learning from experience;  
Using evaluation as a tool for learning;  
Critical thinking.

## **Methodology and methods**

Group analysis and review of the methodology employed in the training course itself as written in the modules. Participants will work in smaller groups analysing modules prepared by the team of this training course. The groups will not be facilitated, but the one trainer should assist each of the group in order to provide further explanations and ask possible questions.

## **Programme**

16:00 Introduction to the groups

16:10 Group work: reviewing the programme of the course (individual work) on the basis of a specific module and sharing what they would keep/repeat or change from each module. The trainers explain the rationale behind the module or approach chosen for a certain issue and share their (the team's) evaluation with the group. They make the modules explicit as they are. In principle, this session may be run in Re-Groups.

The groups are organised according to specific modules in order to take full advantage of the (short) time available:

Group 1: Introducing Human Rights and European Instruments for the protection of human rights (M5 – Challenges to human rights today, M6 – International Bill of Rights and M7- Human rights and the Council of Europe)

Group 2: Transition and links between human rights and human rights education (M8 – Access to medicaments, M9 – Human rights education and educational approaches)

Group 3: The workshops on thematic issues (M10, workshop on discrimination and xenophobia, workshop on peace and violence)

Group4: The workshops on training competences (M12, workshop on debriefing and evaluation, workshop on facilitation)

Group 5: Transversal elements (welcome evening – M12, Rights Café M18)

The trainers in charge of designing modules also assist the groups.

Please make sure participants are evaluating the modules not a training course.

The group may work in pairs (alternative or in addition to individual work, each pair presents their feedback and proposals, which will be subsequently discussed by the whole working group.

The starting points should be:

Were the objectives set for the module realistic and achievable?

What would you keep from the module?

What would you do differently?

There is an underlying assumption that there will be different points of view about a method, objective, etc. This should be seen as positive (no forced consensus), but it may help if participants or pairs are asked to be specific in their comments and, especially, proposals for change.

There is no feedback in plenary

18:00 Plenary

18:20 Re-groups

## **Background documents, handouts and further reading**

Modules prepared by the team (finalised)

## **Appendix**

### **REPORTS FORM THE GROUPS**

Group 1

Module 8

1. Consensus building groups are the most useful moment, any change should not be undertaken with regard to this groups

2. It is a good exercise to introduce young people with the court settings and atmosphere

3. As in this exercise participants need group work skills, maybe an info session and/or previous work in groups would contribute to make people more aware of that and improve results in groups

4. Don't organize this activity for groups, bigger than 30 people or split into 2 groups,

5. If group doesn't function well and a person is not the speaker in court, the only moment that you are active and involved is the consensus phase...This creates

frustration. Maybe reconsider making the role of the judges more active (all of them not only the speaker)

6. Participants to ToT HRE will use this module, but would make a different preparation + debrief in interest groups would take place before the plenary one

#### Module 9

1. People should read Compass before (remember to give the day before the compulsory lecture task)

2. Good choice of lecturer (style, content)

3. Clarify what it means "in favour" and "against" in the table. They are ambiguous

4. This kind of activity helps the trainer to structure his/her understanding and affects some activities they might organize,

5. The participants won't use this module unless they are working with trainers or youth workers that will work with young people at their turn and need these analytical skills,

6. If this module would be used, that would be "later" in the programme, and also applied to analyze other activities

7. Can be used as a tool for evaluating yourself as trainer (after 7 days, what is my answer to the question?). And/or every day one group should use grid to analyze activities or to use it for all activities at the end

General suggestion: these modules' lay-out is not user friendly (too much text). Maybe table format would be easier to follow. In a table one can also add <Active/Passive> role of the participants.

#### Group 2

##### Module 10

The topics for the workshop should be better explained in the module. It is clear what they happen but the explanation on what is inside each module is missing. The information should not be long, just a few statements.

List of themes should be a bit longer and the clear reference to Compass should be made, e.g. referring participants to background information on global themes that are in Compass.

##### Module on workshop on Discrimination and Xenophobia

The objective "to experience the situation of discrimination..." is not clear. Also the questions used for the debriefing of the activity should be put in the module as they differed from the ones in Compass.

The explanation of "merry-go-round" appears twice in the module.

##### Module on peace and violence

The objectives do not follow much the title of the module as only one objective refers to the global situation and all the others refer to domestic violence. The reflection on it is that the issue of peace is not elaborated in the module itself. If the idea behind the module was to focus on domestic violence it should be better explained in the background.

### Module on the right to education

The reference to background documents on Human Rights is not clear as they do not appear in the programme itself. It would be useful to run a brainstorming session before the exercise.

### Group 3

Feed-back on Human rights education modules of the programme (Modules 5, 6 and 7). Each module was discussed by a group of 3 people and in plenary afterwards. Module 6 was discussed by two groups of 3 people, their common observations are grouped.

Generally, it was felt that the objectives are defined very broadly; it is therefore easy to touch them but difficult to assess to which extent they were really achieved. It was also admitted that some objectives cut across several course modules; this makes their evaluation in one single module very difficult.

### Module 5

#### Objectives:

- Nicely defined, they seem reachable and realistic;
- Some objectives could not be reached (e.g. no new information on human rights issues, even if the discussion was interesting);
- An expert was expected and would have been more useful than the activities proposed;
- The work on challenges was based on the participants' points of view and experiences but there was nothing new in this respect. The only result was to become familiar with the ideas of the other participants.

#### Contents:

The contents could be improved by inviting an expert to address the group and bring new information. The discussion could then be better targeted and generally more relevant.

### Module 6

Generally appreciated as a module, the most suitable of the three.

Big questions raised during the presentation;

Some points that are referred to in the module were touched only superficially or very shortly (e.g. the characteristics of human rights);

It would have been good to have an additional workshop on the characteristics of human rights;

The inter-relation between human rights was mostly missing;

"Ability in dealing with international instruments" was certainly not achieved as an objective. It should be re-phrased to "information about it...";

The connection between human rights and religion was totally missing;

Some objectives were not realistic and not all were reached;

There was not enough time for the activity, especially for the fair/exhibition of results; Current dilemmas in/for human rights were missing.

#### Module 7

##### Objectives:

Objectives 1 and 2 were realistic and achieved;

For objective 3, the session was run under too much time pressure and the fact is that several objectives were related to the work in the groups. So, the shorter the groups were, the more likely that the objectives would not be reached;

Objective 4, link between human rights education and human rights mechanisms. The objective should be dropped and be connected with objective 5 – developing the ability to relate instruments with the European system for the protection of human rights.

Objective 6 should not be relevant for this training course. It could be replaced by: To work with the reports of the UN Committee on Human Rights on countries of the participants, rather than on the court cases decided by the European Court of Human Rights.

##### Competences:

- The video and the lecture had the same content and played on the same type and level of competence. The knowledge on the ECHR and the Council of Europe was repetitive.

- "Understanding the ways to safeguard human rights..." – the session was simply not touching this competence.

##### Programme:

The time needed for everything was grossly under-estimated.

##### More:

The module needs to be completed with links to background information, crucial for the module. It is enough if it is the list of links and sites that the participants were recommended to read before the course.

#### Group 4

##### Module 12

1. Open space technology instead of 3 topics – more dynamic and starting from trainers' interest. Duration should be 1 day minimum

2. Generally time was not enough to meet the objectives. Regarding the aim we should improve competencies by acting. We should have the opportunity to train or facilitate in each workshop, not only in facilitation one.

3. General suggestions:

- working in small groups with experts, for example Alessio, especially when we taking about training skills, competences and educational approaches

- brake the routine of the daily programme for example with the Open Space

#### Module on Debriefing and evaluation

##### Suggestions:

1. Keep in mind that debriefing and evaluation can work as separate workshops / equal time (preferably)
2. To put in practice our evaluation methods and/or present different evaluation methods and let participants put some of these in practice.
3. Emphasize the importance of evaluation
4. Keep the holistic approach / use of a diversity of methods

#### Module on Facilitation

1. The objectives were set for the module-realistic and achievable
  2. The three dimensions and concerns of facilitator: people, Process, Product learning through practicing method
  3. There is no clear instruction about the method of work and for the activity itself
- Changes in time table.



**MODULE 13 (Module 17/2006)**  
**FOLLOW-UP**  
**Tuesday-Wednesday, 9-10 November, 2004**

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## **Background**

During the training course participants go through an intensive learning process, starting with exploring the issues around the topic of Human Rights and making the transfer of this knowledge to Human Rights Education. They have a chance to participate in the workshops aimed at deepening different topics and improving trainers' competences in Human Rights Education as well as in the training field more in general, deepening topics such as facilitation, debriefing, evaluation, programme design. The important aim of the training course is not only to train trainers in HRE, but also to motivate and encourage participants to multiply and use the knowledge and competences they gained here. It is the moment to put participants back to their daily realities of their work as Human Rights Education trainers on local, national and international levels. The project proposals may concern organising and running national and regional training courses in HRE, other projects and other educational activities in which the main focus is HR and HRE.

Participants have already had time to think about a possible follow-up to the training course discussing it a bit in the Re-groups and informally in the Rights Café. This module provides a framework within the formal programme to develop the ideas of the projects that are already existent in the group and support the development of the ones that are not clear yet.

## **Aims**

To encourage participants to develop follow-up projects in Human Rights Education.

## **Objectives**

To identify quality criteria for projects that address HRE;  
To help participants make transfer between the course and their realities;  
To develop concrete project proposals as a follow-up to the training course;  
To respond to participants' needs and concerns when it comes to planning projects;  
To prepare participants for the evaluation of the training course and closing.

## **Competences addressed planning a project**

Project management;  
Networking;  
Making a link to the daily work reality;  
Collecting and analysing needs for developing the projects.

## **Methodology and methods**

Participants are introduced to what is expected from them as far as planning a follow-up is concerned. They are provided with different handouts, depending on the type of projects they would intend to organise (application forms for EYF, Youth Programme) They organise their work either in groups (according to common interest) or individually. The trainers act as resource persons. After discussing the projects participants are asked to prepare a short creative presentation (2 min.) in the form of an advertisement spot in plenary that make others curious and encourage to ask questions.

## **Programme**

Tuesday, 9 November

17:00 Introduction to follow-up

Institutional frame and expectations

Format

Expression of interest and grouping

17:45 Working on follow-up projects (in groups and/or individually)

21.00 Development of follow-up projects in the Rights Café (in groups or individually)

Wednesday, 10 November

09:15 Introduction to the day's programme

09:30 Working on follow-up projects –continuation, preparing the presentation of the projects

14:30 Presentations of the follow-up projects

## **Outcomes**

## **Evaluation**

## **Notes for further use**

## **Background documents, handouts and further reading**

Guidelines and application forms from EYF and Youth Programme

Format to prepare their project

**MODULE 18 (Module 14/2004)**  
**EVALUATION AND CLOSING**  
**Tuesday, 14 March, 2006**

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**Background**

Evaluation is an integral part of every education activity. It should be planned from the very beginning and integrated in the general structure of the course. There should be four steps of evaluation in well designed activities,; ex-ante or evaluation of the planning process before the activity starts, ongoing evaluation during the activity, final evaluation at the end of the activity and ex-post evaluation or evaluation done minimum 6 months after the activity. This module describes the final evaluation of the Training for Trainers in Human Rights Education course.

The final evaluation should cover several different aspects of the training course:

Outcomes of the course

Process of the course

Individual and group learning

Knowledge, skills and attitudes acquired during the course

Quality and relevance of the offered programme

Quality of the prep team and experts

Immediate learning impact and the possibilities for follow up and multiplication.

The final evaluation should be designed to employ several different approaches in order to correspond to the different learning styles of the participants. Hence, visual and verbal evaluation can be written at individual or at group level. A combination of all these approaches to evaluation enables all participants to express their opinion at the end of the course freely and evaluate the course as objectively as possible.

**Aim**

To reflect upon and evaluate all elements of the training course.

**Objectives**

To explore and gather participants' reflections and impressions on the whole training course;

To fill in the evaluation forms (by participants);

To close the training course.

**Competences addressed**

Ability to analyse , conclude and evaluate one's own learning process;

Ability to evaluate the course in different ways;

Communication skills.

## **Methodology and methods**

Participants are asked to fill in the evaluation forms. They also take part in an artistic and dynamic evaluation and have a chance to express their views regarding the possibilities to promote HRE by Council of Europe, their organization and themselves. This takes place through a special final session of the Resource group. Each group reports its findings in plenary in a creative way.

## **Programme**

15:00 Introduction to the evaluation  
Introduction and filling in the final evaluation form

16:00 Instructions for the Re-group evaluation  
Participants meet in their Re-groups for the last time.  
Each group has 2 tasks:

- 1) To brainstorm and identify three ways of promoting HRE by
  - The Council of Europe
  - Their own organization
  - Themselves

These 3 points are to be brought back to plenary on a poster.

2) To decide upon and perform in an artistic way the answer to the question "How would you describe the process of this training course?"  
The groups have to report back in an artistic way. The following ways of expressions are offered:

- TV soap opera
- Greek tragedy
- Hip-hop show
- Dramatic comedy
- Modern ballet

Each group picks one of these 5 by hazard.

16:50 Presentation of Re-groups performances

17:30 Final message from the team and closing

17:45 Reception and ceremony of giving out certificates

## **Outcomes**

## **Evaluation**

## Notes for further use

## Background documents, handouts and further reading

### Appendix

#### EVALUATION FORM

##### I. Achievement of the course objectives:

In your understanding of the course, how far do you think the course objectives (as written in the course presentation) have been achieved in this course?

1: Not achieved at all. 6: Fully achieved

Course objectives	1	2	3	4	5	6
1. To develop the trainers' knowledge and competence in key concepts of human rights education with young people						
2. To familiarise the participants with the approaches and activities of Compass and with how best to use it and adapt it to the local contexts and realities						
3. To review and address the essential competencies, skills and attitudes for trainers working with human rights education in non-formal learning settings						
4. To enable participants to develop activities and programmes for training trainers and multipliers in human rights education at national level						
5. To prepare activities for disseminating Compass at national and local level						
6. To associate the participants and their organisations with the priorities of the Directorate of Youth and Sport of the Council related to human rights education, including the future "all different – all equal" campaign						
7. 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.						

Comments:

II. Please evaluate the importance of the following programme elements for your development as a trainer, your personal development, your understanding of HR and HRE and for the group development.

Please, fill in every box and use the scale between 1 (completely irrelevant) and 6 (totally relevant)

Programme Elements	Relevant for my development	Relevant for my personal development	Relevant for my understanding	Relevant for the group development
<b>Human rights</b>				
Session on European Instruments for the Protection and Promotion of HR – <i>David Cupina</i>				
Session on International Bill of Human Rights Rui Gomes				
Access to medicaments				
Working groups on challenges to Universal Culture of HR today and plenary with <i>Dariusz Grzemny</i>				
Working groups on challenges to human rights on national level				
Exercise on diamond ranking of international instruments				
<b>Human Rights Education</b>				
Educational approaches in Compass Alessio Surian				
Analysis of Access to Medicaments				
Thematic workshops (Peace and Violence, Discrimination, Education) Please specify the one in which you took part:				
Workshops on trainers competences ( facilitation, conflict management, Debriefing and Evaluation)				
Can I come in?				
Working groups on HRE and non-formal education (taking action, ethics, intercultural learning) Please specify the one in which you took part:				
<b>Transfer and Follow up</b>				
Information about the European Year of Citizenship through education, “all different-all equal” youth campaign, Human Rights Education Youth Network				
Information about funding possibilities in the Council of Europe				
Assisted Transfer (feedback on the modules)				
Working on follow up projects				
<b>Transversal Elements</b>				

Programme Elements	Relevant for my development	Relevant for my personal development	Relevant for my understanding	Relevant for the group development
Rights café				
Re-groups				
Consultations				

Comments:

### III. Methodology

Please comment on the working methodology of the course and its appropriateness to the contents and objectives of the training course.

### IV. Competences

Which competences do you feel you have developed or/and improved during the course?

#### IV a How do you consider your level of knowledge on Human Rights now?

Still No knowledge

highly knowledgeable

1	2	3	4	5	6

Please describe areas of knowledge you have improved and the ones you still have to improve:

I have improved:	I still have to improve:

IV b. How do you see yourself as a trainer in HRE after this Training Course?

Still Beginner			highly experienced		
1	2	3	4	5	6

Please comment/explain:

IV c. To what extent do you feel confident to use Compass?

I will never use it again	I can use it sometimes	I can use it often	I can train people on how to use it	I am able to develop new activities

Please comment/explain:

V. Your contribution to the training course  
How do you evaluate your own contribution to this course?

VI. The contribution of the team  
How do you evaluate the contribution of the team of trainers to your learning process?

VII. The Follow up

VIIa. What are the chances of success for your follow-up project to happen?

No chances			Absolutely sure!		
1	2	3	4	5	6

Comments:

VIIb. Which are next steps to realise your follow up project?

VIIc. Do you have any suggestions for the future of the HRE Youth programme of the Council of Europe?

IX. How far did the Training Course meet your expectations?  
Please put a cross on the line in order to express your opinion



WELCOME EVENING

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0%

100%

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X. Any other comments, suggestions, criticisms

Your name: \_\_\_\_\_

THANK YOU

## **MODULE 16**

### **CONSULTATIONS**

#### **Throughout the course, 2004**

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### **Background**

In the course of a training course it is not always easy for all the trainers to have direct contacts with and support all participants individually. The trainers' first concern is often to secure that the programme runs as planned and that everything that is invisible to participants – from team meetings to documents to be prepared and translated – is done on time and to overall satisfaction.

An often intensive social life of the group also limits the possibilities for the participants to use the resources available at the EYCB and on the course – including the human resources. Since the moments spent at the EYCB and on the course are unrepeatable for most people involved, it is important to foresee specific moments in the programme where those interested can get further information, prepare the follow-up or simply clarify questions with organisers and trainers, other participants and staff of the Directorate of Youth and Sport.

This is why “consultations” are organised: an effort in the time planning of participants and trainers alike. It is also an admission and a consequence of the fact that learning is an individual process – even if supported by a group. In a learner-centred approach to training, attention ought to be given to the individual needs as well, which may be very different from one another. What participants do with that “individual” time is very much their own responsibility. However, it is the responsibility of the trainers to see to it that they do have some individual time and that trainers have some time for individual participants, too.

### **Aims**

To provide time for individual consultations and research, regarding the organisation of national courses in the HREYP programme and the learning process on human rights education in general.

### **Objectives**

To foster the contact between participants and trainers on an individual basis;  
To allow participants and trainers to share individual concerns, ideas and questions in an adequate and explicit way;  
To make participants aware of their own responsibility in using and managing time and resources for learning during the course;  
To associate participants and the HREYP closely;  
To encourage co-operation between the trainers and the participants;  
To support the participants' individual learning process and the usage of the HRE resource centre.

## **Competences addressed**

Ability to transfer learning into action;  
Self-responsibility and autonomy in the learning process;  
Addressing different needs of trainers in a training course;  
Usage of the support possibilities offered at European level;  
Time management;  
Communication skills.

## **Methodology and methods**

Individual and group consultations, individual work.

## **Programme**

Individual consultations with trainers (and resource persons, where applicable) are organised throughout the course during lunch time breaks – individual trainers may suggest other time slots.

The trainers (and resource persons) indicate their times of availability for each day – their announced areas of “competence” may be available (as announced to the participants). Similarly, participants should indicate the subject of the consultation. The trainers and resource persons may also, if convenient, suggest other times or trainers for consultations (on a bi-lateral basis, with the participants concerned).

The consultation time for individuals may also be used in the HRE Resource Centre of the library at the EYCB.

## **Outcomes**

## **Evaluation**

## **Notes for further use**

## **Background documents, handouts and further reading**

A daily or course table with the times of availability of the trainers and resource persons. It is suggested to have individual tables/charts by individual trainers (the times of availability may not be the same for all) for this course.

## **MODULE 17 (Module 19/2006)**

### **RE-GROUPS**

#### **Throughout the course**

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### **Background**

During the training course, and especially after being involved in an intense learning situation, participants should have a space where they would be able to express their opinion on different elements of the programme and reflect on how far the programme provided fulfilled their needs and expectations.

The “Re-groups” serve the role of space for immediate feedback of the day from the participants-trainers and for reflecting on different issues like: elements of the programme and methods used, role of the trainers, trainer’s competences, and transfer of knowledge and experience to daily realities of participants.

During the “Re-groups” the participants could also deepen some aspects of the daily programme, analysing different elements and reflecting on how to use what they have learnt in their own realities or in the educational activities in which they are involved. Therefore the “Re-groups” enable participants to connect what they have learnt during the course with the work they do at home, as each training course should have a very strong practical dimension. This is a space to share experience and discuss how to use the experience gained during the training course.

### **Aims**

To provide participants-trainers with a space and a proper time in the programme in order to enable them to review the day, to deep some elements of the daily programme, to have a look on the programme from the trainers perspective, to connect the experience and the learning achievements with their realities.

### **Objectives**

To reflect on participants’ needs and expectations;  
To discuss, evaluate and reflect on different elements of the programme;  
To share experience of being a trainer in HRE and ways of doing it in participants’ daily realities.

### **Competences addressed**

Ability to reflect on the programme and analyse the educational processes;  
Discussion and argumentation skills;  
Learning to learn;  
Critical thinking;  
Ability to transfer and to adapt their experiences and the learning achievements to the participants-trainers realities.

## **Methodology**

Participants meet in fixed groups that are facilitated by the trainers. The discussion is organised on different issues. The participants are asked several questions in order to facilitate the process. There is always a leading theme to be discussed in the groups.

## **Programme**

Wednesday, 3 November at 18.30

The focus will be on participants' expectations and needs towards the training course.

Questions to facilitate the "Re-group":

How do you feel after the first day?

Which is your feedback about the programme elements and the methods used today?

In view of the tree elaborated in the afternoon session, which competences do you need to develop further?

What do you think you can get from this Training course?

How do you think you can contribute?

Thursday, 4 November at 17.30

The focus will be on HR in an HR educational process

Questions to facilitate the "Re-group":

How do you feel today?

Which is your feedback about the programme elements and the methods used today?

What have you learnt today?

Do you think you can use the experience you got today in your realities/projects?

How do you think you could transfer it?

Saturday, 6 November at 17.00

The focus will be on participants' intermediate evaluation of the Tft

Questions to facilitate the "Re-group":

Looking back to the programme run till now, which ones were the most useful elements?

Which methods were the most useful for your learning?

Which competences have you developed or strengthened till now?

How do you see the role of the group for your learning?

What has been your contribution till now?

What do you think about the facilities in the EYCB?

Any other comments...

Monday, 8 November at 18.00

The focus will be on the use of the activities from Compass in the educational activities

Questions to facilitate the "Re-group":

How do you feel today?

Which is your feedback about the programme elements and the methods used today?

Do you think are you going to use again the activities from Compass, you experienced today?

Do you think it will be necessary to re-adapt the activities to your realities/projects?  
How?  
Which elements you should take into consideration?

Wednesday, 10 November at 17.00

The focus will be on participants' final evaluation of the Tft.

Questions to facilitate the "Re-group":

How far the training course met your expectations? After the reflection and sharing the participants are supposed to prepare a creative and short (2 minutes) presentation to be presented in plenary.

## **Outcomes**

The "Re-groups" were very useful in the learning process of the participants. During the Re-groups the participants had time and space to reflect on their learning process and as well as on different issues raised by themselves or the facilitators. The Re-groups in most of the cases were useful also to check the satisfaction of the participants in their learning process.

## **Evaluation**

The Re-groups were very useful for the learning process of the participants, as stated by them in the final evaluation. As a programme element, we can evaluate it very relevant especially in a Tft in which one of the aims is to support the participants to transfer their learning achievements to their local reality.

## **Notes for further use**

For the future, it can be useful to use a proper time to allow the participants to benefit from this session.

## **Background documents, handouts and further reading**

## **MODULE 18**

### **THE RIGHTS CAFÉ**

#### **Every day in the evening, 2004**

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### **Background**

The learning process during the training course does not only happen within the formal programme during the day. Participants value informal time that is often used for networking, sharing feelings about the course and exchanging opinions and ideas. Participating in the Café is based on voluntarily basis and is adjusted to participants' needs. This group of participants spends only a few days together. Taking into consideration that the group is also quite big in number, the aspect of facilitating socializing and interacting is very important. After a long day of programme, participants have a space where they can organise their free time playing games, singing, dancing, etc. The café can also offer a lot of possibilities to learn and share informally and in more organised way at the same time. Not only do participants have a chance to network but also to propose a workshop or discussion group in order to get feedback from the other participants on methods they use in their daily practice. Experts invited to the course may join participants' discussions in order to contribute to the reflection of different issues. The process is facilitated by the Café's manager who seeks to involve participants in proposing and running the activities that are happening in the Café.

### **Aim**

To provide an informal yet organized space where participants can meet and spend their time together socializing and continuing their discussions on different topics.

### **Objectives**

- To socialise with the others
- To present participants' artistic and creative skills
- To have fun
- To share ideas and experience in youth work
- To discuss different topics that are of participants' interests
- To facilitate networking among participants
- To deepen the reflection on different aspects of human rights and HRE
- To associate participants with organising work in the café

### **Competencies addressed**

- Creative skills
- Artistic skills
- Discussion skills
- Social skills
- Networking and liaising

Co-operation skills  
Organisational skills

## **Methodology**

The café is an informal space where participants gather in order to spend the time together playing games and musical instruments, dancing, listening to the music, watching movies, singing, sharing elements of culture, etc. They can also use time to reflect and discuss different issues connected with the training course, youth work practice and projects. Therefore, the methodology is adjusted to different issues and topics that will be tackled. It will involve discussions, networking and creative work. The programme will change every evening. The Café's manager supervise/co-ordinate the activities, seeking to involve participants in organising it. The team members are also participating in the café.

## **Programme**

The Rights Café opens daily from 21.00. Drinks and snacks are organized by the café manager in co-operation with participants.

On Monday, 8 November there is a movie evening organised in the Café.

On Tuesday, 9 November the Café is a space for developing of participants' follow-up projects.

## **Outcomes**

Spending the informal time together, continuing discussions and relaxing – that were the main outcomes of the café. The café stimulated participants' creativity and let the participants to get to know each other better.

## **Evaluation**

The Café was an important element of the training course and it was very highly evaluated by the participants as on one hand it was an informal space that could be used according to their needs and on the other hand it was an organised activity somehow. The presence of the Café manager during the whole training course was important to keep the process going. Participants managed to get involved and organise the evenings the way they wanted.

## **Notes for further use**

The Rights Café should be kept in the programme and the café manager should be present during the whole training course as it needs a bit of an organising. The manager is also the person (unique) to whom participants can refer in suggesting the activities and ideas for spending free time in the afternoon.

## **Background documents, handouts and further reading**



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