



COUNCIL OF EUROPE CONSEIL DE L'EUROPE



JECI-MIEC
European Coordination

EMPOWERING YOUNG PEOPLE THROUGH HUMAN RIGHTS EDUCATION

Report of the study session held by
JECI-MIEC European Coordination
in co-operation with the
European Youth Centre
of the Council of Europe

European Youth Centre Strasbourg
16-23 September 2007



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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Acknowledgements

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Table of contents

TABLE OF CONTENTS	5
1 EXECUTIVE SUMMARY	9
2 INTRODUCTION TO THE STUDY SESSION	9
2.1 BACKGROUND	9
2.2 AIMS AND OBJECTIVES	10
2.3 MAIN TOPICS AND METHODS	10
2.4 PROGRAMME	12
2.5 PARTICIPANTS	13
2.6 TRAINERS TEAM	14
2.7 GUEST SPEAKERS	14
2.8 VENUE OF THE STUDY SESSION	15
3 DAY-BY-DAY PROGRAMME	16
3.1 SUNDAY, 16 TH SEPTEMBER 2007	16
3.1.1 WELCOME EVENING AND ICE-BREAKERS	16
3.2 MONDAY, 17 TH SEPTEMBER 2007	16
3.2.1 GENERAL INTRODUCTION	16
3.2.2 GET TO KNOW	16
3.2.3 INTRODUCTION TO THE PROGRAMME	16
3.2.4 GROUP BUILDING	16
3.2.5 HUMAN RIGHTS QUIZ	17
3.2.6 JECI-MIEC's AND CoE PRESENTATION	17
3.2.7 MARKET OF MOVEMENTS	17
3.3 TUESDAY, 18 TH SEPTEMBER 2007	18
3.3.1 INTRODUCTION TO HUMAN RIGHTS	18
3.3.2 INSTRUMENTS OF HUMAN RIGHTS AND MECHANISMS FOR THEIR PROTECTION – EXPERT'S INPUT	19
3.3.3 QUESTIONS & ANSWERS	19
3.3.4 SIMULATION GAME	19
3.3.5 INTERCULTURAL EVENING	20
3.4 WEDNESDAY, 19 TH SEPTEMBER 2007	20
3.4.1 EXCURSION: ECHR, HUMAN RIGHTS IN PRACTISE	20
3.4.2 NGOs AND HR – DISCUSSION PANEL	21
3.4.3 HUMAN RIGHTS & CATHOLIC SOCIAL TEACHING – EXPERT'S INPUT	21
3.4.4 QUESTIONS & ANSWERS	21
3.4.5 MID-TERM EVALUATION	22
3.5 THURSDAY, 20 TH SEPTEMBER 2007	22
3.5.1 CATHOLIC SOCIAL TEACHING & HUMAN RIGHTS	22
3.5.2 STUDENTS' TESTIMONIES	23
3.5.3 PRESENTATION OF STRASBOURG CITY	23
3.5.4 FREE AFTERNOON	23
3.5.5 DINNER IN TOWN	23
3.6 FRIDAY, 21 ST SEPTEMBER 2007	24
3.6.1 STUDENTS' TESTIMONIES: PART 2	24

3.6.2	HUMAN RIGHTS CAMPAIGNING IN PRACTISE: INTERNATIONAL DAY OF PEACE	24
3.6.3	PROMOTION OF HUMAN RIGHTS AND HUMAN RIGHTS EDUCATION – CAMPAIGNS, METHODOLOGIES & CoE SUPPORT MEASURES	25
3.7	SATURDAY, 22ND SEPTEMBER 2007	25
3.7.1	DEVELOPING ACTIONS: WORK IN GROUPS	25
3.7.2	FUTURE STEPS AND NETWORKING: PRESENTATION OF GROUPS’ WORK RESULTS	25
3.7.3	FINAL EVALUATION OF STUDY SESSION	26
3.7.4	MASS	26
3.7.5	CLOSING CEREMONY AND FAREWELL PARTY	27
3.8	SUNDAY, 23RD SEPTEMBER 2007	27
3.8.1	DEPARTURES	27
4	<u>ANALYSIS OF THE SESSION (EVALUATION)</u>	<u>28</u>
4.1	METHODS AND RESULTS	28
4.1.1	MID-TERM EVALUATION	28
4.1.2	FINAL EVALUATION	28
5	<u>MAIN OUTCOMES OF THE STUDY SESSION</u>	<u>29</u>
5.1	OUTCOMES FOR PARTICIPANTS	29
5.1.1	PERSONAL LEARNING	29
5.1.2	INTERCULTURAL EXPERIENCE	29
5.1.3	KNOWLEDGE AND TOOLS	29
5.2	OUTCOMES FOR ORGANIZATION: JECI-MIEC EUROPEAN COORDINATION	30
5.3	RECOMMENDATIONS FOR THE FUTURE EUROPEAN YOUTH WORK	30
6	<u>FOLLOW UP</u>	<u>30</u>
7	<u>CONCLUSION</u>	<u>31</u>
8	<u>APPENDICES</u>	<u>32</u>
8.1	APPENDIX 1- LIST OF TEAM MEMBERS, EXPERTS, PARTICIPANTS	32
	ORGANISATION	32
	COURSE DIRECTOR	32
	EDUCATIONAL ADVISOR	32
	TRAINERS	32
	EXPERTS	32
	PARTICIPANTS	32
	APPENDIX 2 - DETAILED EVALUATIONS	34
8.1.1	OBJECTIVES OF STUDY SESSION	34
8.1.2	PROGRAMME ELEMENTS	34
8.1.2.1	Welcome evening and ice-breakers	35
8.1.2.2	Presentations	35
8.1.2.3	Experts’ inputs	36
8.1.2.4	Group building	36
8.1.2.5	HR quiz	36
8.1.2.6	Simulation game	37
8.1.2.7	Visit to the European Court of Human Rights	37

8.1.2.8	mid-term evaluation	37
8.1.2.9	Students' testimonies	38
8.1.2.10	International Day of Peace celebrations	38
8.1.2.11	HRE in practise: methodologies	38
8.1.2.12	CoE support measures and campaigns	39
8.1.2.13	Action planning	39
8.1.2.14	Final evaluation	39
8.1.2.15	Evening events	40
8.1.3	GENERAL ELEMENTS	41
8.1.3.1	Informal moments	41
8.1.3.2	Task groups (social, spiritual, reporting)	41
8.1.4	OPEN QUESTIONS	42
8.1.4.1	<i>The most important elements that you have learned during the study session</i>	42
8.1.4.2	<i>Opinion on the entire group (selection of participants, atmosphere...)</i>	42
8.1.4.3	<i>What will you share with the other members of your organisation back home?</i>	42
8.1.4.4	<i>Intention to cooperation with some of the movements from JECI-MIEC European Coordination represented in this study session (bi-, tri-, multi-lateral cooperation projects)</i>	42
8.1.4.5	<i>Evaluation on the Trainers' Team</i>	42
8.1.4.6	<i>Comments on the venue (European Youth Centre in Strasbourg)</i>	43
8.1.4.7	<i>Suggestions for future activities on this topic or other topics at European level for JECI-MIEC and European Institutions' youth programmes.</i>	43
8.1.4.8	<i>Missing elements in the study session or extra comments</i>	43
8.2	APPENDIX 3 - RESOURCES AND MATERIALS	44
8.2.1	MATERIAL TABLE:	44
8.2.1.1	Materials provided by experts:	44
8.2.1.2	Materials as references to the students' testimonies:	44
8.2.2	MATERIALS FROM THE STUDY SESSION:	45
8.2.2.1	Students' testimonies:	45
8.2.2.2	Review of Life: See-Judge-Act	51
8.3	APPENDIX 4 – OUTCOMES: MATERIALS	53
8.3.1	FINAL STATEMENT OF STUDY SESSION – BY PARTICIPANTS	53
8.4	APPENDIX 5– CD	54

1 Executive summary

The Study Session “Empowering Young People Through Human Rights Education” gathered together over 20 young people from all over Europe, to raise awareness and understanding of the responsibilities citizens have in relation to human rights.

Another important aim was to empower the participants to take an active role as human rights educators in their own milieu.

The Study Session was held from the 16th – 23rd September 2007 and was hosted by the Council of Europe in the European Youth Centre in Strasbourg, France.

The first days provided theoretical background for understanding the main concepts of human rights (HR) and their relations with Catholic Social Teaching (CST), for use the principal documents that define and protect HR and on Catholic Church documents on human rights. The second part of the week was focused on getting to know varied institutions working in human rights field such as European Court of Human Rights (ECHR) and learning from good examples how to act to protect and promote human rights. Eventually last part of the study session was focused on taking an action. Learning about concrete support measures and campaigning techniques and preparing projects. This was all scheduled following the See-Judge-Act methodology used in JECI-MIEC European Coordination.

One of the important objectives of this study session was to deepen the different approaches to Human rights and the mechanisms for their protection. For this occasion several experts’ inputs were organized. And different institutions were presented, such as UN and ECHR and Council of Europe. Participants had also a great opportunity to visit some European Institutions and get familiar with their way of functioning. From a bit closer for participants’ perspective: good examples of initiatives taken and possibilities for NGOs were presented.

On the top of that, resource materials were presented during this session such as *Domino*, *Compass*, *Companion*, and other Council of Europe publications, but also several Catholic Church documents as well as JECI-MIEC and IMCS and IYCS publications on catholic students’ responsibilities and campaigning materials. Also the *All Different - All Equal* campaign was presented with the materials related.

The social programme of the week included among other things the Intercultural Evening, which was rich in taste and music. The programme of the week contained an excursion to the town and free time for the participants.

In the evaluation of the study session participants have found useful the variety of methods used and the construction of the programme.

Some criticism was expressed concerning the language barriers (but the tools that the Trainers’ Team used to make sessions understandable as much as possible were much appreciated) and the tight schedule of the week. Overall the week was evaluated as a very good experience and the participants felt they had learned a lot. All the suggestions will be valuable for the planning of future events.

The study session was a very intensive and demanding event, but at the same time enjoyable experience for everybody present.

2 Introduction to the Study Session

2.1 Background

There are many young people who have the interest and desire in creating networks and/or groups amongst their peers to reflect and take action together on social justice issues, however many of these young people do not know how to go about tackling human rights issues. In light of this JECI-

MIEC has been organising Study Sessions for young people specifically on human rights issues and how to approach them.

In 2004 “Human Dignity in Global Society” was focusing on the human rights and human rights education (HRE) in general. In 2005 “Human Rights Education” was concentrated on HRE promoting it within the approach of Integral education (holistic, lifelong and learning) and empowering students to make a step forward in developing concrete actions in their local and regional reality. In 2006 “Religion Contributing to Human Rights Education” was focussed on developing new methods that will introduce religion and faith as important and influential actors in the society as well as contributing to the protection and promotion of human rights and fostering the inter-religious dialogue.

As a continuation from these previous Study Sessions this session was focussed on empowering young people to take up their responsibilities in relation to the promotion and protection of human rights through a human rights educational approach.

We also believe that this Study Session was a starting point for many students and young people to develop similar formative activities in their own countries and to develop strong partnerships with other like-minded movements across Europe.

This study session was part of JECI-MIEC’s activities in the framework of the “All Different – All Equal” campaign, especially important as it took place in the closing moments of this campaign.

2.2 Aims and objectives

The main aim of the Study Session was to raise awareness and understanding of the responsibilities citizens have in relation to human rights. It also aimed to empower the participants to take an active role as human rights educators in their own milieu.

In order to achieve this aim during the Study Session, the following objectives were developed:

- to deepen the different approaches to human rights and the mechanisms for their protection
- to analyse the different realities in the societies where participants are coming from and identify different forms of violation of human rights such as intolerance, discrimination, disrespect, xenophobia
- to identify and to understand the different components of the human rights culture
- to facilitate participants to find their individual approach to the human rights
- to reflect and identify the responsibilities that are linked with human rights
- to reflect and to identify the Youth key roles as important agents in promoting and protecting human rights.

2.3 Main topics and methods

The main outline of the programme was broken into the following parts:

- Moments of meeting: introduction to the programme, gathering expectations, group building process and later on evaluation and official closing;
- Moments of analysis: introduction to the human rights and the legal instruments for them, presentation the human rights education, the concept of integral education, presenting the manual for HRE “Compass” and other campaigning methods and support measures by CoE and JECI-MIEC European Coordination;
- Moments of reflection: the reality in our milieu, case studies, similarities and differences in our countries, the experience of participants, students/young peoples responsibilities in Society, University/School and Movement in terms of promoting and protecting human rights;
- Moment of action: personal reflection and actualisation, “Taking an Action” - the work on possible actions, follow-up & networking, empower the students.

The flow of programme of the Study Session was based on the See-Judge-Act methodology (Pedagogy of Action) that enabled the participants to understand and follow the development of the ideas into concrete plans of action.

A variety of other methods and exercises such as workshops, experts contributions, small groups discussions etc, was also used to help participants actively engage in analysing the issue, developing their skills and attitudes. The participants were mixed into different groups in which they were to deepen the reflections and discussions in an open atmosphere of intercultural learning spaces.

It is already a tradition to have certain spaces for celebrating the different cultural backgrounds of participants and facilitating the intercultural learning. During the day sessions as well as cultural evening programmes the variety of experiences and different realities were shared. This was in the perspective of national culinary and cultural traditions (Inter-cultural evening) and it enabled participants to present not only the countries they were representing, but also their countries of origins (as for some of them the country of origin was different than the country which national organisation they were representing). What's more some participants were also giving the testimonies on the situation of human rights in their countries. This enabled participants to share the other perspective of cultural variety and different realities and to listen to some real stories from youth perspective.

2.4 Programme

Timetable of the study session as executed:

Date/ Time	Sunday 16.09.2007	Monday 17.09.2007	Tuesday 18.09.2007	Wednesday 19.09.2007	Thursday 20.09.2007	Friday 21.09.2007	Saturday 22.09.2007	Sunday 23.09.2007	
8:00		breakfast	breakfast	breakfast	breakfast	breakfast	breakfast	breakfast	
9 – 9.30		General introduction	Morning prayer	Morning prayer	Morning prayer	Morning prayer	Morning prayer		
9.30 – 11.00		Get to know	Human rights – expert’s input Q & A	Excursion: human rights in practise ECHR – study case	Catholic Social Teaching & human rights	Students’ reality: Testimonies	Developing actions: Work in groups	Departure	
11- 11.30		Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break		
11.30-13.00		Introduction to programme	Instruments of human rights and mechanisms for their protection – expert’s input Q & A	Excursion - continuation	Students’ reality: Testimonies from 3 non- European countries discussion	Human rights campaigning in practise: International Day of Peace	Future steps and networking: Presentation of groups’ work results		
		Group building							
13:00-15:00		lunch	lunch	lunch*	lunch	Lunch*	lunch		
15.00 -16.30		Arrival	Human rights quiz	Simulation game	NGOs and HR – discussion panel	Free afternoon	Promotion of HR and HRE - campaigns, methodologies		Evaluation of study session
16.30-17.00			Coffee Break	Coffee Break	16:00-16:30 Coffee Break		Coffee Break		Coffee Break
17.00-19.00			JECI-MIEC’s presentation	Simulation game - continuation	Human rights & Catholic Social Teaching – expert’s input Q & A		CoE support measures		Time for preparations for evening
19:00-21:00	dinner		dinner	dinner	Dinner*		dinner		dinner
21.00	Welcome and get to know	Market of movements	Intercultural evening	mid-term evaluation			Closing ceremony Farewell party		

* meal out of the EYCS

2.5 Participants



Participants selected were young adults aged 18 – 30 from JECI-MIEC European Coordination’s member and partner organisations who had a good knowledge on their national movement, were motivated towards the given subject and were willing / able to function as multipliers back in the movement.

Altogether 21 participants came from 17 different countries. However, it is worth noting that many participants were living in a country different from their country of origin.

The participants came from the following countries:

Belarus:	1	Romania:	3
Chile:	1	Slovenia:	2
France:	1	Sweden:	1
Germany:	1	Switzerland:	1
Lithuania:	2	UK:	3
Malta:	1	Ukraine:	2
Norway:	1	Zimbabwe:	1
Poland:	1		



2.6 Trainers team

The following persons composed the Trainers' Team that was in charge of planning and implementing the study session:



Julia Maria KOSZEWSKA
Course Director
European Coordinator
JECI-MIEC European
Coordination



Peter HASELMANN
Trainer



Margareta BROSAN
European Team
JECI-MIEC European
Coordination



Iris BAWIDAMANN
Educational Advisor
EYC

2.7 Guest speakers



Paul HARVEY works in the European Court of Human Rights (ECHR) as a Legal Officer. He introduced us to basic human rights treaties, and the structure of the Court, the operation of the judges. He also presented the conditions of the application and legal procedure of the Court.

Alfonso de SALAS works as Head of Human Rights Intergovernmental Cooperation Division. He introduced us the human rights and presented several study cases on human rights related to religious rights.



Budi TJAHJONO works in Pax Romana ICMICA/MIC as Project Coordinator & representative to the UN in Geneva. He introduced us to the United Nations' human rights mechanisms and NGOs within it.

Fr Philippe LEBLANC OP is Dominican. He serves as a permanent delegate to the UN. He introduced us to the Catholic Social Teaching and presented the roots of human rights in the Christian tradition.



Perrine Oiff RASTEGAR works in Collectif judéo-arabe et citoyen pour la Paix as its coordinator. She presented several initiatives for peace that the Collectif is undertaking.

2.8 Venue of the Study Session

The venue of the Study Session was:

[European Youth Centre in Strasbourg](#)

30, rue Pierre de Coubertin

Strasbourg

FRANCE

More information about the venue can be found at http://www.coe.int/t/e/cultural_co-operation/youth/7_about_us/european_youth_centres.asp#P55_1965.



3 Day-by-day programme

This part of the report is based on the daily reports written by the participants. The reporting team was composed by: Alexandrina Kiss (Romania), Elisha N. Moyo (Zimbabwe), and Elie Fosso Menkem (Switzerland / Cameroon) and facilitated by Course Director: Julia Maria Koszewska.

3.1 Sunday, 16th September 2007

3.1.1 Welcome evening and ice-breakers

Participants arrived in the afternoon and in the evening, some during the night. After dinner trainers' team organized some ice-breakers. There were 3 games, each led by a different trainer. Each game was funny, breaking ices and let participants get to know each other as a person and to create a friendly atmosphere.

3.2 Monday, 17th September 2007

3.2.1 General introduction

The first day started with the greetings from the organizers: JECI-MIEC European Coordination and Council of Europe, and the official opening of the Study Session "Empowering Young People Through Human Rights Education".

3.2.2 Get to know

After the greetings of the Course Director (and European Coordinator as well): Julia Koszewska, we had a round of introduction of Trainers' Team and participants. In comparison to Sunday's session, this was an official, not only as person but participants were presenting also from which organization they were coming.

3.2.3 Introduction to the programme

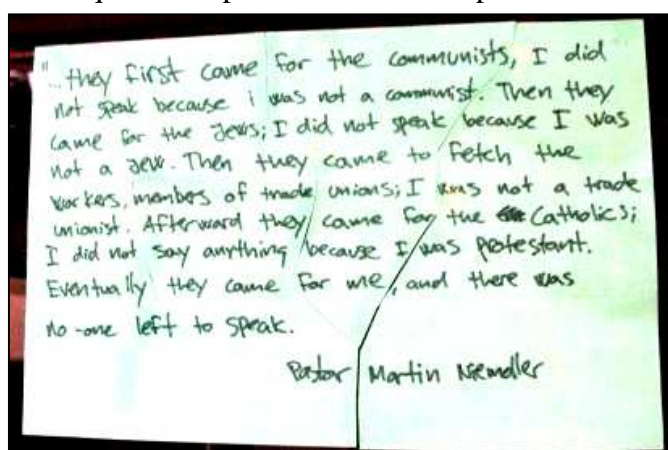
Get to know session was followed by presenting the whole week schedule with explanations on the background of this study session and its aims and objectives.

3.2.4 Group building

This session was dedicated to create a team of participants, but as outside outcome: to explore and get to know the venue. In order to reach that aim, the group was asked to divide into small teams, and each team was to find in the building different puzzles of a quote on human rights-related theme. The team couldn't separate, thus had to travel as a group. After coming back to plenary teams were asked to put puzzles into one quote and present it with interpretation on the meaning of the quote.

Next important part of this session was to settle Gentle(hu)men agreement: set of internal rules, that if respected everyone would feel comfortable at the study session. This agreement was developed a bit while study session proceeded. But basic rules were set at the beginning. Several examples covered:

- Not interrupt people talking
- Not to impose the personal ideas to the group



- Contribute with own ideas
- Put up hand before talking
- Be active and don't sleep during session
- Have energizers and ice-breakers
- Stay well hydrated
- Night silence: 24:00
- Plenary and prayer room is mobile free (no mobile calls/sms)

This session was run by Peter Haselmann.

3.2.5 Human rights quiz

Following session was run by Iris Bawidamann, who prepared a quiz on human rights. It was in a form of bingo game: participants had to interview each others in order to find answers and the one that collected all answers as first, had to shout: BINGO!

This game was an interesting form of reminding of what participants already know about human rights and to smoothly go into the theme of the study session.



3.2.6 JECI-MIEC's and CoE presentation

The last session of 1st day of the programme was dedicated into presentation of the organizers of the event: JECI-MIEC European Coordination and Council of Europe. It was great opportunity to learn about these two organizations. Special turned to be the moment when participants discovered that European Union is not the same as Council of Europe and explored the differences better.

3.2.7 Market of movements

After the dinner participants presented the presentations of their national organisations, and the official opening of the exhibition took place in the night. It was very interesting to learn about variety of organizations present, discover differences as well as many similarities between them. The official opening led just a few minutes for a very brief presentation of each organization. And they were quit a lot of different present. But this short time turned to be a good appetiser and starting point for further informal

discussions that longed in the night.



The official opening was performed by Julia Koszewska – Course Director.



3.3 Tuesday, 18th September 2007

3.3.1 Introduction to human rights

The first session on 18th September was run by Iris Bawidamann, who gave a great introduction to human rights history and concept of human rights.

She has started her session with a debate on human rights concept, human rights violations and examples of human rights. After that she made a presentation in order to provide a theoretical background to what was discussed.

A discussion on HR and the examples of their violation was a starting point. The participants mentioned as the most important, rights to live, and right of freedom of expression – as agreed in the group. The debate was on situations about visas in the light of right to travel.

Another point that was stressed was human rights education: on example how participants have learned/heard about HR – from school, others says that in a natural way, a transfer from previous generations, from parents, trade unions, sometimes through breaking by the others our rights.

A discussion about HR what means and in which way they were

- Inalienable,
- Universal,
- Indivisible,
- Interdependent,
- Interrelated.

It is also important to have the mechanism to impose the right and a procedure. Not all the governments are implementing properly the HR. The practice in everyday life is different.

Another question was on what is standing in back of the HR concept: the person as individual, the family or the tribe, or a group. In order to explain these were presented the different generations of HR. For the first generation stands in back the person. The second generation is applicable to a society and the third is for a collective, so for collective rights.

Generation of HR 1 which comprise:

- Liberty rights,
- Personal liberty,
- Protection from state,
- Violations.

Generation of HR 2 talk about:

- Equality of rights,
- Equalities access to socio-economics opportunities.

Generation of HR 3 included:

- Solidarity rights,
- Collective rights of society or peoples.



These rights are composed by peace, communication, healthy environment, sustainable development and humanitarian aids. In the other hand, human rights dilemmas are composed by conflicts.

3.3.2 Instruments of human rights and mechanisms for their protection – expert’s input

This session was an expert’s input given by Mr Budi Tjahjono.

He has started his input by general introduction concerning UN and the foundation of the HR within the UN. UN is composed of 192 members and the last 3 members are Montenegro, Timor and Switzerland. The UDHR have been adopted in 1948 and serves as common standard on HR. Others declaration such as:

Vienna declaration and programme of actions (1993) and HR treaties are based on the UDHR.

Later on the expert has explained the UN organisation system and its different committees which are:

- General Assembly,
- Security Council,
- Economic and Social Council,
- Human Rights Council.

Regional mechanisms of HR are directed in Europe by Council of Europe, in America by the Inter-American Commission on Human Rights and in Africa by the African Commission on Human and Peoples’ Rights.



In terms of enforcing a collective right there are no declarations or conventions, so the court has the right to decide.

The declarations are not ratified by the Government, but conventions yes. If one convention is ratified than the country is monitored.

3.3.3 Questions & answers

After the lecture given by expert, there was some time allocated for participants to ask questions if some part of the presentation demanded further clarification or better explanation.

In the time of discussion several issues were raised such as equal – non-equal representation of states in the UN system and commission like Security Council, as well as the role of youth international non-governmental organizations (especially those of a catholic profile) in the UN system and what they can do.

The session of Question and Answers as well as previous expert’s input was facilitated by Peter Haselmann.

3.3.4 Simulation game

The simulation game was concerning a case study about “a Mosque in Sleepy Ville” based on a scenario from a *Companion*. Participants were playing members of town council, divided for several parties: traditionalists, populists and Diversity Party. Some had played a role of the Past and Present Association, and somewhere members of youth action group “Young Sleepies for Human Rights”. Also trainers had taken part in the game: one with a role of mayor



and other as press representative (this role on a special request of participants).

An interesting debate followed the preparations in groups. The debate was to be a debate in the town council assembly. Every group has contributed with different stands. Some special points to mention were: *Everyone has to respect own religion and have consideration on other religions as well. Do not think that people from stranger (i.e. new in town) religion are “extremists”;* *People are confusing Islam as terrorist religion. Do not be confused, Islam is not equal terrorism.*

Simulation game was animated by Iris Bawidamann.

3.3.5 Intercultural evening

At the end of the day the international evening and banquet took place. It was a great opportunity for varied countries to present their national cuisine specifics as well as songs and dances.

International evening was animated by social group composed by participants: Viktor Charniak, Codruta Fernea, Geraldine Joseph, Polona Raspor, and facilitated by Peter Haselmann (trainer).



3.4 Wednesday, 19th September 2007

3.4.1 Excursion: ECHR, human rights in practise

The day started early with a visit to the European Court of Human Rights where two experts' inputs were to take place. The first speaker was Mr Paul Harvey, who has given an introduction to basic human rights treaties, and the structure of the Court, the operation of the judges. He also presented the conditions of the application and legal procedure of the Court. The point he underlined to the group was on the role of NGOs that they can also present some critical cases to the Court, and especially INGOs, since even the Court is European it can help in cases that are connected with non-CoE countries. These points were of a big value for a group composed by members of INGO coming from not only CoE countries.



Next expert was Mr Alfonso de la Salas. He introduced us the human rights in relation to religions and presented several study cases on human rights related to religious rights. The main focus in his presentation and debate that followed was on article 9 of the “Convention for the Protection of Human Rights and Fundamental Freedoms as amended by Protocol n° 11”, which concerns Freedom of thought, conscience and religion. Mr de la Salas presented several

study cases on ECHR decisions on wearing religious objects, cases from countries such as France, Switzerland and Turkey.

He has also mentioned the fight of terrorism, that there's no other way to do it that with respect of law and human rights. The document named "Human Rights and the Fight Against Terrorism" was recalled. It is not a convention which can be ratified but a consulting document. The court is the final instance of complain against government in Europe.



3.4.2 NGOs and HR – discussion panel

Next session was dedicated to a good practice example how NGO (in this case non-faith-based) can promote human rights and take care of their implementation.

Invited speaker was Mrs Perrine Olf Rastegar who works for Collectif judéo-arabe et citoyen pour la Paix as its coordinator. She presented several initiatives for peace that the Collectif is undertaking.

Very interesting point of her presentation was also fragment of a documentary movie on human rights she presented.



The session was animated by Julia Koszewska with a support in consecutive translation by Joanna Koszewska (participant).

3.4.3 Human rights & Catholic Social Teaching – expert's input

The last expert who presented to participants Catholic Social Teaching in relation with human rights was Fr Philippe LeBlanc OP. He has presented the human rights values in Christian tradition and how they are linked.

His presentation was interactive and he allocated some time for work in small groups. Participants were asked to pick an article from UDHR, read it and identify possible solutions.

Father Philippe LeBlanc OP presented also copies of resource book for references for participants, if they were interested in further exploring the relations between human rights and Catholic Social Teaching.



The session was facilitated by Margareta Brosnan.

3.4.4 Questions & answers

Since the presentation of Fr Philippe LeBlanc OP was interactive and allocated some time into group works and questions were raised immediately, there was no specific time for clearly Questions and Answers session.

3.4.5 Mid-term evaluation

For this evaluation several guiding questions to start were prepared. Participants were sharing in small groups facilitated by one trainer each.

Participants were generally pleased with study session flow. They have expressed the need to learn more basic information and background of Catholic Social Teaching since they found it very important and interesting issue and also very relevant to the human rights theme.

Positive comments were also made on informal parts especially the International Evening.

Some shared the need for more energizers. Time keeping was mentioned as negative point, since the programme was intense, participants really needed the time for relax and non-formal sharing. The non-formal sharing contents and group composition were also mentioned as very strong points of study session.



3.5 Thursday, 20th September 2007

3.5.1 Catholic Social Teaching & human rights

This session was a slight change of the agenda of the week, but introduced on a request participants made during mid-term evaluation. It was to deepen basic information on Catholic Social Teaching especially in concern of human rights, since many people shared in the evaluation the belief that often Catholic Social Teaching stands in opposition to “generally understood human rights”.

This session was run by Margareta Brosnan.

Catholic Social Teaching knows as “catholic doctrine” sum up the teaching of Catholic Church on social justice issues, and promotes visions of a just society. Following the years, Church has promoted the Catholic Social Teaching based on different themes such as:



- Conditions of working classes;
- Peace on Earth;
- On the development of peoples,
- Justice in the world and Human work,
- On social concern.

Catholic Social Teaching can be considered as a living and changing part of the Church community. Church can also have an influence in the responses to social issues concerning politic, economic and religious problems.

During the debate, it was mentioned that documents are in our hand, but we have to read it and apply it in our field of application. As key themes that one can retain concerning Catholic Social Teaching there are:

- Human dignity and the unity of the human family,
- Solidarity (we are responsible for each other),
- Option for the poor and the common God,
- Universal destination of goods and promotion of peace and disarmament.

To apply Catholic Social Teaching, we need to judge, to observe signs of the time. This can help to guide individual's conscience in making just decisions as well as to influence the public sector activities and shape the Church response to social issues.

3.5.2 Students' testimonies

Students' testimonies sessions were divided into two days. On the first day participants got the opportunity to hear from first-hand about the reality in Chile, Malta and Belarus. The countries were of very different political and social reality. This testimonies heard from peers were mentioned later on as very eyes- and minds-opening.

Students presenting were very well prepared with presentation as well as for questions after that.

Full presentations (ppoint) are in appendices.

The sessions with students' testimonies were animated and prepared by Julia Koszewska.

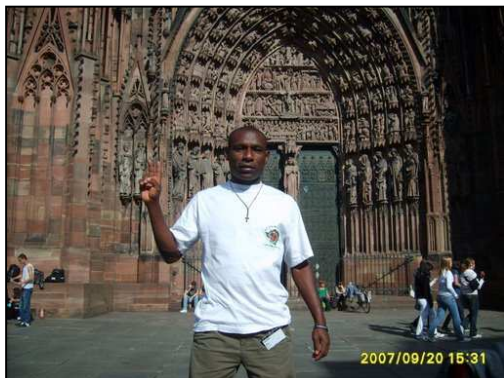


3.5.3 Presentation of Strasbourg city

Just before lunch a short time was allocated for a presentation of city of Strasbourg. Iris Bawidamann has presented some key-tourist attractions in the town, explained some facilities like renting bike in the venue, and explained where the group will meet in evening for dinner in town. She also distributed maps and leaflets about the town.

3.5.4 Free afternoon

The entire afternoon was for participants to enjoy the free time and the city they were in. Some spent it in groups walking around the city, some enjoyed the bike rides, and definitely all were enjoying good and sunny September weather.



3.5.5 Dinner in town

In the evening the group have met in front of a restaurant near the Cathedral and had a delicious traditional for a regional cuisine dinner: *une tarte flambée*.



3.6 Friday, 21st September 2007

3.6.1 Students' testimonies: part 2

On Friday morning the second part of students' testimonies continued. This session was about countries as Norway and Zimbabwe.

Participants were very moved about situation in Zimbabwe and in a following part of the programme prepared a solidarity act with youth in Zimbabwe.

The sessions of students' testimonies were animated and prepared by Julia Koszewska.



3.6.2 Human rights campaigning in practise: International Day of Peace



21st September is an International Day of Peace. In previous day volunteers have prepared the scenario of celebration of that special day. This was to celebrate a special occasion as the International Day of Peace but it also provided a great opportunity for participants to experience an easy-to do manifestation of human rights' protection and promotion.

The action prepared by volunteers aimed in promoting peace as well as to prepare a solidarity gift/ message to the youth in Iraq and Zimbabwe, countries where human rights are violated and where no peace is.

The group has prepared white paper boats, on which boarder participants wrote the word *peace* in their national languages. In a silent march, the group walked from the EYC to the canal between the buildings of Palais of Council of Europe and the building of European Parliament (where was a session in that time). On the border of canal, group has said prayers for peace, and singing a religious song was placing paper boats on a canal.



Later on white peaces of material, everyone wrote a peace and/ or solidarity message for young people in Iraq and Zimbabwe. The message to Zimbabwe was to be taken by participant of study session who was from that country and the message to Iraqi youth was to be sent by Margareta Brosnan who is in touch with a group of Iraqi youth – refugees in Syria.

It is important to underline that in this action everyone from the group took part (even it was not obligatory): whole team of trainers and every participant.

This action was coordinated by Margareta Brosnan.

3.6.3 Promotion of human rights and human rights education – campaigns, methodologies & CoE support measures

Further session on Friday was dedicated to the methodology and concrete support measures that students can use in order to take an action.

Margareta Brosnan has presented the See-Judge-Act methodology that is being used in JECI-MIEC's movement. Later on participants have divided into small groups to work on some study cases according to presented methodology.

Three facilitating questions were asked:

- What is the Christian response to our experiences?
- What do we want to achieve at short term or long term?
- Who else can we involve in these actions?



Margareta mentioned also some past and present international campaigns organized by JECI-MIEC European Coordination and its national organizations as well as IMCS and IYCS. Among them the *Fight poverty, build peace* international campaign, *Peace Programme* in Kenya, anti-racism campaign in Australia, and Equal Access to Education campaign in Germany. She has also pointed the international campaigns such as Millennium Development Goals to which accomplishment also International Non Governmental Organizations are contributing.

Another part of this session was a presentation of Council of Europe support measures by Iris Bawidamann. She has introduced to participants European campaigns such as just finishing *All Different – All Equal*, and starting in 2008 *Year of Inter-cultural Dialogue*. Iris explained to participants varied funding possibilities with such as European Youth Foundation (EYF). Iris have introduced also some publications that might be useful in activity planning, such as CoE's *Tkits*, *Compass* and *Companion* books.

Many promoting and informing materials were available on the reference desk and participants got a possibility to consult their ideas on activities and possible founding.

3.7 Saturday, 22nd September 2007

3.7.1 Developing actions: work in groups

On Saturday the main attention was given into taking an action. Participants divided themselves into three groups in order to prepare:

- Solidarity actions/ programmes,
- Educational programmes,
- Statement of the study session.

This and following session were run by Peter Haselmann.



3.7.2 Future steps and networking: presentation of groups' work results

After the work on programmes was done, participants gathered back to plenary and groups presented the outcomes of their work.

The Solidarity Group developed some projects on exchange programmes and short term actions such as marathon of letters writing on the cases when human rights are violated.

Education Group explored the various types of education (formal, non-formal and informal) and explored the different venues as possibility to spread the information about human rights related issues. Their proposals were to educate in school: as part of official teaching programme and facultative lessons. Another possibility proposed was by different campaigns or promoting actions such as bike tour or travelling bus, when travellers organize some activities for locals on the stops and share informational materials. Last type of education mentioned by this group was to educate educators: teachers, society leaders and trainers.

The third group presented a statement that after slight changes have been accepted by all participants.

Statement is attached in appendices.

3.7.3 Final evaluation of study session

Final evaluation in session time was done orally and on the end of this session participants have received forms for written evaluation and they were to bring it already filled in to the farewell party.

This session was performed outside with a nice sunny weather and was very attractive as it used varied forms of evaluation exercises and participants got an opportunity to remind all what happened as well as all they have learn during the week. It helped later to evaluate study session in written form as well as in oral evaluation in the plenair.

More details of evaluation methodology are described in the chapter 3.9.2.

The evaluation was facilitated by Julia Koszewska.



3.7.4 Mass

One of the closing events for the study session was a mass. It was a closing point for whole week spent in newly built community and it was also a closing point for the morning prayers' programme that took place every day of study session just before the first session of the day. The mass – as well as morning prayers – were prepared by spiritual group.

The group was composed by participants: Mihai Floran, Paulius Miezelis, AnneMarie Werner, and facilitated by Margareta Brosnan (trainer) and with a great support of Rev. Christopher McCoy.



Just after mass participants thanked Iris Bawidamann who was not staying for the night at EYC and it was her last moment with a group. All (participants and co-trainers) thanked her for a great contribution into the programme of activity as trainer, expert as well as great team member.



3.7.5 Closing ceremony and farewell party

After dinner and all preparations the closing ceremony took place. Julia Koszewska as Course Director officially closed the study session and thanked everyone for a great contribution to its content. Every participant and trainer received a special certificate that s/he attended this programme. As addition to the certificate, everyone received a CD version of Compass publication and CD with all materials used during study session (including reference materials, PowerPoint presentations used during the activity and photos).

Julia and other trainers have received a special certificate prepared by participants' group.

The ceremony followed by farewell party. It was an evening of lots of fun and joy.



3.8 Sunday, 23rd September 2007

3.8.1 Departures

After breakfast, participants and trainers started to leave, but promising to stay in contact and get to know each other especially about human rights related issues.



4 Analysis of the session (evaluation)

4.1 Methods and results

The evaluation elements of the study session were carefully planned by the Trainers' Team, which dedicated a lot of energy in creating proper spaces for the evaluations to take place, to be in a good method (the oral evaluations) and so it can give detailed feedback on study session and participants' feelings.

Furthermore, the Trainers' Team monitored and evaluated the development of the study session on a daily basis. In these meetings, thoughts, impressions and possible problems were thoroughly discussed, as well as the interpersonal and social dynamics within the group, taking into account the comments and attitudes of the participants. Where necessary, the team amended the programme of the following day in order to best meet the expectations of the participants and to ensure the coherence and smooth flow of the programme.

4.1.1 Mid-term evaluation

Half way through the programme of the event, a mid-term evaluation took place. It was identified by Trainers' as a key element to meet a twofold need: on one side, it provided the Trainers' Team with a more extensive feedback from the group to check whether the programme was meeting the aims and objectives identified for the study session and participants' expectations; on the other side, it provided the participants with the possibility to reflect upon overall programme so far.

Several questions were listed as starting point for reflection.

- How are you feeling right now?
- What was the best conversation you had?
- What was the highlight so far?
- What was the worst part?
- What are you missing/looking forward in the session so far?

The outcomes of the mid-term evaluation were in general positive and the work of the Trainers' Team was appreciated. Participants expressed the need to deepen several issues such as possible contradictions between Catholic Social Teaching and human rights. In order to meet this expectation, and avoid misunderstandings in some issues on the topic of study session, Trainers' readjusted the programme according to the needs of the group.

4.1.2 Final evaluation

In the final evaluation various methods were used: oral and written evaluation.

In oral evaluation participant mentioned in a form of brainstorm the elements they remind from study session. Later these elements were grouped into positive and negative elements. Next part was that participants were asked to lay on their pillows and blankets, relax, closed eyes and remind what happened during the week. Later on after opening eyes, they were asked to say from the end to the beginning what they were doing (programme) in the study session. After this reminding part, oral evaluation was performed using method of Organismus evaluation (author's method developed by one of the trainers in the past) and later on in the form of closing words by each participant.



A more formal evaluation was carried out using evaluation forms. In these forms, the participants were asked to rate on a scale from 1 to 6, what they had liked about each programme element. Space was also given for comments on each point and several open questions.

It was followed by an evaluation more focused on the contents and outcomes of the event.

- For the details of methodologies of both evaluations, see Appendix 3.
- Detailed final evaluation by participants is available in Appendix 2.

5 Main outcomes of the Study Session

The main aim of the study session was to raise awareness and understanding of the responsibilities citizens have in relation to human rights. It also aimed to empower the participants to take an active role as human rights educators in their own milieu.

5.1 Outcomes for participants

5.1.1 Personal learning

Participants were students from catholic background who were active in the youth work in their national and/or local context. Outcomes of the session for the participants included the new knowledge and experience gained on personal, theoretical and practical level, as well as the motivation and tools to multiply the effects of the Study Session in their own context.

For some participants it was their first such a European (and international thanks to participants from other than European continents) activity. They could have experience working in such an inter-cultural milieu nevertheless milieu composed of people that share the same religious values. Also on theoretical level participants got occasion to face their individual experience with the theoretical inputs.

5.1.2 Intercultural experience

Beside the ongoing exposure to an intercultural environment, the Study Session presented a few sessions directly aimed to offer participants a better understanding of the different cultures and youth realities of people present at the event.

These were the two sessions of students' testimonies. Countries presented were chosen to keep the balance between CoE and non-CoE countries, EU and non-EU, and European (continent) and other continents, and within Europe to keep balance of varied European regions. Eventually participants could have attended the presentations of Chile, and Zimbabwe, Norway, Malta and Belarus. The presentations contained the brief presentation of country (geo-political basic facts), HRs situation and youth actions or youth rights. In the final evaluation participants mentioned these moments as "really eyes-opening", and "moments that showed how much is still to do in the HRs field".

Some lighter moments of inter-cultural experience were also the Inter-cultural evening, when participants were presenting the culture of their countries: music, dances as well as cuisine. It was also a moment of participants that were representing countries different than those of their origins to present both countries. It was much appreciated by participants, and they described these moments, in final evaluation forms, as very fun and extremely useful.

5.1.3 Knowledge and tools

During the study session participants got a great opportunity to improve their knowledge not only about human rights: their history and application, but also on concrete examples, different realities of human rights. And to improve their knowledge as well as get to know how to use varied tools for human rights protection and promotion. The tools such as institutions, campaigning, and different possibilities that International Non-Governmental Organizations have. Participants get familiar also with different publications that provide academic information as well as with those that can be helpful in organizing an activity or a non-formal education to promote human rights. Another important point underlined in some evaluations was that participants appreciated much the opportunity they had to get to know and visit European institutions, and be introduced to the way

they function and how can be helpful to individuals and groups as well as how the individuals and groups can contribute.

5.2 Outcomes for organization: JECI-MIEC European Coordination

From this study session, there were several outcomes for JECI-MIEC European Coordination. Some of them might be classified as administrative/ organizational, i.e. not to organize trainings/ seminars when the time for applications in the period of holidays, as it causes low applications number.

The second type of outcomes was on which aspects of thematic work we should focus. Participants suggested more activities and deepening the inter-religious dialogue work of JECI-MIEC, as well as to focus more on situation in Eastern-European countries, especially Belarus in the light of human rights.

5.3 Recommendations for the future European youth work

Several topics were suggested by participants, among them to deepen different aspects of human rights and organize activities on special focuses of the wide human rights theme. The suggested aspects were mainly on:

- relations of Human and religious rights (as good example participants mentioned here study session “Religion Contributing to Human Rights Education” organized in 2006 by JECI-MIEC in cooperation with Council of Europe);
- Human rights of women;
- Situation of HRs in Belarus and activities on human rights issues for Belarusian youth.

Besides these activities, participants recommended to organize joined HR-letter writing actions.

Another important outcome of the study session was acknowledgement of the importance of close cooperation between youth NGOs (especially faith-based) and European institutions on the theme of human rights as well as non-formal education.

6 Follow up

The participants of the study session committed themselves to continue working on the plans they developed during the study session. They will keep the JECI-MIEC European Coordination’s office updated on the progress of their projects and JECI-MIEC European Coordination will help and support them in the implementation.

For sharing thoughts and information in the future, the participants set up an electronic email group. The group has been very active ever since its launch. On this list the participants have reported about human rights education activities in their countries, about the progress of their own plans, shared articles and news on human rights topics, and discussed their thoughts about the issues. This email list will keep working as a forum of further development of the ideas and plans created in the study session.

Right after the event JECI-MIEC European Coordination published a press release of the event and celebrations of International Day of Peace organized by participants of study session as well as the final statement of the event which was published on its website. In addition to that, this report will be also uploaded and widely distributed among JECI-MIEC European Coordination members and partners, to serve as resource material and example of good practices.

JECI-MIEC European Coordination is committed to work for promoting human rights in the future and will continue to empower young people to take action on this field.

7 Conclusion

The study session “Empowering Young People Through Human Rights Education”, organized by JECI-MIEC European Coordination in cooperation with Council of Europe, aimed not only to introduce participants to the human rights and to facilitate them to gain theoretical knowledge, but also to empower them to take an action.

Using the “See-Judge-Act” methodology (traditional for JECI-MIEC working method), participants were provided with theoretical knowledge, but also concrete examples on the human rights reality that empowered them to stand and react. They have been introduced to the campaigning and action planning methods as well as to several CoE’s support measures for taking action.

The study session was an important event for participants. It was a great opportunity for them to get to know more about human rights’ history, concept as well as about different institutions and measures for protection of HR. This activity also helped participants to find their own approach (as individuals) to human rights. For this individual dimension especially session about the relations of human rights and Catholic Social Teaching was of great value. They also got an exceptional occasion to hear from their peers about human rights reality in different countries (from different parts of the World: countries from CoE, as well as from other than European continents). Especially this moment was marked by many participants as very “eyes- & mind-opening”. According to the feedback from the group, this has encouraged participants not to be passive but contrary: to stand and act. Participants explored various possibilities of taking an action in order to promote and/ or protect human rights and obligated themselves to remain active and cooperate with each other to make *another world possible*.

The importance of this study session was also underlined by organization. This activity was part of JECI-MIEC’s work on human rights issues and followed on from many non-formal education activities on European level and different campaigns and initiatives on national and international level. It was also part of the 4 years working programme of educational programmes with special focus on human rights culture and education. This particular activity was remarkable also from the point of view that participants were invited not only from member organizations but also from partner and contact groups and 2 from other continents. This enabled the larger audience to get chance to experience the special form of non-formal education activity that study sessions co-organized with CoE are, and for all participants to enlarge their horizons experiencing a bit of international dimension and learn non only about culture but also reality (especially HRs reality) in each other country.

8 APPENDICES

8.1 Appendix 1- List of team members, experts, participants

Organisation

JECI-MIEC European Coordination

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Phone: +48 508.321.404, fax: +33.1.42.84.04.53
E-mail: office@jeci-miec.eu
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Course Director

Julia Maria KOSZEWSKA
European Coordinator of
JECI-MIEC European Coordination
Poland

Educational Advisor

Iris BAWIDAMANN
EYC Strasbourg

Trainers

Margareta BROSNAN
JECI / IYCS International Team
Australia / France

Peter HASELMANN
Denmark

Experts

Budi TJAHOJONO
Project Coordinator & representative to the
UN
Pax Romana ICMICA/MIIC

Fr Philippe LEBLANC OP
Permanent delegate to the UN, expert on the
Catholic Social Teaching
Dominicans' Order

Paul HARVEY
Legal Officer of ECHR

Perrine Olf RASTEGAR
Coordinator
Collectif judéo-arabe et citoyen pour la Paix

Alfonso de SALAS
Head of Human Rights Intergovernmental
Cooperation Division

Participants

Viktar CHARNIK
Catholic Youth
Belarus

Sergio de la HOZ
AUC
Chile

Marie FRITEAU
JEC - France
France

Anne-Marie WERNER
KSJ Germany / AKH
Germany / Luxemburg

Edita GAILIUTE
Ateitis Federation
Lithuania

Paulius MIEZELIS
Ateitis Federation
Lithuania

Marco GRECH
MKSU
Malta

Ralph Alexander GOLDING
Catholic Youth & Students
Norway

Joanna Maria KOSZEWSKA
KIK – Drum Bun
Poland

Codruta FERNEA
ASTRU - Cluj
Romania

Mihai FLORAN
ASTRU - Cluj
Romania

Alexandrina KISS
ASTRU - Cluj
Romania

Polona RASPOR
ZKSM
Slovenia

Meri VINKO
ZKSM
Slovenia

Geraldine JOSEPH
Catholic Youth
Sweden

Elie Fosso MENKEM
Catholic Youth Chaplaincy Group - Fribourg
Switzerland / Cameroon

Alistair HACK
CathSoc
UK

Maeve Eithne MCCORMACK
CathSoc
UK

Christopher MCCOY
IMCS / MIEC
UK / France

Yaroslava BABIY
AUCS Obnova
Ukraine

Andriy ZHUK
AUCS Obnova
Ukraine

Elisha MOYO
YCS / NMCS Zimbabwe
Zimbabwe

Appendix 2 - Detailed evaluations

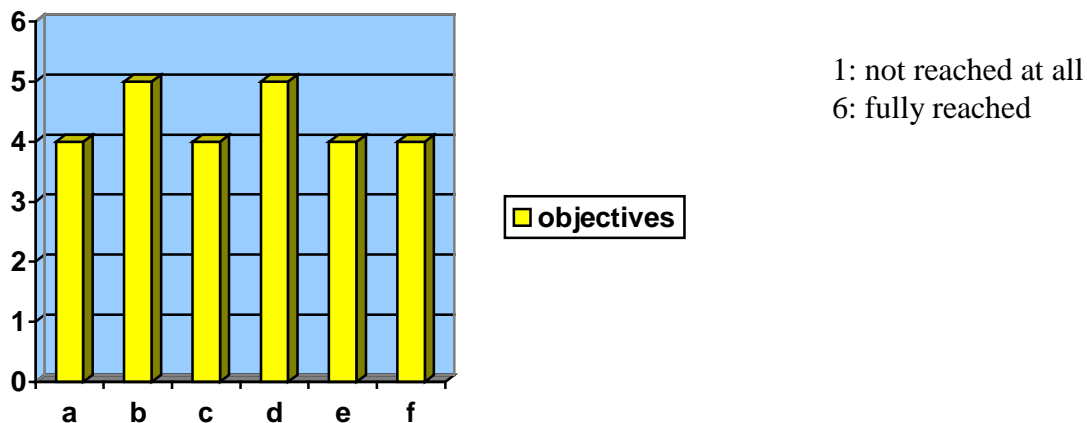
The individual written evaluation of the study session was done using an evaluation form. The participants were asked to rate each programme element on a scale from 1 to 6. Same scale was used for evaluation on how much the objectives of study session were reached. However varied meanings on these numbers were used according to the evaluated element.

Several questions were open and space was left for additional comments - general.

The comments are summarized below.

8.1.1 Objectives of study session

- To deepen the different approaches to human rights and the mechanisms for their protection;
- To analyse the different realities in the societies where participants are coming from and identify different forms of violation of human rights such as intolerance, discrimination, disrespect, xenophobia;
- To identify and to understand the different components of the human rights culture;
- To facilitate participants to find their individual approach to the human rights;
- To reflect and identify the responsibilities that are linked with human rights;
- To reflect and to identify the Youth key roles as important agents in promoting and protecting human rights.

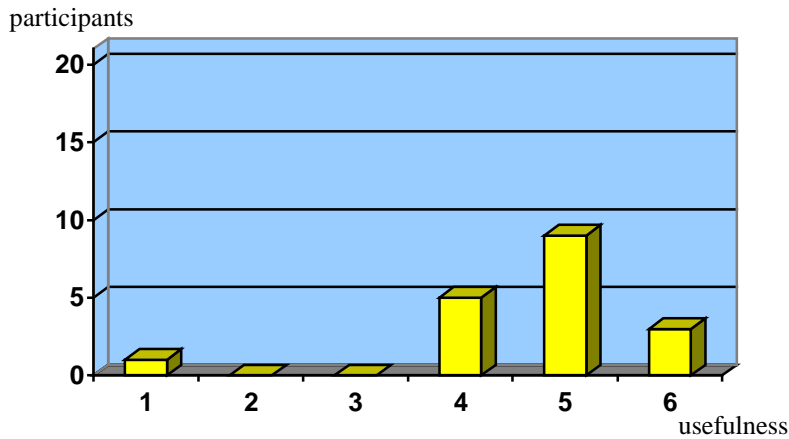


8.1.2 Programme elements

The participants were asked to rate each programme element on a scale from 1 to 6.

- 1: useless
- 2: some parts useful
- 3: somewhat useful
- 4: useful
- 5: very useful
- 6: extremely useful.

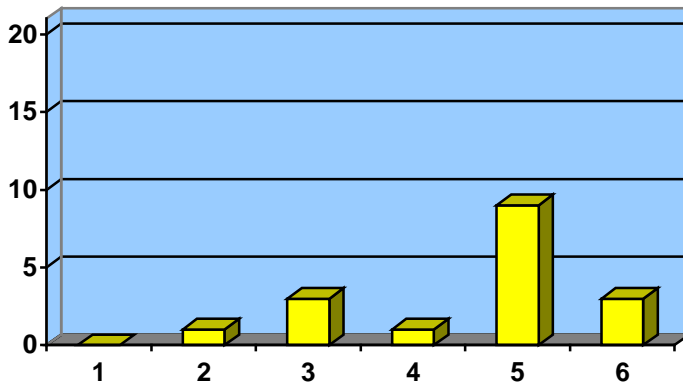
8.1.2.1 Welcome evening and ice-breakers



The first evening with ice-breakers and welcome greetings was much appreciated by participants. However it might be worth to mention, that as it was the arrival day and the non-obligatory part of the programme, only 17 participants and Trainers' Team were present and could evaluate this part of study session.

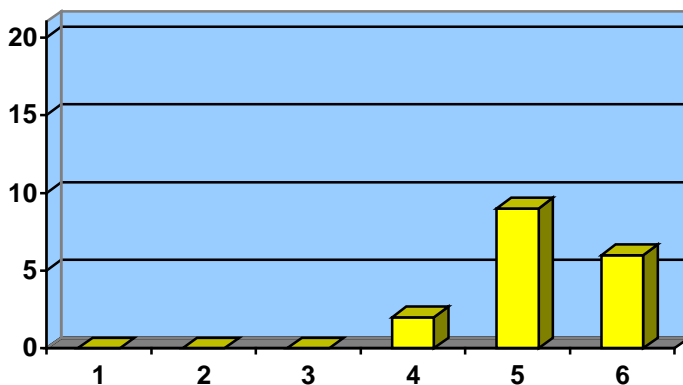
8.1.2.2 Presentations

8.1.2.2.1 Trainers' Team, participants, introduction to the programme



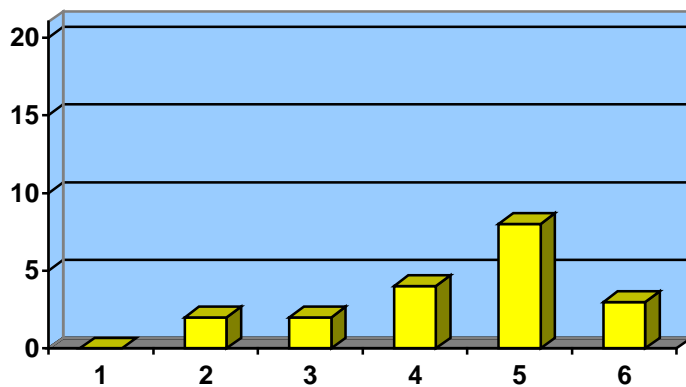
Participants were satisfied by the presentations made at the beginning of the Study Session, and found them very useful.

8.1.2.2.2 JECI-MIEC European Coordination's presentation



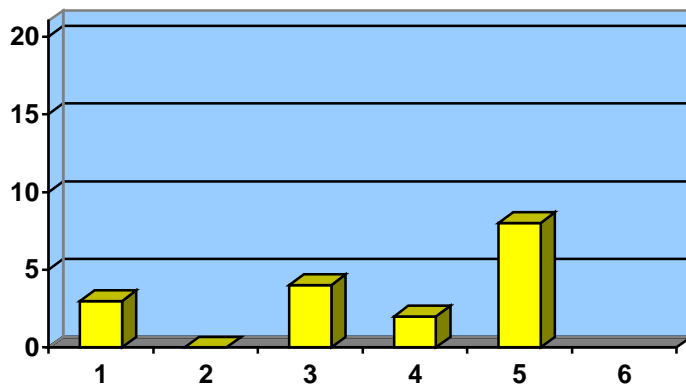
Participants found the presentation of JECI-MIEC very useful. Some of them were already familiar with JECI-MIEC European Coordination, but for some of them (especially from non-member but partner organizations) this was totally new. But all found it well performed and useful.

8.1.2.3 Experts' inputs



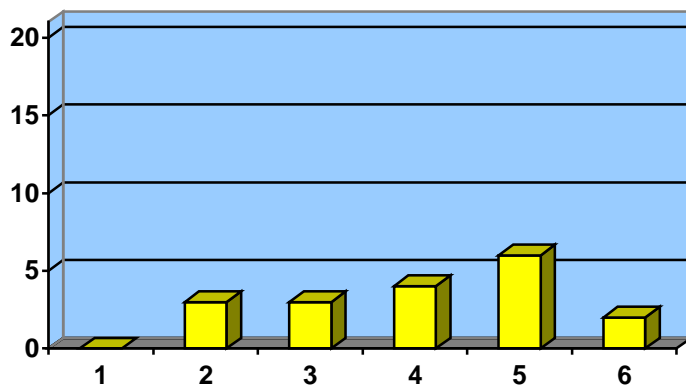
The most appreciated by participants were the lectures on Instruments of HR and mechanisms for their protection, and two presentations we have heard in ECHR.

8.1.2.4 Group building



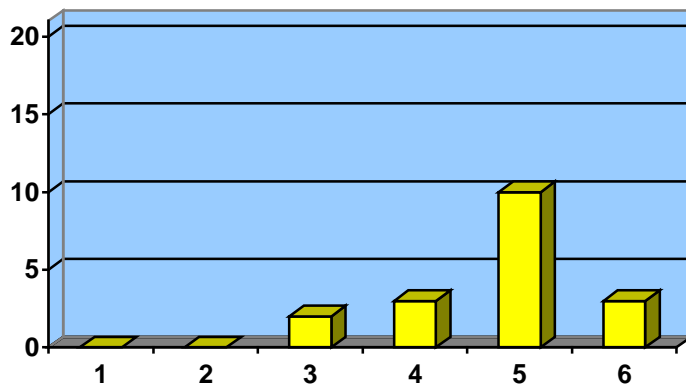
The opinions on usefulness of group building session were really diverse. Some people found it useless, but some even very useful.

8.1.2.5 HR quiz



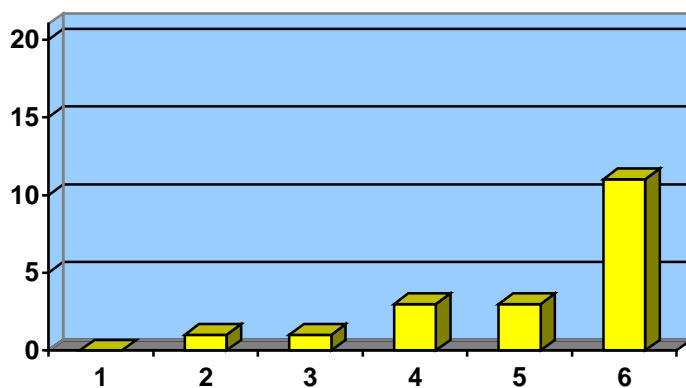
HR quiz was found by some participants very or even extremely useful. However it happened that some of participants who attended this year study session took part also in last year's, where the same tool with very similar questions was used as HR bingo.

8.1.2.6 Simulation game



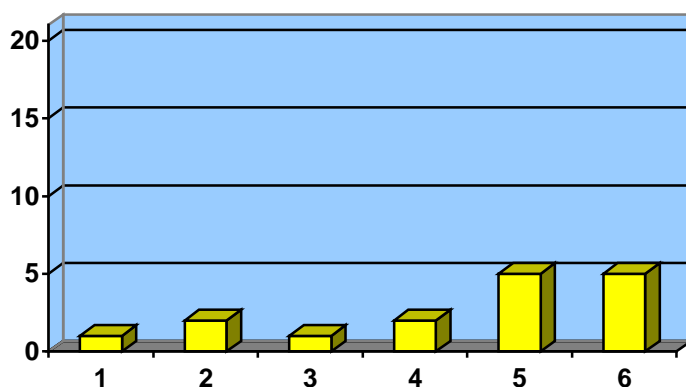
Participants really appreciated simulation game. They found it useful and said that it was very teaching experience. Many mentioned it was also lot of fun. They all involved in this game and took their roles seriously that effected in a fruitful outcomes.

8.1.2.7 Visit to the European Court of Human Rights



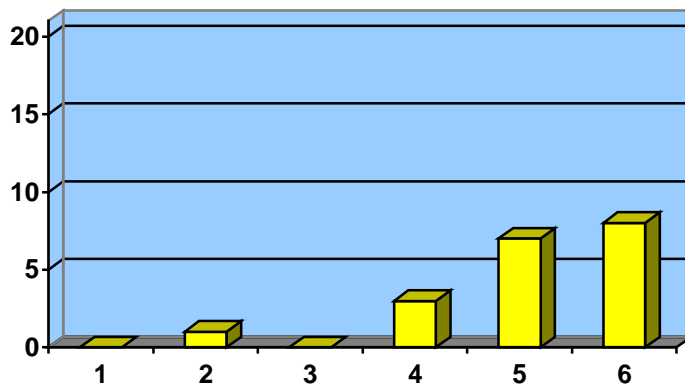
Participants much appreciated visit to the ECHR. Not only the lecturers and meeting with experts but also the opportunity to see, visit and get to know with the way of functioning of this institution. Some (law students) found it also very interesting from the perspective of their future professional career.

8.1.2.8 mid-term evaluation



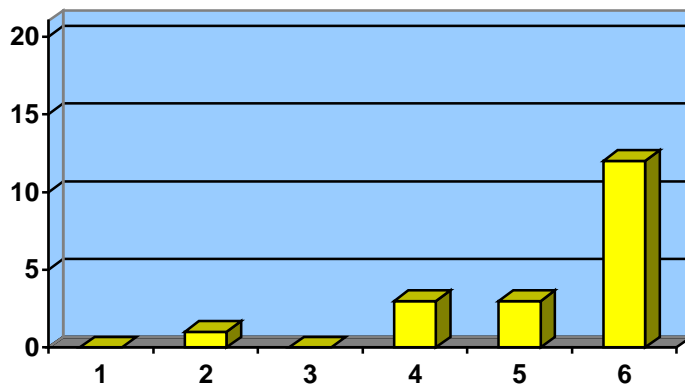
The opinions of usiness of mid-term evaluation were very varied. But the average opinion was that participants fund it needed and that the feedback they gave and suggestions they made during this evaluation were taken into account, and it was also good among participants to share their opinion on the flow of the program and study session's components

8.1.2.9 Students' testimonies



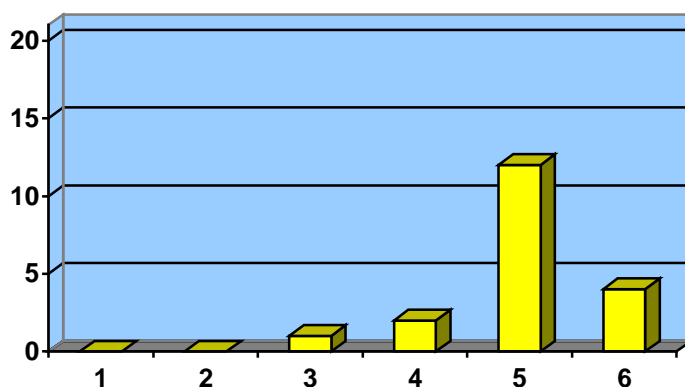
Participants appreciated a lot the part of testimonies. Especially the testimonies given by non-Europeans were much valued. Participants commented that this part of program was very eyed-opening especially as people giving testimonies were like the other participants: young students, but their reality was often very different. Participants share also that this part proved them how much still can be done in the field of HRs.

8.1.2.10 International Day of Peace celebrations



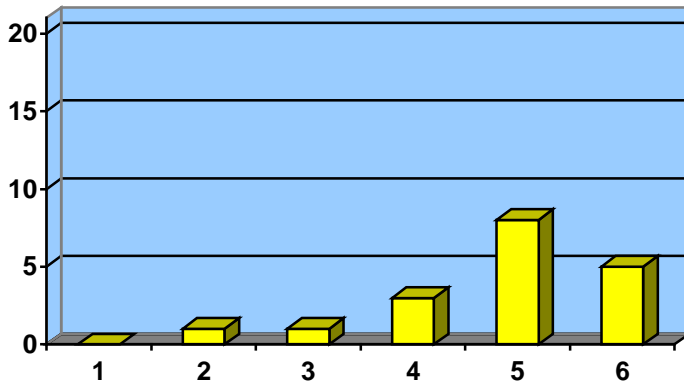
Participants expressed their appreciation of this part as good example of campaigning, concrete actions they can easily take. And it was not only a good practice that was presented to them, but it was something they prepared by themselves and performed. They found it extremely useful.

8.1.2.11 HRE in practise: methodologies



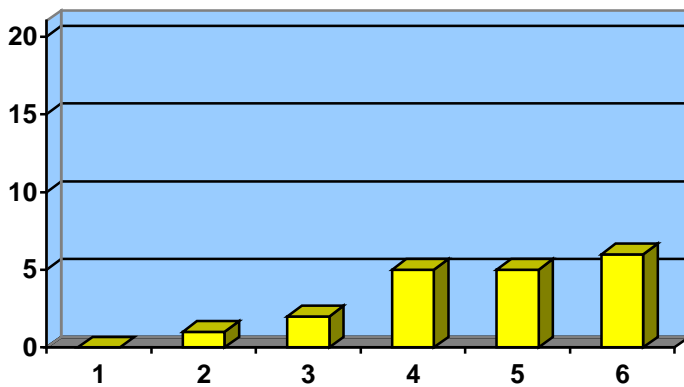
Concerning this part of programme, participants were in favour of opinion that it was very useful session.

8.1.2.12 CoE support measures and campaigns



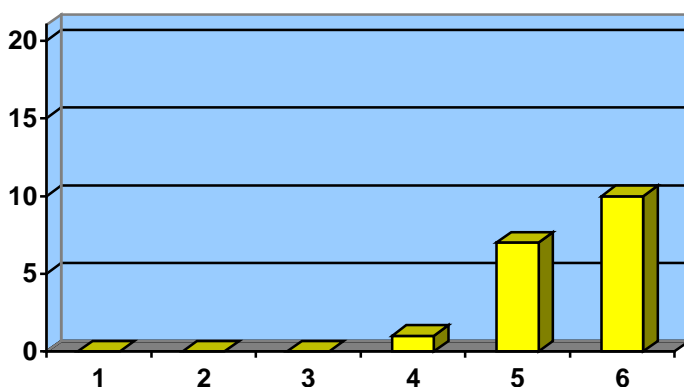
This session was found as interesting and very useful. Participants appreciated that not only several campaigns were presented to them, but also that they could have received some educational publications, such as CD edition of Compass book.

8.1.2.13 Action planning



This part of programme was in general commented as very useful, however some participants mentioned that they preferred more theory than a balance between theory and action orientation.

8.1.2.14 Final evaluation



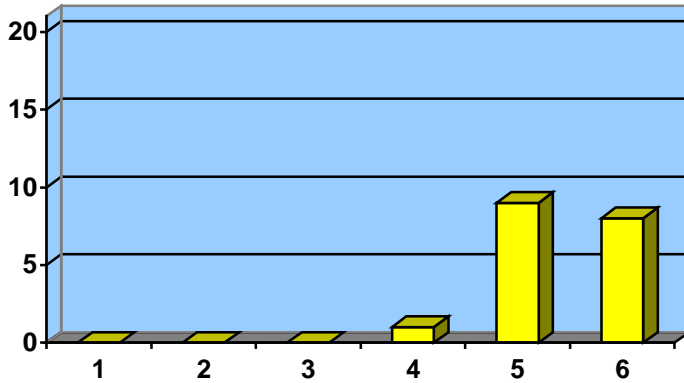
Final evaluation session was highly appreciated and participants found this summary of whole study session very useful as reminder of what they have experienced and learned, as well as opportunity to give their final feedback for overall programme.

There were actually no negative comments concerning this last session.

8.1.2.15 Evening events

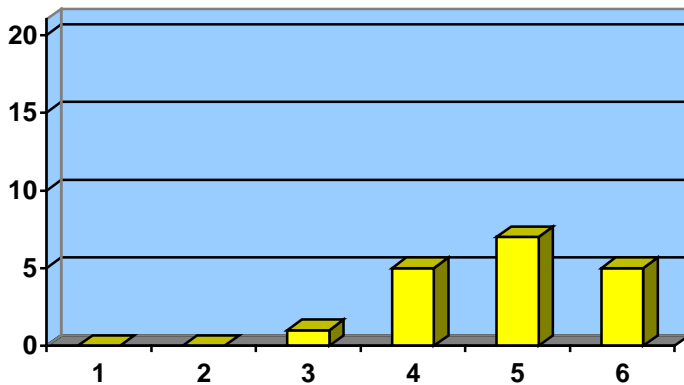
In general, the evening programmes were considered fun. Several additional comments are made next to different diagrams.

8.1.2.15.1 Free afternoon

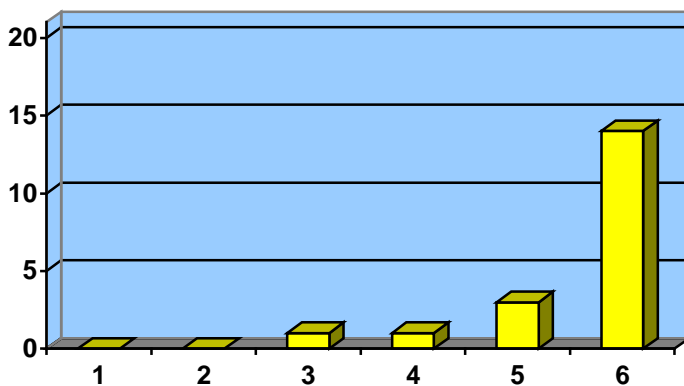


Participants enjoyed greatly visiting Strasbourg. Some wished that there would have been a guided tour to town, but the majority appreciated that the afternoon was not scheduled and that there was time for just relaxing and having informal talks.

8.1.2.15.2 Market of movements

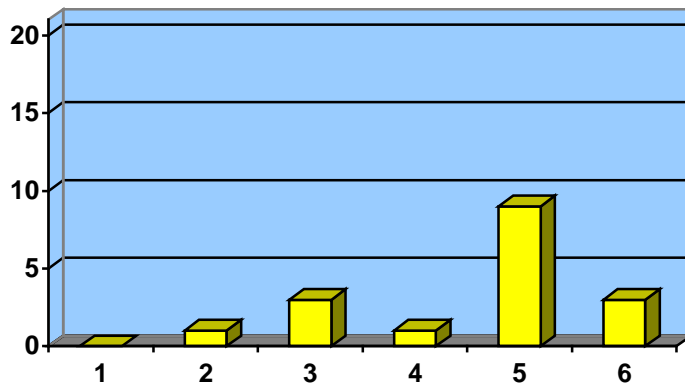


8.1.2.15.3 Inter-cultural Evening



The Inter-cultural Evening was mentioned as great, and the social task group received thanks. Everybody enjoyed the opportunity to learn songs, dances and music from different countries.

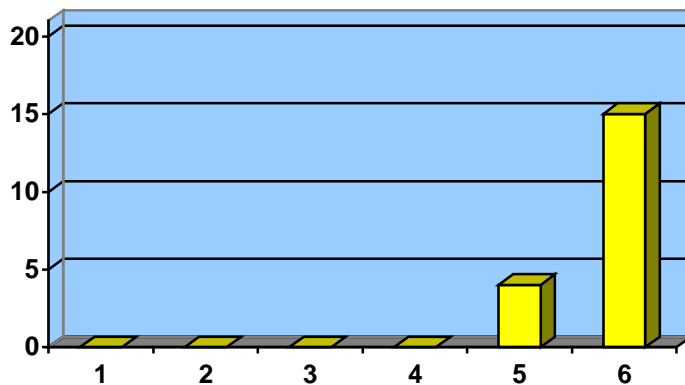
8.1.2.15.4 Mass



Participants found this part of programme very important to close the spiritual formation that they have been receiving during whole study session and especially during morning prayers every day.

8.1.3 General elements

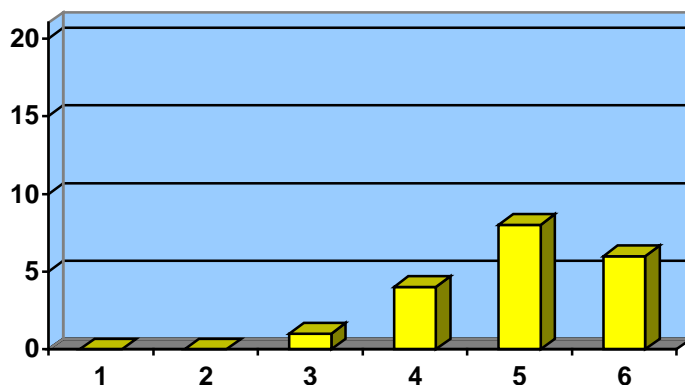
8.1.3.1 Informal moments



Participants were very open and very creative during the informal parts of sessions. However this was not organized nor facilitated by task (social) group.

The opinion shared by majority was that the group composition was very good. People were open and had a lot to share and say. So the informal parts were much appreciated.

8.1.3.2 Task groups (social, spiritual, reporting)



Indeed social group was not very active, except facilitating the Intercultural evening. But it was also not really needed by participants, because they were many things to share and didn't need any facilitation or organization in after-daily session parts.

As one person mentioned in evaluation: "it's hard to evaluate the work of reporting group, will do it by the outcomes of their work when the report will be done".

8.1.4 Open questions

In the evaluation form several questions were open. Below are some representative quotes from participants' feedback.

8.1.4.1 *The most important elements that you have learned during the study session*

- *Different approach of HR in term of theoretical and applied fields.*
- *Understanding other cultures and realities, widening horizons, making HRs more than a slogan but more by seeing what they really mean, guarantee and what happens if they are violated.*
- *If we work all together and remain as committed as we are now and get other people involved, we can get very far and really “another world is possible” then.*
- *Hear experiences of other participants and before that learn some theoretical basis, and learn about JECI-MIEC organisation.*
- *The methodologies and the operation of the institutions in Europe especially in the HRs field*

8.1.4.2 *Opinion on the entire group (selection of participants, atmosphere...)*

- *I think that a great diversity of opinions existed, and that members were very eloquent;*
- *Fantastic – best fun on such a week for a long time;*
- *Great! Good, complementary group composition, selected participants were very motivated and interested in the topic;*
- *It was a great atmosphere of openness and respect.*

8.1.4.3 *What will you share with the other members of your organisation back home?*

- *Necessity to work not only on national level but to create some more European and international contacts;*
- *I will share the knowledge I gained here on human rights topic, I will also share the “See-Judge-Act” methodology I had learned here and we will try to use it in own community;*
- *The issues about HRs and Catholic Social Teaching are very interesting, so I think I will try to go more deep into these issues and often organise some workshops on this issues.*

8.1.4.4 *Intention to cooperation with some of the movements from JECI-MIEC European Coordination represented in this study session (bi-, tri-, multi-lateral cooperation projects)*

- *Sure, why not?*
- *Yes, with all of those that were present at the study session;*
- *Yes, I'd love to set up exchange programmes with students from Belarus, Chile and Zimbabwe (also with others but these as a start), and to help in international activities of JECI-MIEC.*
- *Yes, I'm especially interested in the work of students in Zimbabwe.*

8.1.4.5 *Evaluation on the Trainers' Team*

- *Very good job, thanks!*
- *Very humble and passionate people. It was great to know them.*
- *At the beginning it looked like they haven't created real team, but later it worked pretty OK.*
- *They were very friendly and I felt them very close with participants, not only official contacts for sessions, but open and interested in who participants were.*
- *Very humble and sociable. They were excellent!*

8.1.4.6 Comments on the venue (European Youth Centre in Strasbourg)

- *Very good facilities and personnel;*
- *Great food and amazing and very friendly staff in kitchen; good facilities, but plenary room not very youth friendly. Good they are going to reconstruct its interior design;*
- *Very good staffs (congratulations!), good food, accommodation OK, thanks for free Internet ;)*

8.1.4.7 Suggestions for future activities on this topic or other topics at European level for JECI-MIEC and European Institutions' youth programmes.

- *Human rights of women;*
- *More on inter-religious dialogue and relations of religions and HRs (like last year study session);*
- *Joined HR-letter writing action;*
- *More on the HRs situation in Belarus;*

8.1.4.8 Missing elements in the study session or extra comments

- *This study session was:
J-oyful,
E-ducational,
C-ommunicational,
I-nteresting;
M-agnificent,
I-nter-cultural,
E-xtraordinary,
C-harismatic.*
- *I am happy I had a chance to be here :)*
- *We succeeded to get to know each other, speak about our local realities, about our way of doing things. For all this sharing of ideas, thoughts, interests I want to thank everybody.*
- *Topic was a bit too wide.*
- *Too much of PowerPoint presentations for me personally, but I know it helped for those that were not native in English to see the text, when accent might have been a problem to understand.*
- *I suggest that inputted experts have to prepare power point presentation!*
- *Perfect work!*
- *I liked everything :)*
- *I am very grateful for having had the chance to feel a united spirit, a spirit of community, to get to know more about what happens in the world and what we can do. This study session was very mind-opening! Thank you! Shukran! Tak! Gracias! Dankeschön! Cnacuđa! Dank U well! Obrigada! Merci beaucoup! Grazie! Dziękuję!*
- *I gave some criticism in the evaluation form but after all I fell, that this project was the best I've ever attended. That's contradiction but it's truth. Lord is within us.*

8.2 Appendix 3 - Resources and materials

- *COMPASS – Manual on Human Rights Education with Young People* (Council of Europe, 2002; online version: <http://www.eycb.coe.int/Compass>);
- *DOMINO – Peer group education* (Council of Europe, 2005; online version: <http://www.eycb.coe.int/domino>);
- Education Pack “All Different – All Equal” (Council of Europe, 1995/2004; online version: <http://www.eycb.coe.int/edupack>);
- *Companion* (Council of Europe, 2007; online ordering: <http://www.eycb.coe.int/companion>);
- JECI-MIEC European Coordination publications: <http://www.jeci-miec.eu>;
- Council of Europe: Young people building Europe: http://www.coe.int/T/E/Cultural_Cooperation/Youth/

8.2.1 Material table:

During the study session there was an open material table where participants could examine and take copies of material related to the theme. Also material used and produced in the study session was put on the table, as well as material the participant had brought with them. Materials available included:

- European Convention on Human Rights (ECHR);
- Universal Declaration of Human Rights (UDHR);
- Charter of Catholic Students Rights and Responsibilities – developed by IMCS and IYCS (2006);
- Books, brochures and other materials from various countries as reference materials to the presentations of several participants on human rights situation in their countries as well as reference materials taken by experts;

8.2.1.1 Materials provided by experts:

- *Convention for the Protection of Human Rights and Fundamental Freedoms as amended by Protocol No. 11 with Protocols Nos. 1, 4, 6, 7, 12 and 13* (Council of Europe, 2003);
- List of International human rights treaties adopted by the Holy See (available on JECI-MIEC website in download section);
- G. Filibeck *Human Rights in the Teaching of Church: from John XXIII to John Paul II* (Libreria Editrice Vaticana, Vatican City 1994);
- *Wearing the Seamless Garment. A Student Action Guide to Catholic Social Teaching* (IMCS, Paris 2007);
- *United Nations Human Rights Mechanisms* – by B. Tjahjono (longer text of presentation);
- Leaflets and brochures on CoE, ECHR, and Collectif judeo-arabe et citoyen pour la Paix.

8.2.1.2 Materials as references to the students’ testimonies:

- *Mukai - Vukani. Jesuit Journal for Zimbabwe* (Jesuits Communication office, Harare 2007);
- *The Catholic Student. Official Newsletter of the NMCS* (NMCS, Harare 2003, 2005, and 2006);
- *Zimbabwe, the Abuja Agreement and Commonwealth Principles: Compliance or Disregards?* – report (Zimbabwe Human Rights NGO Forum, Harare 2003);

8.2.2 Materials from the study session:

8.2.2.1 Students' testimonies:

8.2.2.1.1 Human rights' reality in Zimbabwe

Prepared by Elisha N. Moyo (YCS / NMCS, Zimbabwe).



Nation In brief.....

- Very high literacy level
- Very rich in natural resources such as diamonds, gold platinum, timber
- Has very low serious crime rate and the people are generally peace loving.
- Very good tourism facilities and destinations
- Will be co-hosting the 2010 Soccer World cup with South Africa
- Got independence in 1980 and had one president since then.

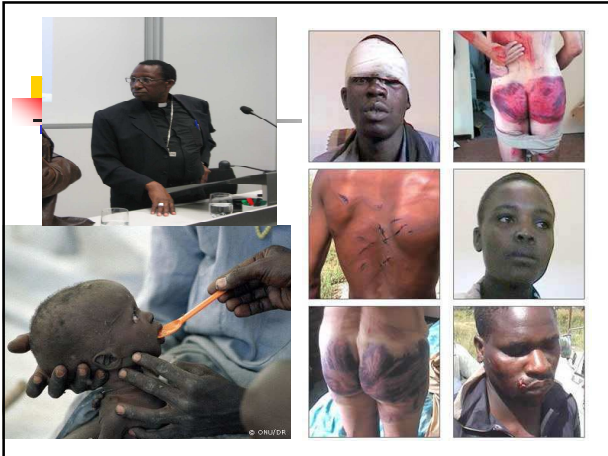


His Excellency Cde R.G Mugabe_Zim President



Reality of human rights in Zimbabwe

- It's a very complex, risky and yet fundamental issue which needs to be treated with great care as most of the people who venture into it end up paying the ultimate price.
- The country is a member to many human rights bodies such as the UDHR, African Charter, SADC etc but that is mostly theoretical
- It also has a constitution which is however not water-tight any more since it was emended 18 times in less than 27years in addition to its not having a bill of rights and not be respected



So...

it is a relatively complex topic to comment as one would need to understand which angle you are taking it from

I will try to be as objective as possible and also give our National movement's view of the topic

Human rights activists are usually incorrectly labelled as rebellious and enemies of the state as they are usually cross paths with the state

General issues of concern

- Education
- Freedom
- of association
- of speech
- of worship
- of movement
- Life
- Gender equality and Women empowerment
- Food
- Shelter/Accommodation
- Elections

Police Shooting Teargas Canisters at the people demonstrating



ISSUES

Freedom of association, speech, worship, movement and assembly-laws which deny the citizens these rights have been passed in parliament e.g. POSA, AIPA, and latest access to personal correspondence (emails, letters, phone calls etc) all done in the name of 'public order and security'.

Dubious repressive laws which seek to 'take' most of the fundamental rights have been drafted and passed into law.

Constitution

amended 18 times in 27years the country gained independence

Politics take centre stage in everything

Hate Speech has been used to convince the masses that all our problems are being caused by the "West"



8.2.2.1.2 *Human rights' reality in Chile*

Prepared by Sergio de la Hoz (AUC, Chile).

PAST:

1. **the legacy of the Dictatorship**

The Political Constitution of Chile was created in 1980. It still operates today. It was created or written during the military dictatorship of General Pinochet. In the moment that the opposition entered in validity it accused her of being illegitimate in its origin because there were not conditions to guarantee a process free and informed to the election, on one hand; and, for other, of antidemocratic in their content to create a group of norms and authoritarian institutions that limited the popular sovereignty strongly.

Regarding the above-mentioned it is necessary to highlight the following mechanisms and antidemocratic norms, consecrated in the Political Constitution:

- The Electoral system Binominal (art. 109): This system is unaware to the tradition and to the reality multi partisan Chilean because sobredimensiona a false majority.
- The quorum to reform the Constitution (art. 63): The quorum fixed to reform the Constitution is of the order of 60% and 67%.
- No Move of the Commandants in Boss of the FF.AA. and Customs officers: The Article 93 of the Organic Law on the FF.AA. it doesn't allow the exercise of the presidential ability of removing the Commandants in Boss of the Army, of the Armada, of the Air force, and Director of Customs officers, generating another clear subordination from the civil power to the military one.

1. I really process and Justice

The first democratic government's initiatives: The President of the Republic Patricio Aylwin expressed, when assuming its command, the will of opening the way toward the confrontation from the violations to the human rights. It sustained that it was necessary, in the first place, to clarify the true reach of the violations executed by the military dictatorship and, in second term, to make them public so that the Chilean society could know an important part of its history. Inside this objective the creation of a Commission of the Truth was framed that could complete with this purpose.

2. the second democratic government's initiatives

Eduardo's government Fried he made three proposals to advance in the topic from the violations to the human rights, those that were based on legal modifications and that. finally they didn't achieve the looked for objective.

The situation of the women:

In January of 1934 it was dictated, in Chile, a law that gave right to vote to the women and the foreigners in the municipal elections. And, the right to the woman's vote, in presidential and parliamentary elections, it was granted in January of 1949.

In the last decade two important International Treaties of human rights related with the woman have been ratified:

" the Convention on the Elimination in all the ways of Discrimination against the woman (ratification: 07.12.1989. Validity: 09.12.1989), and

" the Interamerican Convention for the Prevention, Sanction and Eradication of the Violence against the Woman (Ratification: 15.11.1996. Validity: 11.11.1998).

During the governments of the Agreement, as long as, some institutions and plans have been created in order to incorporating the focus of equality of opportunities and rights for the women in the definition of programmes, plans and political of the State

Unequal it is the labor situation between men and women in salary terms, training opportunities for the employment, physical and psychic security, access and permanency in the educational system, economic situation of the families headed by women, and in the protection lack in the face of the violence, among the reiterated situations.

the differs salary between men and women, although these have, in general, a bigger education level;

At level of specific demands it is necessary to stand out those of the Calendar of the Women:

- Given the discriminations that it causes the lack of a divorce law, the Executive's support is demanded to give character of urgency to this Bill.
- Considering that the women are permanently victims of sexual pursuit in the labor space, in the prison enclosures, in the establishments of health and education, it is demanded the Executive to give priority, and introduce indications, to the project in order to sanction in the mentioned spaces.
- The promulgation of the Law 19.325 (1994) it has more than enough acts of violence in to the family it constituted an advance. It verifies the existence of this problem and their public character. However, the application of the law left in evidences its failed; to overcome them he/she seeks to undergo the violence interfamilial mediation, surrendering to those involved their solution without judicial intervention. It is demanded that this modification is eliminated.
- An advance noun in the recognition and protection of the sexual rights of the women went the reformation to the Penal Code in the relative thing to the sexual crimes; however, it should be diffused to be used, and they should be applied to all the probatory mechanisms introduced by this reformation.
- The Conventions and International Treaties are integral part of the national legislation, therefore, they should be considered and used in the national jurisprudence. It is demanded the popularization and the application of them.

Situation of the children

The situation of poverty is translated directly in the study year in the school and the increase of the children's incorporation and girls to the labor environment.

According to the study "The voice of the Children", carried out by the UNICEF in 1996, 20% of the children pointed out that its right was not respected to be expressed and to be listened.

Other discrimination manifestations take place in the school, place where differences are made by the gear, the physical appearance of the children and/or young, for pregnancy situations in the girls, for academic yield, for no capacity, among other reasons. They have been numerous the accusations of children and girls to be admonished, and even, expelled of their schools, depriving them from their right to the education.

Bound to the discrimination situations, in the children and girls, advances have been introduced in the legislation. One of them has been to finish with the distinction among the legitimate and illegitimate children, according to if they have been conceived inside or outside of the marriage

Truth and Justice: Fear slope in children victims of violations to the right to the life during the dictatorship

A year 2000 situations of violations persist to the human rights happened during the military dictatorship whose victims are children and girls. The children and girls that were murdered by agents of the State, or that they remain in missing detainees' situation, some of which were in the stomach from their mothers to the moment of the detention of these, their relatives don't still have an answer on the whereabouts, as well as neither the truth of the road that you/they were dedicated.

According to the Reports of the National Commission really and Reconciliation and to that of the National Corporation of Repair and Reconciliation, a total of 273 children, up to 18 years of age, violation victims went to the right to the life, for agents of the State, during Pinochet's régime

Immigrants

In different times of their history Chile has been a country that immigrant population's flows and foreigners that looked for refuge and asylum in the country has received. It happened this way with the arrival of European after the first War World cup. Later on, during the Spanish war Civilian, when they arrived in the emblem Ship Winnipeg, in 1939, more than 2000 Spanish refugees, soon after the initiative of the then Consul from Chile in Spain, the poet Pablo Neruda.

the last time, the population of immigrants had increased in a great way, especially peru people and bolivia, what presents a new challenge for the Chilean society

Discrimination to the Sexual Minorities

In 1998, the Foundation Ideas carried out a study about the grades of tolerance and non discrimination among the Chileans, being able to verify that the situations that generate bigger rejection in the society are: the abortion, the delinquency and the homosexuality; being this last one, the one that produces bigger opposed reactions.

The rejection and the acts of physical, psychological and social aggression that are carried out against people with homo-bisexual orientation are manifested in:

In the work

The discharges for necessities of the company are a causal one enough used against homosexual people and/or with HIV-AIDS

In the school

Multiple they are the discrimination facts that affect children and young in private schools and public schools. Although the law guarantees the right to the education, the Tribunals of Justice have made prevail the right to the teaching freedom that protects the owners of schools and supporting of subsidized schools

In the Armed forces

In Chile it is obligatory that the youths register in the Cantons of Military Recruitment to the moment to turn 18 years to fulfill the Obligatory Military Service

the soldiers should avoid all manifestation of affectivity, of good humor and of empathy with their couples during the institutional activities

When a person with homosexual orientation is discovered, a practice of tortures begins that go, from to bother it and to make fun of him until to mistreat him and to torture him. The accusations of torture situations, persecution and hostility against homosexual to the interior of the Armed institutions are common, as much in Chile as in other countries of Latin America

PRESENT

Today, the Chilean society had changed, and he/she has a different form of thinking; the society know of its rights, and they recover lost spaces during the military dictatorship; every time but the social security worries about it but poor in chili, big advances exist in the area of the health it publishes, the education, the civil and economic freedoms.

In these moments one of the aspects most important inside the defense of the human rights and social in chili it is the defense for a nature free of contamination, chili possesses a great variety of ecosystems, but regrettably some companies are destroying our nature.

It is for this reason that many youths, especially those that study in the universities, protest against the multinational companies that settle destroying our nature.

In chili, during the last 3 years they have been carried out big social manifestations, the student of education secondary, the university students, and at this time the fight against the feticide.

AUC.

AUC (Catholic university students' association) has united to this fight for the human rights in Chile, inside the movement several people that were pursued during the military government exists.

When I return the democracy in chili, we unite as movement for the reconstruction of the historical memory, they were carried out encounter and reflections inside the movement.

Inside the auc hierarchy, the equality is promoted of I generate, what implies that at this time that people that are in the directive of the movement are in its majority women.

Those that work in an excellent way. The movement promotes the participation and the reflection of the students, with a spirit I criticize, but with the vision of a committed Christian with its faith, it is for this reason that one of the fundamental principles is the work and the option for poor people of the country.

The communities meet once a week and they meditate on different topics, be already these social or religious, what contributes to the thought criticizes about the society and the existent inequality in her.

It is for this reason that we as students organize seminars and chats it has more than enough human rights, nature, social inequality and other related topics.

We participate in diverse social forums; we carry out publications twice to the year where we present our opinion on the diverse topics of present time.

We organize days of spiritual formation twice a year, and we carry out missions to remote towns in the country to carry out an evangelism work and invigoration of the faith.

AUC hopes the university student has a personal formation that includes so much the academic aspects as personal and spiritual. That the professionals work to change the reality of the country and to build a country with more liberates and with the same opportunities and rights for all.

8.2.2.2 Review of Life: See-Judge-Act

by Margareta Brosnan

A. See

1. *What is actually happening?*

There is a human rights collision:

The professor has the right not to be discriminated, the university has the duty to provide good quality teaching to the students and the students have a right to express their opinion and wear T-Shirts of the color they like (generally speaking).

2. *What is this happening? (Causes)*

It is an expression of frustration. The students aren't happy with the professor's teaching. Even though the students complained at the university board, the university board wouldn't do anything about it. The professor is offended, because he is a refugee and is reminded of the bad situation in his country. It is already hard enough for him to integrate in his new environment. That might be also a cause for the suboptimal quality of his lectures.

3. *What impact is this having? (consequences)*

The conflict might escalate. The professor might be even less concentrated and motivated during lectures so the quality doesn't improve. The position on all the sides hardens up.

B. Judge

4. *What do we think of the facts and experiences we have discussed?*

The students could have talked to the professor, instead of insulting him. It is obvious they preferred hurting him, instead. It seems they didn't know much about the reasons why the professor left his country and that he might actually have a good reason for having left it. The university board could have got involved from the beginning.

5. *How does this situation make you feel? Why?*

It makes us feel uncomfortable. We are students and the professor might think all of his students would support these students, even though this is not true.

6. *What does our faith tell us about this situation? What would Jesus do?*

One part of the New Testament tells the story of a woman who was about to be stoned and Jesus said "the one who never sinned is to through the first stone at her". Our faith tells us, to respect each other. The students didn't respect the professor by wearing these T-Shirts.

C. Act

7. *What exactly is it that you want or that needs to change?*

The professor's teaching and teaching methodologies need improvement.

8. *What action can you take in the short term? (now, this week)*

We can write a letter of solidarity to the professor and talk to the students, other students, the professor and the university to improve the situation.

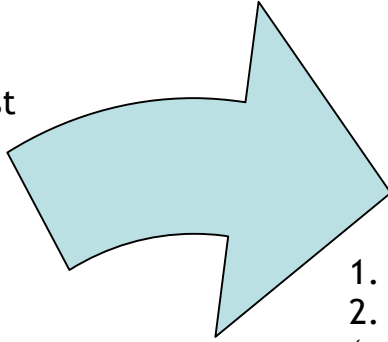
9. *What can you do in the long term?*

One thing that can be done is put pressure on the university with the support of the Students council in order to provide workshops for this professor so his teaching methodologies and the content of his teaching would improve (maybe with other professors so a similar problem wouldn't come back with other professors).

There could be also a shift of the conflict, e.g. to impose school uniforms.

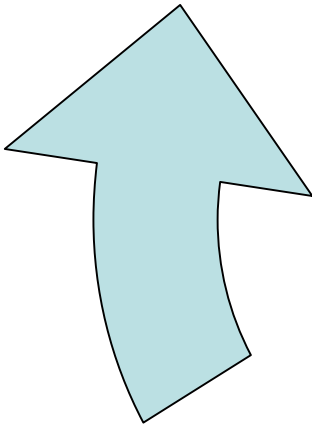
EVALUATION

10. Did you do the action that you chose to take last week? Why/why not?
11. How did it make you feel? What did it change within you?
12. What impact did it have?



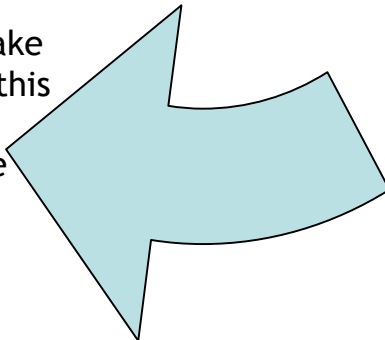
SEE

1. What is actually happening ?
2. What is this happening ? (causes)
3. What impact is this having? (consequences)



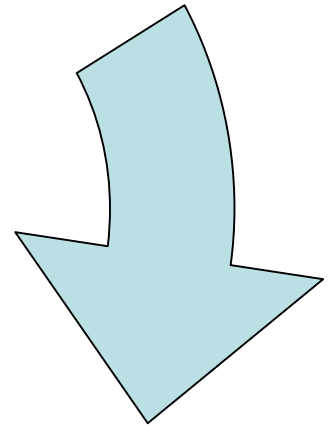
ACT

7. What exactly is it that you want or that needs to change?
8. What action can you take in the short term? (now, this week)
9. What can you do in the long term?



JUDGE

4. What do we think of the facts and experiences we have discussed?
5. How does this situation make you feel? Why?
6. What does our faith tell us about this situation? What would Jesus do?



8.3 Appendix 4 – Outcomes: materials

8.3.1 Final statement of Study Session – by participants



Statement

Strasbourg, 23rd of September 2007

Catholic Students Stands for Human Rights

We, the representatives of Catholic youth movements from fifteen European countries, as well as Chile and Zimbabwe, associated with JECI-MIEC European Coordination, participated in the Study Session “Empowering Young People Through Human Rights Education”, held in the European Youth Centre, Strasbourg, France, from the 16-23 September 2007.

The Study Session began with an Introduction to the programme and group building activities. The experts’ inputs on human rights, both from a European and global perspective, the Catholic Social Teaching in relation to human rights issues, and the working visit in the European Court of Human Rights, the students’ testimonies and the workshops were moments of understanding and awareness raising on key issues related to the human rights that concern students (e.g. equality, racism, etc.).

Throughout this session we have developed an understanding of the legal basis of human rights and their execution in the European Court of Human Rights, while enhancing our skills in methodologies for responding to human rights issues (See, Judge and Act). In light of these experiences we feel empowered to commit ourselves to stand for human rights to be respected.

On September 21st, to celebrate the International Day of Peace we launched paper-boats as a symbol of peace in the channel between the European Parliament, the Council of Europe and the European Court of Human Rights. Together we prayed for peace and justice in the world and wrote messages of solidarity to our sisters and brothers in Iraq and Zimbabwe.

We take as our responsibility to share what we have learnt during this Study Session with the members of our movements, and to use the knowledge in our local realities.

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8.4 Appendix 5– CD

CD ROM containing the digital version of all resources and reference materials, presentations used during study session as well as photo and short video documentations is an attachment to this report.

CD with – or without report – is also available on a demand at JECI-MIEC European Coordination’s office: office@jeci-miec.eu.

