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Human Rights Education Youth Programme

REVIEWING AND RENEWING HUMAN RIGHTS EDUCATION

Evaluation of the Human Rights Education Youth Programme
of the Council of Europe 2009 – 2015

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The opinions expressed in this work are the responsibility of the consultants and do not necessarily reflect the official policy of the Council of Europe.

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Executive summary

Background

The evaluation of the Human Rights Education Youth Programme, encompassing the period 2009 -2015, takes stock of the activities and measures implemented by the Youth Department and their impact on the practice of human rights education by youth organisations and young people.

The evaluation is based on different sources: an online survey for the former participants, organisers, trainers, etc. of the activities organised within the programme; interviews with people from the Youth and Education Departments of the Council of Europe; European Steering Committee on Youth and Advisory Council on Youth (in total, 11 interviews); reports and evaluation summaries from various activities. It builds on the results and recommendations of the [first evaluation of the programme](#) conducted in 2009 and covering the period 2000-2008.

This evaluation covers the years 2009 – 2015 and coincides as well with the review of the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, into which youth organisations and other NGOs also contributed. Both, the evaluation and the review will be presented during the 3rd Forum on Human Rights Education with Young People “Living Equality, Living Dignity” that will take place in October 2016 at the European Youth Centre in Budapest.

The Human Rights Education Youth Programme

The Human Rights Education Youth Programme run by the Youth Department of the Council of Europe was initiated in 2000 with the aim of mainstreaming human rights education in youth work and youth policy. It has been implemented through various activities that are often inter-linked and interdependent, such as:

- The development of educational resources in human rights education, including “Compass – a manual on human rights education with young people”, which proposed innovative approaches and methods to address various human rights issues in human rights education with young people.
- National and Regional Training Courses in Human Rights Education, which are organised by youth organisations and other institutions and allow to reach out directly to potential multipliers in HRE - such as youth leaders, trainers, youth workers, teachers and teacher trainers - advocate for the EDC/HRE charter in the member states and disseminate educational tools such as *Compass*, *Compasito* or *Bookmarks*.
- The European Trainings Courses for Trainers in Human Rights Education on European level with the aim to develop competences of trainers in non-formal education in their role as trainers, multipliers and advocates for human rights education with young people in international, national or local youth programmes and projects.
- Pilot projects in human rights education funded by the European Youth Foundation run by both youth organisations on local, regional or national levels and informal

groups of young people addressing the needs and challenges to human rights young people face in their reality.

- Study sessions run in co-operation with international youth organisations to bring human rights education into their activities and programmes.

The period 2009 – 2016 of the implementation of the Programme cannot be easily divided into clear phases. However, six main areas of development can be identified:

Building on the recommendations from the 2nd HRE Forum. The Forum, held in 2009, opened a new phase of the implementation of the Human Rights Education Youth Programme. As a result of the work of young people, policy makers and human rights practitioners, many changes were introduced into the Programme and new elements were added, such as the creation of the Consultative Group on Human Rights Education or making COMPASS available for people with visual impairments.

Reaching the policy level with the adoption of policy documents. Several policy documents were adopted by different bodies of the Council of Europe to set standards for human rights education and provide tools to youth organisations to advocate for human rights, such as the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

Revising COMPASS to better support youth workers and HRE practitioners in a fast-changing context and provide a pedagogical tool more relevant for the second decade of the 21st century. The 2012 edition includes a wider choice and more varied activities, a whole range of new issues, including Disability and Disablism, Religion, Remembrance, and Terrorism. Some issues and whole chapters have also been reorganised.

Focusing on social rights, mainly through “Enter! Access to social right for young people, which managed to reach to young people in disadvantaged multicultural neighbourhoods. It resulted in 2015 with the adoption of the Recommendation of the Committee of Ministers to member States on the access of young people from disadvantaged neighbourhoods to social rights, which in its appendix proposes concrete measures to tackle the challenges young people face in their access to social rights.

Focusing on Roma young people through the development and implementation of Roma Youth Action Plan that gives priority to human rights and intercultural dialogue as responses to discrimination and antigypsyism, together with the development and capacity building of Roma youth organisations and movements.

Promoting Human Rights Online by the development of the No Hate Speech Movement Youth Campaign in 2013 based upon human rights education, youth participation and media literacy. It aims at reducing hate speech and at combating racism and discrimination in their online expression.

1. Main achievements of the Human Rights Education Youth Programme

The consultants consider the Programme implemented so far as very successful, relevant for the lives of young people in Europe nowadays and very much needed to develop the competences of young people to be able to face the challenges they experience every day, such as inequality, intolerance, racism, discrimination and violence. It has a strategic function in building a culture of human rights as it reaches many youth organisations across the continent, which then are able to bring human rights education on local level and address specific needs of young people there. As the report shows, the participants in the activities of the Youth Department are able to reach thousands of young people with the activities they develop and organise. In the period of 2009 – 2016, 146 activities have been organised with some 4156 participants. The following main achievements have been identified:

The work of the Youth Department contributed to the adoption of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

Capitalising on its vast experience in human rights education work, the Youth Department contributed to and/or initiated the adoption of HRE related policy instruments, such as the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education which recognises the role and contribution of youth organisations and of non-formal learning. The Charter is used by the youth organisations and other NGOs in their HRE practice and has a potential to become an important tool in advocacy for human rights education in both formal and non-formal education. The review of the implementation of the Charter consequently involves youth organisations.

COMPASS and other educational tools developed by the Youth Department have a strategic function in human rights education with young people.

Educational resources developed by the Youth Department are extensively used by youth organisations, NGOs and trainers in educational activities at local, regional, national and international levels. “Compass – Manual for human rights education with young people” stays in their centre and it is the most used educational tool in human rights education practice with young people by the former participants of educational activities organised in the Council of Europe. “Compasito – a manual on human rights education with children” remains very popular in formal education.

Activities organised within the Human Rights Education Youth Programme have an impact on the lives of young people and youth organisations. The activities of the Programme contributed directly and indirectly to participants’ personal and professional development. Besides developing competences, they provided young people and trainers with opportunities for peer learning and networking. It supported them to act as multipliers for human rights education in their own contexts. As a result, the young people reached have become more conscious of their responsibilities and the role they can play in society. They are now more motivated and active in their local community - some got involved in peer-education, others shared information with the people surrounding them or implemented local initiatives to deconstruct stereotypes and combat discrimination for instance. Respondents observed that leadership and intercultural skills of their target increased as well.

The Programme enhanced the links between formal and non-formal education. Progress can be observed regarding the links between formal and non-formal education within the activities and initiatives promoted and organised by the Youth Department. The adoption of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education brought the Education and Youth Departments closer and put a shared responsibility on both of them in the dissemination and promotion of the Charter, a notable example being the development the publication “Charter for All!” .“Bookmarks – a manual for combatting hate speech online though human rights education” has been used by campaign activists and National Campaign Committees in schools and educational institutions to train both young people and teachers.

Other achievements of the implementation of the Programme include:

- the involvement of new groups in HRE such as young activists and bloggers;
- the recognition of the value of Human Rights Education within the Council of Europe;
- the enlargement of the array of topics addressed by the Programme;
- the development of a sense of community amongst HRE activists and the active involvement of minority young people in the activities of the Programme.

2. Main challenges

While this report describes many achievements of the Programme, several challenges in its implementation can be identified on three levels:

Political context and erosion of human rights discourse.

A political resistance to address certain human rights issues is seen by 42% of the respondents as an obstacle to their work. Over the past years, a general push back against human rights was noticed from various parts of society or political parties. This observation is shared by several of the interviewees who declared that a culture of human rights shall not be taken for granted anymore and that human rights and human rights education have been put under question, if not under threat. Several respondents witnessed actions to put EDC/HRE on the side-line and pressure on human rights activists, youth organisations and other NGOs working on HRE, especially in the context of state responses to combat terrorism and violent extremism. Exceptional measures and the enforcement of the state of emergency are negative signals for human rights and HRE – HRE that also runs the risk of being hijacked. Several interviewees shared the opinion that due to the increasing polarization of European societies, there is a need to go further than the circles gravitating around HRE and to reach out to a larger public more than ever.

Blurred visibility and coordination.

The consultants have noticed that the increase of issues and topics addressed by the youth Department and the fact that human rights education lost its priority in the youth sector have contributed to blur the lines between what activity belongs to human rights education and what activity does not. The consequence was a loss of clarity and visibility for HRE in a context of a greater need for advocacy and valorisation of the achievements of HRE. In this regard, several respondents highlighted what they perceive as a lack of information about HRE activities of the Council of Europe. Several interviewees stated that activities of the

Council of Europe might gain in coherence and efficiency if there would be a better cooperation between the two main departments dealing with HRE – Youth and Education – but also with other bodies such as the Children’s Rights Division, the Roma team, the HELP programme for training legal professionals or the Commissioner for Human Rights.

Limited cooperation with governmental authorities.

The outcomes of the survey show little or absence of cooperation between youth organisations and the authorities in the field of HRE was an obstacle in their work. Some participants of the survey pointed out that authorities at both local and national contexts have showed a lack of political will to support the development of HRE activities as well as a lack of understanding of the topic. This has an influence on the recognition of the work of youth organisations resulting, for example, with human rights activities being underfinanced or not financed at all.

3. Main recommendations

The evaluation report proposes several recommendations, grouped in three main areas: general recommendations, recommendations related to the programme of activities and to the process of evaluation. Among many of them, the following recommendations should be highlighted:

There is a need to make HRE a priority in the youth sector.

In today’s social and political contexts human rights education had an important role to play to prevent different forms of violence (sometimes related to violent extremism). It empowers young people to be active citizens and take an active role in building more inclusive and democratic society. The approaches and tools developed within the programme are very popular and are being used very extensively by the youth organisations. What is more, human rights education proved to have an invaluable contribution to the accomplishment of the core values of the Council of Europe.

There is a need to keep and develop core elements of the Programme

This especially concerns constant development of Compass manual and the associated platform, new educational resources, but as well the key training elements: the European Training Course for Trainers in Human Rights Education and National and Regional Training Courses in Human Rights Education. They are seen by the respondents as important tools to bring human rights education closer to the lives of young people and develop capacities of youth organisations to deal with the challenges to human rights young people face in their realities.

Better collection of data and more frequent evaluation of the Programme could contribute to its better quality. The HRE programme is a very complex one and the human rights reality changes very quickly. We suggest a formative evaluation at least every 3 years to adapt it to changing realities. This can be done before the priorities of the Youth Department are changed every 2 years.

Background

In October 2009 the Council of Europe organised the 2nd Forum on Human Rights Education with Young People “Living, Learning, Acting for Human Rights”. Coinciding with the celebrations of the 60th anniversary of the Council of Europe, the Forum was a space for young people and human rights education practitioners to look back on what had been achieved in human rights education in Europe and look forward to plan and imagine what it could be like in the years to come. This is where the first review¹ of the Human Rights Education Youth Programme was presented, looking at the challenges and achievements of the Programme between the years 2000 and 2008. The Forum was a very important event, bringing together 168 participants from 52 countries representing different areas of experience and expertise. It was concluded with the presentation of the Message to the Council of Europe, in which the participants of the Forum stated that:

“The Council of Europe can and needs to do more in order to make the right to human rights education a reality for children and young people. Commitments to human rights are also commitments to human rights education. Investments in human rights education secure everyone’s future: short-term cuts in education result in long-term losses.”²

Participants made it clear that they expect the Council of Europe to further support the development of human rights education as part of its youth policy and in other policy areas and to recognise the irreplaceable role of NGOs, including youth organisations, in promoting and implementing human rights education.

This evaluation coincides with the review of the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, into which youth organisations and other NGOs also contributed. Hopefully, both the review of the Charter and this evaluation will create a more comprehensive picture on how human rights education and education for democratic citizenship are implemented by youth organisations and young people in Europe.

The aims and objectives of this evaluation

This evaluation aims to take stock on what has been done within the Human Rights Education Youth Programme run by the Youth Department of the Council of Europe, analysing its achievements, challenges and impact on participants, youth organisations and youth policy development. It specifically looks at:

- the contribution of the programme to the development of human rights education in Europe;

¹ Encompassing Human Rights Education with Young People. Review of the Human Rights Education Youth Programme 2000 – 2008, Council of Europe, October 2009. The review can be consulted online at: https://www.coe.int/t/dg4/youth/Source/Resources/Publications/2009_Encompassing_HRE_en.pdf

² Living, Learning, Acting for Human Rights. Report of the Forum on Human Rights Education with Young People, Council of Europe 2010, p. 100.

- the quality of cooperation between public authorities and youth organisations in relation to the development and implementation of HRE programmes and strategies/policies;
- the impact and role of the educational materials promoted and disseminated by the Council of Europe on the practice of human rights education with young people;
- the contribution of the Programme to the development of practices of democratic citizenship and youth participation, including strengthening and development of youth organisations and networks;
- the cooperation between formal and non-formal education sectors in the implementation of human rights education.

Sources of data and information

The review is based on several sources:

- Evaluation summaries of various activities: training courses, seminar and symposia;
- Reports from the study sessions held in the European Youth Centres;
- Reports from the European Youth Foundation on the implementation of pilot projects in HRE;
- The external evaluations from various activities and programmes run by the Youth Department
- The activity synopses from the Council of Europe Activities Database (CEAD);
- Interviews with the representatives from the Youth Department and the Education Department of the Council of Europe, European Steering Committee for Youth (CDEJ) and the Advisory Council on Youth (AC);
- Survey for people involved in the activities organised by the Youth Department, which was used as a basis for this evaluation.

Interviews

The data collection process included a series of online individual interviews to enrich this evaluation work with different perspectives from persons who had a key role in the design and implementation of the Human Rights Education Programme over the years 2009 – 2015, mainly the Secretariat of the Council of Europe and the Statutory Bodies in the Youth Department.

Survey and its respondents

The online questionnaire in English, Russian and French was launched in June 2016 for people involved in various activities organised by the Youth Department between 2009 and 2015. 119 responses were collected by mid-August 2016, out of which 13 were incomplete and therefore the evaluators discarded them. This evaluation takes into account 106 questionnaires (94 in English, 8 in Russian and 4 in French). The questionnaire was disseminated by the Youth Department via mailing lists; it was also promoted on social media.

The respondents come from 42 countries, most of which are states party to the European Cultural Convention: Albania (4), Armenia (3), Austria (1), Azerbaijan (3), Belarus (1), Belgium

(2), Bosnia and Herzegovina (4), Bulgaria (1), Croatia (2), Czech Republic (1), Finland (3), France (5), Georgia (3), Germany (1), Hungary (1), Italy (7), Latvia (1), Malta (3), Moldova (3), Montenegro (1), The Netherlands (3), Norway (1), Poland (2), Portugal (2), Romania (3), Russian Federation (2), Serbia (2), Slovak Republic (1), Slovenia (1), Spain (5), “The former Yugoslav Republic of Macedonia” (2), Turkey (8), Ukraine (8) and The United Kingdom (6). Some applications received were coming from other countries that are not states party to the European Cultural Convention: Egypt (1), Israel (1), Jordan (1), Kosovo³ (4), Morocco (2) and Sierra Leone (1).

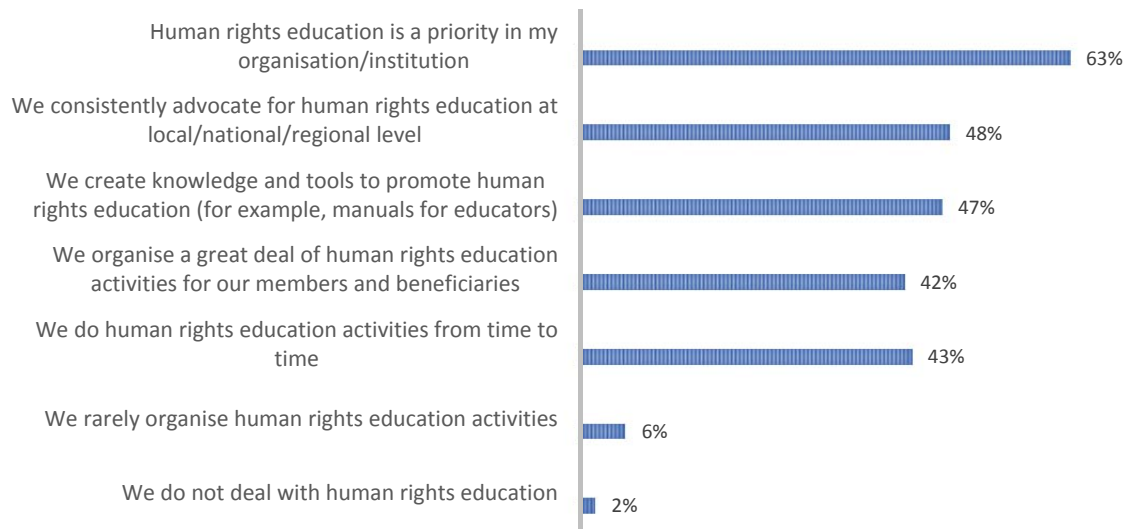
52% of the respondents represent local, regional or national youth organisations and 12% come from international youth organisations or networks. Among them the following organisations were mentioned: Voices of Young Refugees in Europe (VYRE), World Organisation of the Scout Movement (WOSM), Federation of Young European Greens (FYEG), European Network of Independent Living (ENIL), European Youth Press, International federation of Liberal Youth (IFLRY), United Network of Young Peacebuilders (UNOY), International federation of Hard of Hearing Young People (IFHOHYP), Libertas International, European Democrat Students, AEGEE, European Minority Youth Network, AISEC and Human Rights Education Youth Network. 2 respondents represent national youth councils in Ukraine and Moldova, 3 come from informal youth groups and 2 claim not to belong to any youth organisation or network. 13% of the respondents come from other organisations or initiatives than the ones mentioned in the answers to the question. This include: Roma NGO, online activists of the No Hate Speech Movement Youth Campaign, National Agency of Erasmus+ Programme of the EU and local municipality.

We asked the respondents in what activities of the Youth Department they were involved in. The majority of them took part in: the study session organised in one of the European Youth Centres (45%), Training of Trainers in HRE (38%), National or Regional Training Course in HRE (35%), a seminar (33%) or the No Hate Speech Movement Youth Campaign related activities (32%). Most of them participated in the activities in either the capacity of a participant (75%) or a trainer (38%). 92% of the respondents state they are still active in human rights education.

The organisations represented by the participants are very active in organising human rights education activities and many of them provided a very detailed description of the activities they implemented or are implementing. The respondents were asked to characterise their organisation in relation to their human rights education work. As Figure 1 shows 63% of survey participants claim that HRE is a priority in their organisation and some 48% of them advocate for HRE at local, regional or national levels.

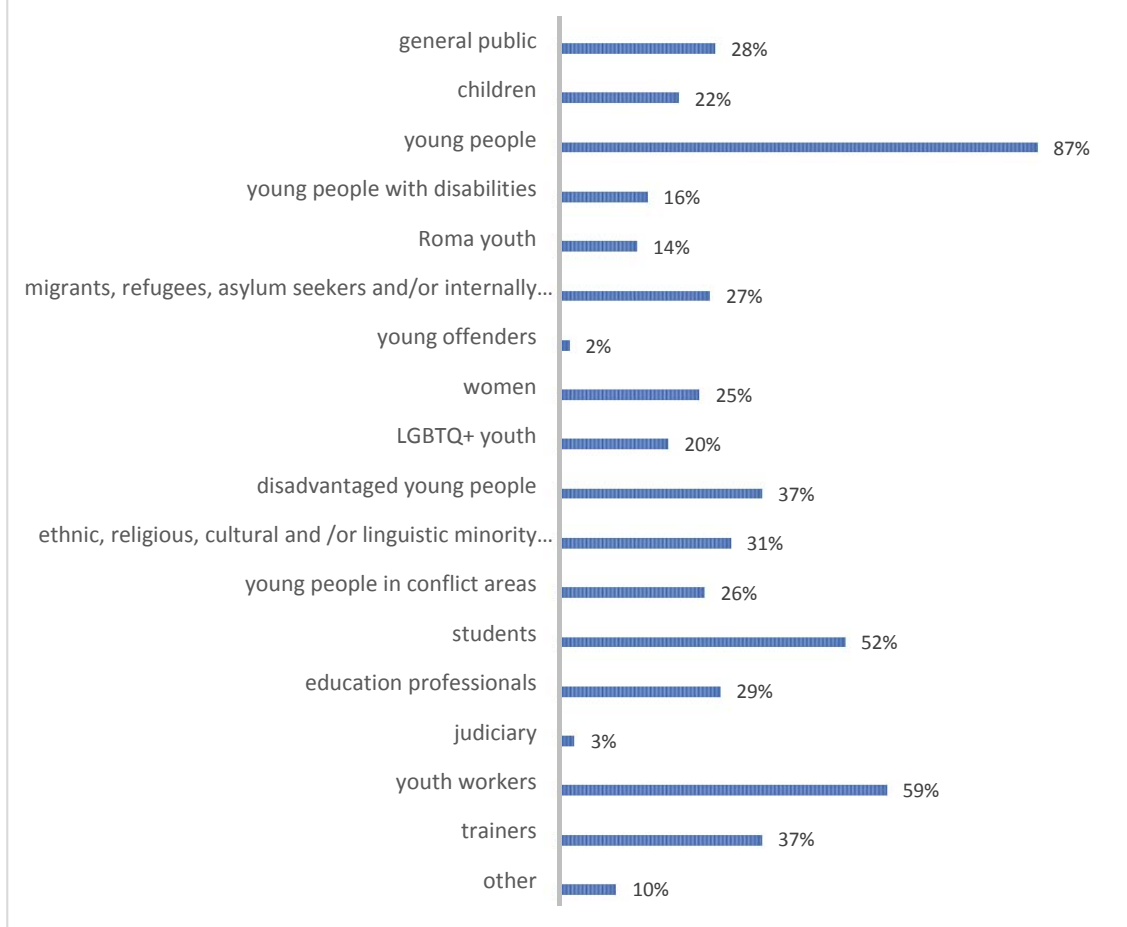
³ All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo

FIGURE 1: IF YOU ARE A MEMBER OF AN ORGANISATION/INSTITUTION, TICK THE STATEMENTS THAT APPLIES TO YOU (MULTIPLE ANSWERS POSSIBLE)



As Figure 2 shows young people, students and youth workers are the biggest target groups of the HRE activities the survey participants either organise or run. They least address such groups as young offenders or judiciary.

FIGURE 2: WHO IS THE MAIN TARGET OF YOUR HRE ACTIVITIES? (MULTIPLE ANSWERS POSSIBLE)



All in all, the group of the respondents is very diverse in terms of geographical distribution, the types of organisations they represent and the HRE work they do.

Limitations

As this report covers a long period of time that includes many activities and uses various sources of information, it is not possible to review them all. Therefore, the activities that are included in this evaluation have been selected with the support the educational team of the Youth Department of the Council of Europe.

The evaluation has rather a summative character, though it includes elements of formative evaluation. Some data and the recommendations listed in the end of the report can be used to further plan the human rights education activities and strategies in the Youth Department of the Council of Europe.

Most of the recommendations and the reflections expressed in this report come from 106 people involved in the activities organised by the Youth Department of the Council of Europe. These 106 respondents have been involved in various capacities in the programme:

participants in activities, trainers, team members, representatives of partner organisations, quality controllers, etc. However valid, they naturally do not reflect all experience gained by the participants in the human rights education activities in the Council of Europe. Additionally, many recommendations have been confirmed by other sources of information, such as activity reports and interviews.

Abbreviations

The following abbreviations are used in the report:

Charter, EDC/HRE Charter – Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education
EDC – education for democratic citizenship
EYCB – European Youth Centre in Budapest
EYCS – European Youth Centre in Strasbourg
Forum – Human Rights Education Forum
HRE – human rights education
NGO – non-governmental organisation
Programme – Human Rights Education Youth Programme of the Council of Europe

Human Rights Education with and for Young People in the Council of Europe

The Human Rights Education Youth Programme 2009 – 2015 in numbers

146 activities implemented

4 European Training Courses for Trainers in Human Rights Education

409 applications to organise National or Regional Training Courses in HRE

44 National and Regional Training Courses in Human Rights Education held

59 Study sessions dealing with human rights education

208 Pilot Projects in HRE funded by the European Youth Foundation⁴

4156 participants who directly took part in all activities within the Programme (excluding Pilot Projects in HRE)

9 translations of the 2012 COMPASS edition (**6** in progress)

COMPASS is online and accessible (www.coe.int/compass)

8 translations of Bookmarks

⁴ The Category D-HRE Projects (Pilot Projects in HRE) existed in The European Youth Foundation by the year 2012. It was then changed into a general pilot projects category. This number includes all pilot projects funded between 2009-2015, which include clear reference to human rights education.

Human Rights Education programme in brief

Human rights education has always been at the heart of the educational programme of the Youth Department. However, it became more visible with the launch of the Human Rights Education Youth Programme in 2000 with the aim of “bringing human rights education into the mainstream of youth work and youth policy”. The programme was inaugurated in Budapest on the occasion of the 50th anniversary of the European Convention on Human Rights. It was born on the belief that “human rights cannot be protected and defended by legal means only”, therefore it has built on the potential of youth work and non-formal education to strengthen, protect and defend human rights.

The importance of human rights education with young people and the role of the youth sector of the Council of Europe within was underlined by the ministers responsible for youth during the Ministerial Conference in Budapest in 2005. The ministers recommended to:

“make human rights education an essential and permanent component of the programme of the Directorate of Youth and Sport, including the dimension of violence prevention, and to enable it to act as a knowledge and resource centre on human rights education for young people, based on its experience and practice of non-formal education/learning”.

It was again reaffirmed during the next ministerial conference in Kyiv in 2008 when Agenda 2020 was adopted, including work priority entitled ‘Human Rights and Democracy’.

The implementation of the Human Rights Education Youth Programme in the years 2000 – 2008 had many other achievements:

- the dissemination of the Living Library methodology for intercultural learning, fighting against stereotypes and prejudices;
- the development of innovative training and learning approaches in the Advanced Compass Training in Human Rights Education (blended learning);
- the provision of educational resources for the Council of Europe “All different – All equal” youth campaign for Diversity, Human Rights and Participation;
- the extension of the programme to partners active in Euro-Mediterranean youth work;
- the creation of several national and international networks.

The name ‘Human Rights Education Youth Programme’ is not formally used in the official documents anymore. In 2009 this name was replaced by the ‘Youth programme on human rights education and intercultural dialogue’ and in 2010 by ‘Human Rights and Democracy: youth policy and youth work promoting the Council of Europe core values’. Since then, the Programme is implemented, with its all core elements, through different priorities of the youth sector of the Council of Europe. Though the name ‘Human Rights Education Youth Programme’ formally does not exist anymore, it is being used informally by the human rights education practitioners in Europe. It is also used in this evaluation report.

Approaches to human rights education in the Youth Department

The Human Rights Education Youth Programme adopted its own definition of human rights education featured in the first edition of COMPASS:

“(human rights education can be defined as) educational programmes and activities that focus on promoting equality in human dignity, in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities”.

Later on, with the adoption of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education another definition appeared:

“(Human Rights Education is) education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms”.

Whatever the definition, human rights education is perhaps best described in terms of what it sets out to achieve: the establishment of a culture where human rights are understood, defended and respected, or to paraphrase the participants of the 2009 Forum on Human Rights Education with Young People, “a culture where human rights are learnt, lived and ‘acted’ for”.

The approaches to human rights education in COMPASS, and therefore promoted by the Youth Department take into account three dimensions of human rights education:

- Learning *about* human rights, knowledge about human rights, what they are, and how they are safeguarded or protected;
- Learning *through* human rights, recognising that the context and the way human rights learning is organised and imparted has to be consistent with the human rights values (e.g. participation, freedom of thought and expression, etc.) and that, in human rights education, the process of learning is both as important as and part of the learning itself;
- Learning *for* human rights, by developing skills, attitudes and values for the learners to apply human rights values in their lives and to take action, alone or with others, for promoting and defending human rights.

In other words, this approach provides a holistic learning for learners, in which intellectual, psychological, social and spiritual aspects are merged and provide learners with tools and motivation to act to protect and defend human rights. This is one of the elements of specific approach used by the Council of Europe in its human rights education work with young people. However, very similar approach is used by other international organisations, such as the UN and Amnesty International. Other aspects of this approach include:

- Active participation of young people: young people making decisions on how and what they are going to learn
- Co-operative learning: young people learning to respect one another by working together
- Learner-centred approach: young people as a centre of the educational process
- Open-ended learning: young people looking for solutions by not being afraid of expressing their opinions and critically reflecting on an issue they work on.

As one can read in the “Compendium of the Council of Europe approaches to key youth policy and youth work issues”⁵, the specific approach to human rights education in the youth sector of the Council of Europe is based on:

- A strong multiplying effect; training youth workers, youth leaders and trainers so that they disseminate what they have learnt in the places where they live and share their competences with other people in order to build their capacity to promote and defend human rights – creating close links at European, national, regional and local level – through translations of educational materials, pilot projects and national and regional training courses.
- Provision of educational materials that can be directly used by young people where they live.
- Involving different partners; both in the Council of Europe and beyond, many activities have been organised in close co-operation with and supported by different Council of Europe institutions such as the European Youth Foundation, the Congress of Local and Regional Authorities and the Council of Europe Commissioner for Human Rights. Other partners include the League of Arab States and the Asia-Europe Foundation.
- Translating the experience of young people and youth organisations in human rights education into youth policy.
- Linking different initiatives within the Youth Sector; human rights was one of the most important aspects of the All Different – All Equal youth campaign in 2005.

Core elements of the programme

The Human Rights Education Youth Programme consists of different elements, which are very interdependent and connected together:

1. Educational resources in human rights education: The activities developed and implemented at the beginning of the Programme focused on the use of “Compass – Manual on human rights education with young people”, which proposed innovative approaches and methods to address various human rights issues in human rights education with young people. The manual soon became a reference in Europe (and beyond) and was translated into many languages (so far the new version of COMPASS has been translated into 9 languages, besides original English version, with 6 translations in progress). Soon other

⁵ The Compendium can be consulted online at:

http://www.coe.int/t/dg4/youth/Source/Resources/PR_material/2012_Compendium_all_en.pdf

educational resources were made available to young people, such as: “Compasito – Manual on human rights education for children” or “Gender matters – Manual on gender-based violence affecting young people”. Other publications include: Mirrors - Manual on combating antigypsyism through human rights education Hate Speech, Enter Dignity Land! - Game on social rights and Right to Remember - A Handbook for Education with Young People on the Roma Genocide.

2. Training Courses for Trainers in Human Rights Education with Young People: These trainings have played a strategic role in the programme of activities of the Youth Department of the Council of Europe. The courses aim to develop the competences of trainers in non-formal education in their role as trainers, multipliers and advocates for human rights education with young people in international, national or local youth programmes and projects. The structure of the course has featured an e-learning phase, a 10-day residential training course, a follow-up projects implementation phase including mentoring and institutional support. So far 9 editions of this training have been implemented (4 in the period 2009 – 2015).

3. National and Regional Training Courses in Human Rights Education: These courses are organised by youth organisations or others NGOs, institutions involved in human rights education and national networks of human rights or educators with the support of the Council of Europe. This support can be financial (co-funding limited to 7000 EUR), educational or institutional. The courses have a minimum duration of 4 consecutive working days and gather between 15 and 40 participants. National and Regional Training Course in Human Rights Education allow to reach out directly to potential multipliers in HRE - such as youth leaders, trainers, youth workers, teachers and teacher trainers - advocate for the EDC/HRE charter in the member states and disseminate educational tools such as *Compass*, *Compasito* or *Bookmarks*. They also associate participants to the advocacy efforts to develop cooperation with the formal education sector and support the social and political recognition of non-formal education at local and national levels. The courses being in languages other than English or French makes them more accessible than other activities proposed by the Youth Department.

4. Study sessions: Study sessions have been a part of the programme of activities of the Youth Sector of the Council of Europe since its inception in 1972. They are based on the cooperation between international youth organisations and networks and the Youth Department of the Council of Europe. Study sessions are international youth events lasting between 4 and 8 days and bringing together between 20 and 40 members of youth organisations or networks as well as experts to exchange on a specific subject leading to conclusions relevant to the priorities and programmes of the Council of Europe Youth sector. A significant number of the Study sessions organized concentrate on HRE with a particular focus (e.g. methodology, context, public, etc.). They are organised in co-operation with youth organisations and networks, and are hosted in one of the European youth centres. The languages used for interpretation have increasingly diversified – including International sign language and the use of palantyping – to ensure a better inclusiveness in study sessions.

5. Pilot Projects in Human Rights Education: The support to bringing human rights education closer to young people in Europe was extended through creation of a special

category in the grant scheme in the European Youth Foundation – pilot projects in human rights education. This category existed till 2012 and then it was merged with other category to make a single general pilot projects category. Pilot projects are run by both youth organisations on local, regional or national levels and non-formal groups of young people addressing the needs and challenges to human rights young people face in their reality. By the end of 2015, 208 of such projects were funded by the European Youth Foundation.

Human rights education developments in the years 2009 - 2015

Though it is hard to distinguish different phases of the Human Rights Education Youth Programme in the years 2009 – 2015, we would like to highlight several landmarks or turning points in it that have influenced the way human rights education is implemented in the Council of Europe, with a specific focus on the activities of the Youth Department. This review cannot naturally mention all the activities as the number is quite high. However, the complete list can be found in the appendix to this report.

Setting directions

The Human Rights Education Forum in 2009 opened the next phase in the development of human rights education in the Council of Europe youth sector in the period 2009 – 2015. It ended up with a set of recommendations on how human rights education should be implemented in the Council of Europe focusing on 5 main areas:

- Consolidation: the need to build on the achievements of the Human Rights Education Youth Programme and move towards the development of standards and indicators for human rights education. This could include the establishment of an expert group on human rights education.
- Mainstreaming: the need to integrate human rights perspectives into all areas of non-formal education and youth work. This include the promotion of the right to human rights education.
- Quality: the need to ensure and improve the quality of HRE in the area of monitoring, evaluation, translation, relevance and accessibility of resources and educational approaches and the need to focus on specific issues in local realities. This includes the need to set minimum standards for HRE that reflect both ethical considerations and the nature of quality educational activities.
- Cooperation: the need for working together, both within the Council of Europe and with other international organisations, including youth organisations for furthering human rights education

These recommendations were fuelled by the emerging needs of young people facing a very difficult socio-economical context related to the economic crisis. Some of them should be seen in terms of young people’s aspirations and some as concrete proposals for specific actions.

The need for creating a body that would observe the implementation of recommendations from the Forum and propose direction in HRE was addressed very quickly after the event. In 2010 the Joint Council on Youth decided to create the Consultative group on human rights

education, which would involve human rights education practitioners, representatives of youth organisations and networks, representatives of the statutory bodies in the Youth Department and representatives of different Directorates and units in the Council of Europe. The group was created with the mandate to:

- Propose standards (approaches, core principles, general approaches, indicators...) for human rights education through non-formal learning and youth work; taking into account already existing documents from the UN and the upcoming charter of the Council of Europe;
- Liaise with other sectors of the Council of Europe active in human rights education in view of developing synergies, common approaches and avoiding duplication;
- Provide expert advice on the implementation of specific activities projects and tools;
- Support the process of streamlining human rights education with children and with young people in the work of the Directorate of Youth and Sport;
- Make proposals for gender mainstreaming in all the human rights education activities and for the inclusion an intercultural learning perspective;
- Support the process of implementation and evaluation of the Agenda 2020 in relation to human rights education.”

The Consultative Group met three times, in 2010, 2011, 2012 and 2014 in order to review the implementation of the recommendations from the Forum and reflect on recent developments in human rights education providing advice related to the implementation of human rights education in the Council of Europe.

Other recommendations from the Forum that were implemented include: the integration of human rights education across the programme of activities of the youth sector, development of policy tools to set standards of human rights education (EDC/HRE Charter), bringing non-formal and formal education closer. More on these achievements can be found below in this report.

Focus on social rights

In 2009 the Youth Department initiated the long-term project Enter! Access to social right for young people, which managed to reach to young people in disadvantaged multicultural neighbourhoods. It aimed at the development of youth policy and youth work responses to situations of exclusion, discrimination and violence affecting young people, particularly in multicultural disadvantaged neighbourhoods. The project promoted young people's access to social rights as a means for their inclusion and participation in society. It included support measures for youth work practices that enhance young people's participation and for youth policies that reflect the promotion of access to social rights. Enter! included different types of interventions such as the support for the implementation of a Council of Europe Recommendation on access to social rights and capacity building activities, long-term training courses, large scale youth meetings, thematic seminars as well as research on youth work and youth policy aspects related to access to social rights for young people. It was running from 2009 through 2012 and then in the years 2013 – 2014. Within the project The Youth Department developed “Enter Dignity Land!” – a game on social rights for young people.

The experience gained in the Enter! Project resulted in 2015 with the adoption of the Recommendation of the Committee of Ministers to member States on the access of young people from disadvantaged neighbourhoods to social rights⁶, which in its appendix proposes concrete measures to tackle the challenges young people face in their access to social rights.

Reaching the policy level

The year 2010 was a remarkable year in the history of human rights education in the Council of Europe. In May 2010 the Committee of Ministers of the Council of Europe adopted the Charter on Education for Democratic Citizenship and Human Rights Education⁷, a policy document, developed jointly by the Education and Youth Departments, that sets standards for human rights education in the states party to the European Cultural Convention. It can be treated as a big achievement not only because it is the first European policy document on human rights education but also because of the cooperation between formal and non-formal education sectors in the Council of Europe. It builds on the experience of both sectors and therefore presents a more comprehensive HRE perspective. The last review of the Human Rights Education Youth Programme spotted the difficulty of influencing policy as one of the major challenges to the Programme. The adoption of the Charter bridges this gap. The Youth Department participated actively in the review of the implementation of the Charter in the member states in 2012 and it is currently preparing the second review to be presented in the Council of Europe in 2017.

The Council of Europe developed as well the publication “Charter for All!” that is meant to support children and young people in understanding the Charter and the role they have in its promotion and implementation. The publication is an excellent example of cooperation between education and youth sectors.

Focus on Roma young people

In 2011 as the response to challenges faced by Roma young people in Europe, particularly in relation to their empowerment, participation in policy decision-making processes and structures at European level, and multiple realities of discrimination, the Council of Europe adopted the Roma Youth Action Plan. It includes the activities of the Youth Department and other sectors of the Council of Europe that give priority to human rights and intercultural dialogue as responses to discrimination and antigypsyism, together with the development and capacity building of Roma youth organisations and movements.

So far the following activities were implemented within the Programme (selected activities):

- a training course for Roma Youth leaders / activists to promote human rights and combat discrimination in 2012-2103;

⁶ Recommendation CM/Rec(2015)3,

https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805c46f7

⁷ The Charter can be consulted in different languages on the following website:

<https://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education>

- a seminar on the role of youth work in combating segregation in school environments in 2012;
- the *Dik I Na Bistar – Look and Don't Forget* youth event in 2013 – 2015;
- *United for Dignity, conference on the specific situation of Roma young people affected by multiple discrimination* in 2014;
- development of educational resources, such as: “Right to remember - a handbook for education with young people on the Roma Genocide” in 2014 and ‘Mirrors - Manual on combating antigypsyism through human rights education” in 2015.

Revision of COMPASS

In the first ten years of its life, COMPASS was confronted with a rapid development of issues and challenges to human rights and human rights education. Among these are the acceleration of the globalisation processes, global terrorism and the global war on terrorism, the global financial crisis, the effects of human-induced climate change, the various flower revolutions in Georgia, Ukraine and several Arab countries, the expansion of the Internet, the wars in Iraq and Afghanistan, the tsunami and nuclear disaster in Fukushima, and more.

It became clearer and clearer that a revision of COMPASS was needed to better support youth workers and HRE practitioners in such a fast-changing context and provide a pedagogical tool more relevant for the second decade of the 21st century.

The 2012 edition includes a wider choice and more varied activities, a whole range of new issues, including Disability and Disablism, Religion, Remembrance, and Terrorism. Some issues and whole chapters have also been reorganised.

The popularity of the educational tools has not declined throughout the years and COMPASS is still a central tool for many activities organised by the Council of Europe and youth organisations on the continent.

COMPASS was made available online⁸ and its latest version can be easily accessed by people with visual impairments, fulfilling one of the requests of the participants in the Second Human Rights Education Forum.

Human rights online

Hate speech leading to exclusion and discrimination has become one of the major challenges affecting young people, which was highlighted by the Statutory Bodies in the Youth Department. In order to address this growing issue, the Council of Europe’s youth sector launched the No Hate Speech Movement Youth Campaign in 2013 based upon human rights education, youth participation and media literacy. It aims at reducing hate speech and at combating racism and discrimination in their online expression.

The campaign has many features:

- educational activities for young human rights activists online;

⁸ <http://www.coe.int/en/web/compass>

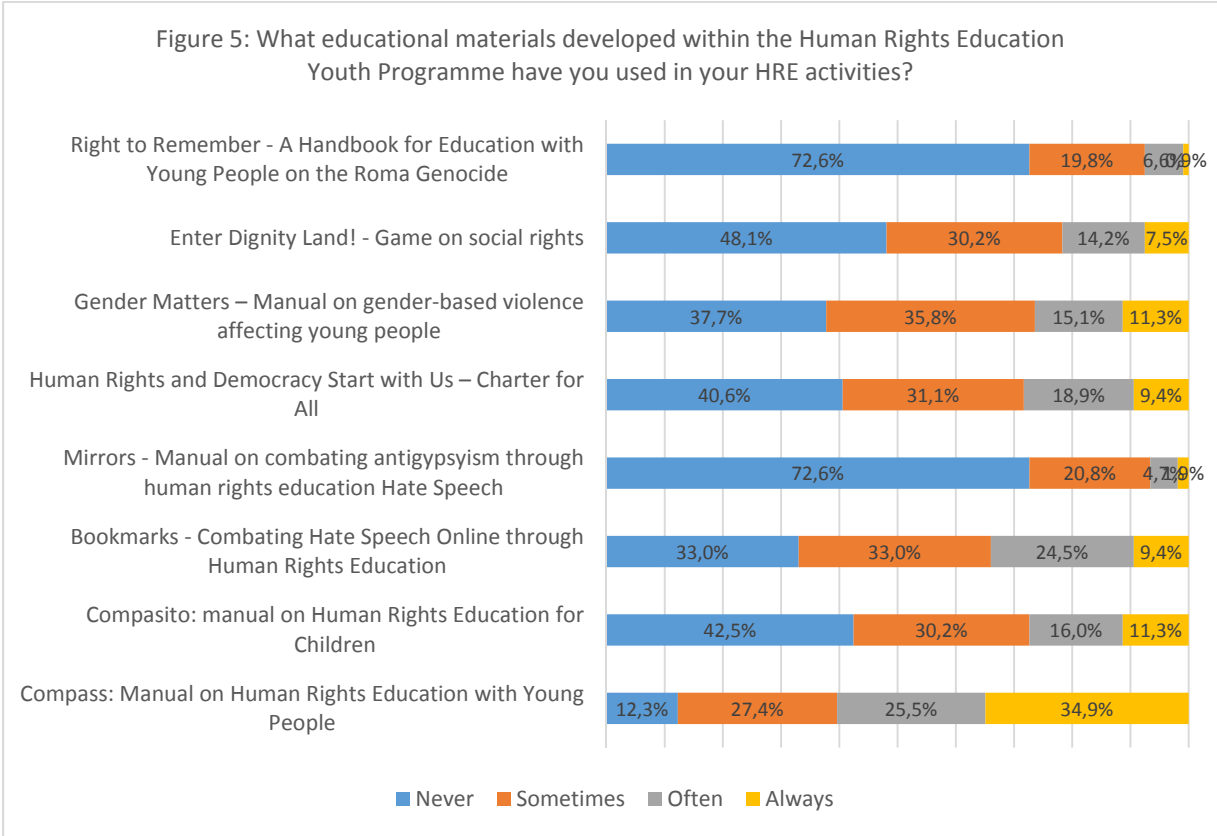
- creation of the international group of activists responsible for monitoring hate speech online through the Hate Speech Watch online platform and organising so-called European Action Days – online and offline actions to promote human rights;
- the development of “Bookmarks – combatting hate speech online through human rights education” manual;
- organisation of different events on national level by the National Campaign Committees, at the moment active in 29 member states of the Council of Europe;
- different study sessions organised by the international youth organisations.

The Campaign constitutes a very important landmark in the development of human rights education in the Council of Europe. For the first time, the organisation reached out to online activists using online tools. While using online tools for human rights is not a new development, as they were used in distance learning during different training courses, work with young online activists is an innovation. The Campaign managed to reach thousands of young people in Europe and beyond and allowed young people to be active for human rights in the spaces where they feel they can contribute a lot. The success of the Campaign and the growing challenges posed by the rise of violent extremism brought the Council of Europe to extend the campaign duration to the end of 2017.

What has been achieved?

Very good reception and extensive use of educational resources

The development of educational materials was one of the main features of the Human Rights Education Youth Programme with COMPASS at its centre. Many new educational tools have been developed over the last 6 years: new version of “Compass – a manual on human rights education with young people”, “Bookmarks – manual on combatting hate speech online through human rights education”, “Right to Remember - These materials were used in almost all activities implemented within the educational programme of the Youth Department and keep being used by the participants in their HRE work. It is not surprising that COMPASS takes a lead here with almost 90% of the respondents using it, followed by BOOKMARKS (almost 70%) and Gender Matters (more than 60%). Two resources related to Roma issues (“Mirrors” and “Right to Remember”) end up on the other side of the scale with some 30% using it. This, naturally, does not show that they are irrelevant. As they are developed to address very specific issues related to Roma communities (remembrance and antigypsism) they are used by the organisations and trainers who deal with these issues in their educational practice. They are also relatively new compared to other resources (2013 for “Right to Remember” and 2015 for “Mirrors”).



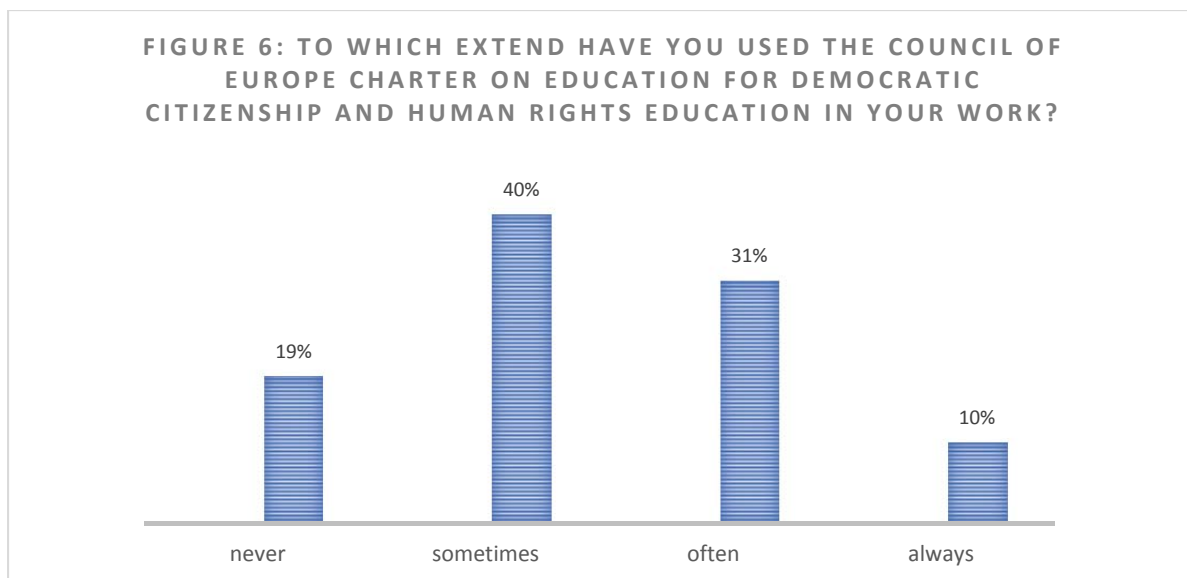
COMPASS, however, seems to be still the most popular manual in terms of reach and use, according to former participants of the educational activities in the Youth Department. When asked about the topics from COMPASS they mainly deal with in their HRE practice,

they mention 'discrimination and intolerance' as the most popular topic (72%), with many other topics that scored more than 50%, such as: citizenship and participation, democracy, education, general human rights, gender, hate speech and intercultural dialogue. COMPASS and other educational resources were extensively used in the educational activities organised by the Youth Department. Regular Training for Trainers in HRE, organised in the European Youth Centres, played an important role in the dissemination of COMPASS and other HRE-related educational materials. The participants had an opportunity to practice the activities, reflect on them and modify and adapt them to their own human rights education work. The National and Regional Training Courses were always using COMPASS as a starting point for HRE work with young people. The teams of trainers/facilitators involved in the study sessions organised in partnership with international youth NGOs, made use of COMPASS and specify in their evaluation reports that it was a very important tool to introduce participants to human rights education or deal with specific topics, such as children rights, environment or different types of discrimination.

Educational resources developed by the Youth Department are extensively used by youth organisations, NGOs and trainers in educational activities at local, regional, national and international levels. "Compass – Manual of human rights education with young people" stays in their centre and it is the most used educational tool in human rights education practice with young people by the former participants of educational activities organised in the Council of Europe.

Development of policy instruments

The adoption of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education in 2010 was a historical moment for human rights education within the organisation. Capitalising on the experience gained in HRE practice both in the Education and Youth Departments, both Council of Europe bodies worked together in order to create a tool that would set standards to human rights education. The implementation of the Charter that addresses human rights education both in formal and non-formal education has been reviewed twice so far (the second review is still ongoing in time of writing this report). As the review questionnaires may have not reached all the stakeholders, we asked former participants about their experience with the Charter.



The Charter was primarily developed with the view to support governments of the states party to the European Cultural Convention in the development of EDC/HRE strategies and programmes. However, it recognises the role of civil society, including youth organisations, in the development of such strategies and programmes. As Figure 6 shows, more than 80% of participants use it their work sometimes, often or always. Respondents declare that they make reference to the Charter and introduce it during activities but do not share specifically how they actually do it, how the documents help them in their HRE activity nor how it is received by young people. However, participants are very positive about their own contribution to the implementation of the Charter, as some 88% of them stated that their work contributed to this process. They do it mainly through awareness-raising and educational activities by working on mutual understanding and intercultural dialogue. One of them also mentioned that the Charter provisions are incorporated in the organisational culture of his organisation.

The experience of the Youth Department and the Enter! Project participants on social rights was translated into another policy document in 2015 – Recommendation of the Committee of Ministers on the access of young people from disadvantaged neighbourhoods to social rights – which recommends that “the governments of the member States develop and implement sustainable, evidence-based public policies that take into consideration the specific situations and needs of young people from disadvantaged neighbourhoods. These policies should aim at preventing and eradicating the poverty, discrimination, violence and exclusion faced by such young people [...]” The text also recommends that “authorities responsible for youth in the member States ensure that this recommendation, including its appendix, is translated and disseminated as widely as possible, in particular among young people using youth-friendly means of communication.” As the document is quite new, no data is available how it is used by the youth organisations. However, the Youth Department has already planned several activities in its educational programme to support youth organisations and young people in the promotion and implementation of the Recommendation.

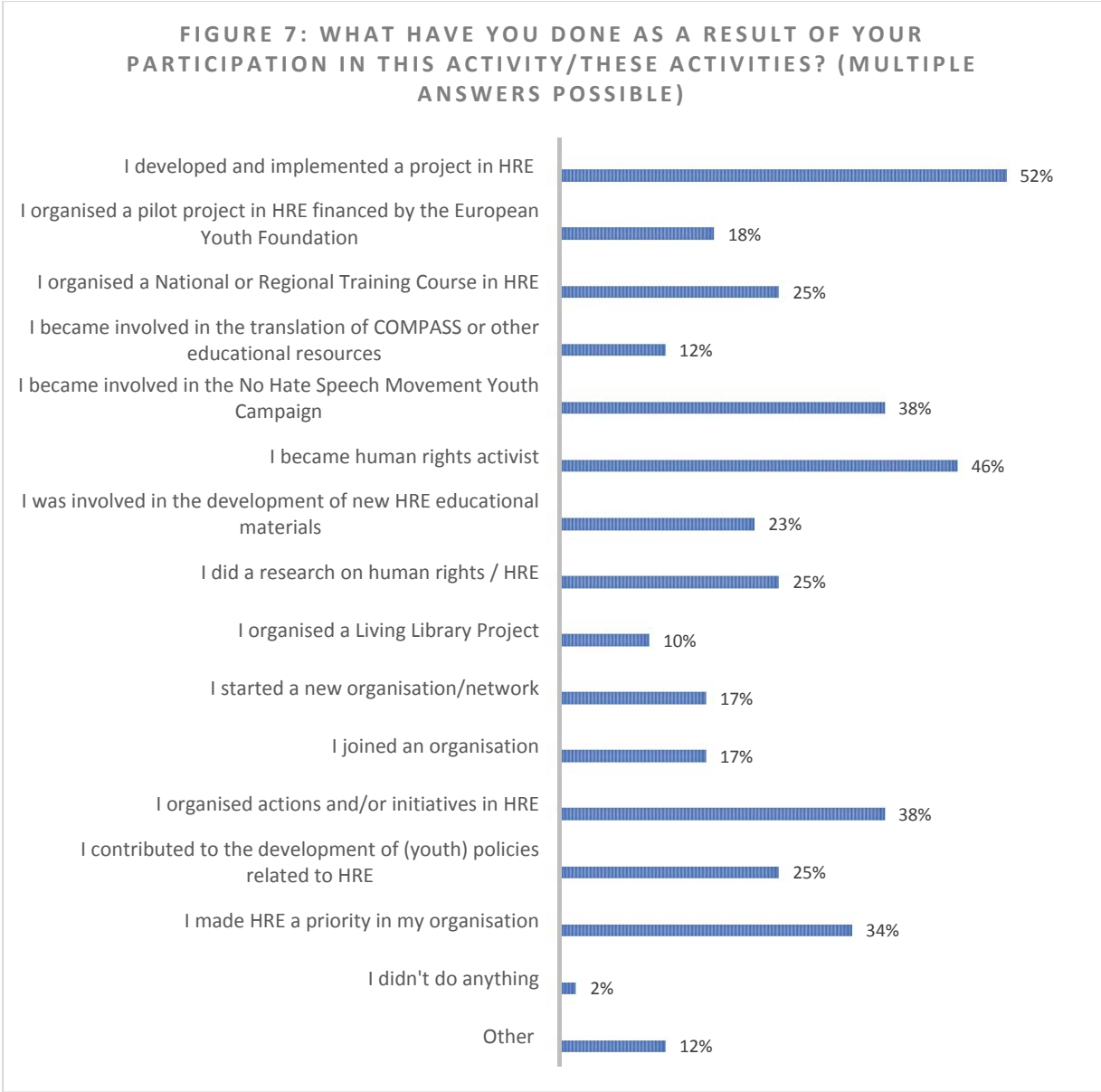
Capitalising on its vast experience in human rights education work, the Youth Department contributed to and/or initiated the adoption of HRE related policy instruments, such as The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education and the Recommendation of the Committee of Ministers on access of young people from disadvantaged neighbourhoods to social rights.

The Charter is used by the youth organisations and other NGOs in their HRE practice and has a potential to become an important tool in advocacy for human rights education in both formal and non-formal education.

Strong multiplying effect

It is evident that participation in educational activities contributes to the development of competences – knowledge, skills and attitudes. The evaluation reports from various activities reviewed by the evaluators prove that the activities implemented by the Youth Department provided participants with a lot of learning. The question always remains what people do with this learning after they come back to their reality. We asked the former participants of the human rights education activities in the youth sector what they had done as a result of their participation.

As Figure 3 shows, more than a half of them developed and implemented HRE related project. Almost a half feel they became human rights activists, with 38% claiming to have joined the No Hate Speech Movement Youth Campaign of the Council of Europe. 2 participants did not do anything.



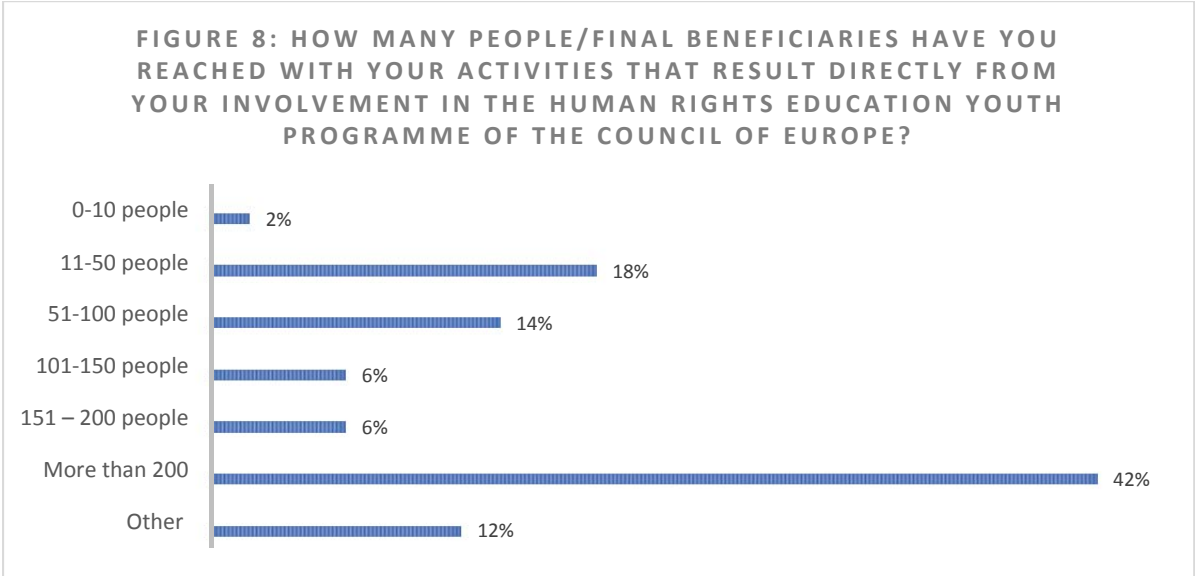
The final evaluation of the Enter! Project⁹, for example, specifies that 26 projects (of 33 planned) have been implemented by the participants. The integration of strong social and human rights education dimension into the projects has been highlighted by the evaluators. Similar data can be found in the reports from the Trainings of Trainers in HRE, where participants are expected to implement a training project as a follow-up to the course. The National and regional Training courses in HRE have a very strong multiplying effect. The participants in these courses are mainly trained to be multipliers and, very often, they develop HRE project during the course. While it is easier to have a better overview of how the participants use their competences in their educational or organisational practice in the long-term activities, which very often include a strong evaluation element, such an overview is almost impossible in shorter activities as the monitoring mechanisms in such cases are very limited or do not exist. One indicator could be the return rate of participants coming

⁹ Evaluation can be accessed at: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168069cfc9>

back to the European Youth Centres as trainers or study session organisers but such data was not available to the evaluators.

Another thing worth noticing is that 25% of participants claim to have contributed to development of youth policies related to HRE. A person from Austria describes it further: *I have advocated for the digital youth policy towards my government and consulted a youth council on digital youth policy.* Another one, from the United Kingdom, claims to have incorporated values underpinning HRE into his managerial practice and provided advice and input in a range of international contexts within Europe, South America, Asia, Southern Africa and the Middle East.

The majority of former participants of the educational activities in the Youth Department reached more than 200 other young people with actions, initiatives and projects they developed and/or organised. This is quite impressive outreach.



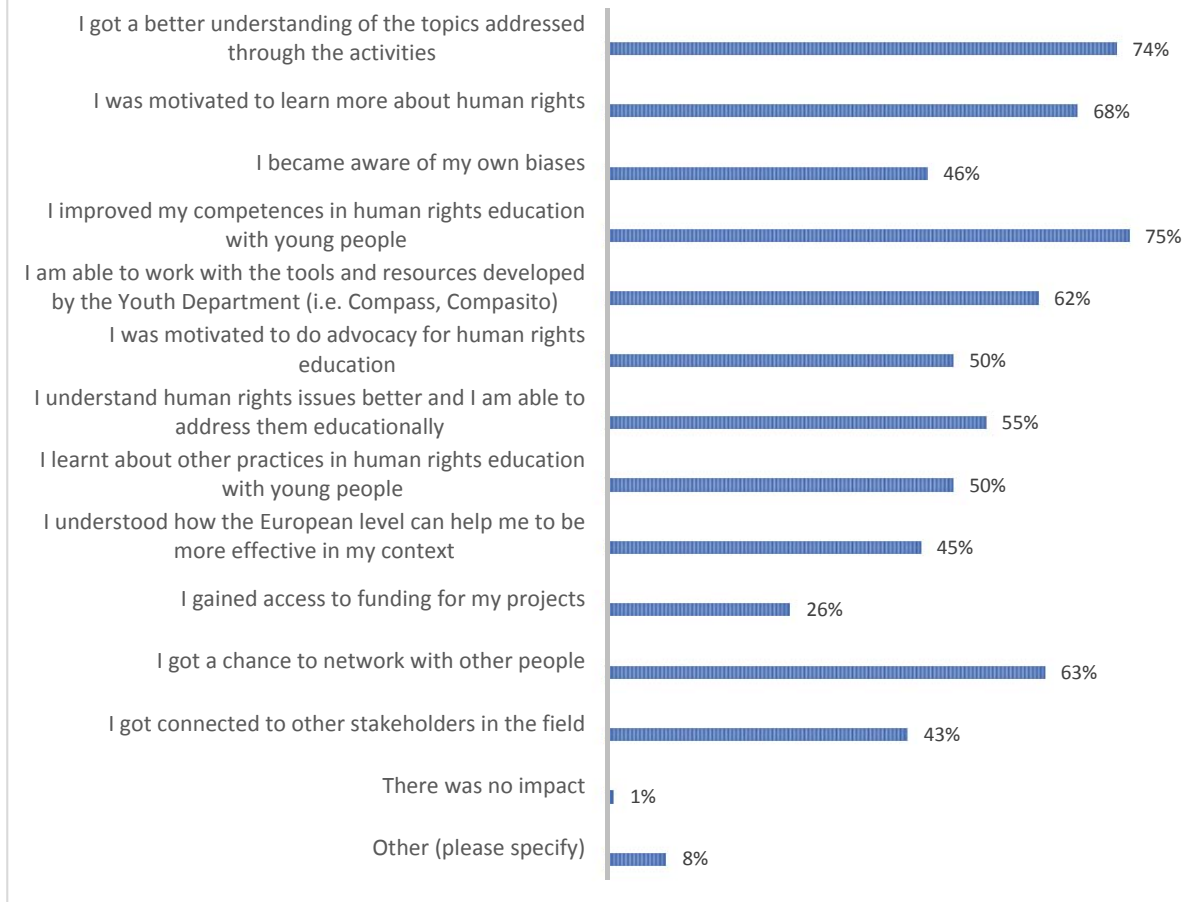
The HRE activities organised by the Youth Department have a strong multiplying effect. Participants, inspired by them and having developed their competences, implement their own educational or advocacy activities on local, regional, national and international levels.

Direct impact on people’s lives

It seems very natural that the participants in the human rights education activities developed their competences related to human rights topics (74%) and improved their general competences in HRE (75%). The programme, as shown in Figure 4, also allowed participants to network and get connected to other stakeholders in human rights education.

In the comment section, respondents highlight the benefits of the multiplication effect and the possibility to reach out to young people with fewer opportunities that do not have access to training activities.

FIGURE 9: WHAT WAS THE IMPACT OF YOUR PARTICIPATION IN THIS ACTIVITY/THESE ACTIVITIES ON YOUR PERSONAL AND PROFESSIONAL DEVELOPMENT?



Participants in the survey considered their involvement in HRE activities as very beneficial to their personal and professional development. They mentioned having gained self-awareness, self-esteem and self-confidence and having become more open-minded and tolerant, with more consciousness of their own biases.

We understood better how to express our needs for a change and how to advocate for the world we want to live in. We are more professional than before and we focus our energy on clearer objectives and not just talking about HR because it is needed, but because we are learning everyday more how to do it.

The involvement in HRE has had an impact on respondent's worldview and their awareness of their own needs and rights as well as of the others'. They feel more conscious of the challenges faced by young people, their communities and other countries in Europe. They have gained a better understanding of what human rights are and their importance in people's daily life. Generally, they now pay a greater attention to human rights related issues, especially human rights violations.

Respondents declared having sharpened their skills in HRE and youth work, of which they gained a better comprehension. They feel more confident in team work and saw their intercultural, advocacy and communication skills increase.

The involvement in HRE has had a strong motivational and inspirational impact on participants in the survey. It brought them to be more active at local level and to connect to other people and other organisations.

HRE empowered to a large extent the target groups of respondents' organisations. They gained a lot of knowledge on human rights and have become more aware of their own rights and the rights of others for which they feel more confident to stand. Human rights have become more relevant for their realities. HRE had a strong impact on the worldview of the publics with which respondents work. They have become more tolerant and aware of the challenges that minority and vulnerable groups face, especially when it comes to discrimination. It includes more self-reflection, communication with others and critical thinking.

Participants have started small initiatives in their schools and communities. For example, participants of my seminar in February are organising a festival and several cultural activities to promote a better understanding of the different migrant groups in Spanish society. One girl is giving talks in school about her religion and mitigate negative stereotypes and ignorance.

I clearly see the impact on our members, how tolerant they became, how their mind set changed in a better way... especially when it comes to sexual minorities. It's really happening and I am very happy to be a witness and a part of this change.

The human rights education activities of the Programme contributed directly and indirectly to participants' personal and professional development. Besides developing competences, they provided young people and trainers with a lot of networking and sharing practices, which resulted in them becoming multipliers for human rights education in their own contexts. As a result, targeted young people have become more conscious of their responsibilities and the role they can play in society. They are now more motivated and active in their local community - some got involved in peer-education, others shared information with the people surrounding them or implemented local initiatives to deconstruct stereotypes and combat discrimination for instance. Respondents observed that leadership and intercultural skills of their target increased as well.

Creating stronger links between formal and non-formal education

It goes beyond saying that human rights education activities always attracted a number of teachers and educational professionals working in the formal education sector. However, it was stated in the previous report of the Human Rights Education Youth Programme that bringing together formal and non-formal education sectors constituted a challenge in the implementation of the programme.

In the years 2009 – 2015 several study sessions were organised by the international youth organisations in co-operation with the European Youth Centres in order to bridge this gap and bring formal and non-formal education closer, for example:

- in 2011, Organising Bureau for European School Student Unions (OBESSU) organised a study session “Human Rights Education with and by school students: Empowering school students to be peer education in HRE”. The same organisation held a study session in the EYCB in 2011 “Human Rights Education with and by school students: Empowering school students to be peer education in HRE” and in 2015 on the topic “Deport xenophobia from European classrooms!”;
- in 2012 International Young Catholic Students – International Movement of Catholics Students (JECI-MIEC) organised a study session: Creating Empowered Students in Human Rights through Integral Education.

The study sessions made use of COMPASS and other HRE resources published by the Youth Department.

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, developed in co-operation between the Youth and Education Departments, recognises the role of EDC/HRE both in formal and non-formal education. Without doubt, bringing both departments together in the process of policy development resulted in building stronger links and synergies between formal and non-formal education related to EDC and HRE, where both Departments have an important role to play in the dissemination and promotion of the Charter in the states party to the European Cultural Convention. This shared responsibility resulted in the publication of “Democracy and Human Rights start with us - Charter for all!”, a child and youth friendly version of the Charter, which can be used in both formal and non-formal education. The two departments run an independent review on the implementation of the Charter in the states party to the European Cultural Convention, which then are presented together and provide a bigger picture on how the policy document is implemented both in formal and non-formal education.

The publication of “Bookmarks – a manual for combatting hate speech online through human rights education” has been an important step made by the Youth Department in bringing human rights education into schools using non-formal education methodology. Many National Campaign Committees decided to implement educational activities aiming at preventing hate speech online in schools. For example, in Poland, some 200 teachers were trained in using Bookmarks in schools and in Albania, a video competition on cyberbullying and hate speech was organised in schools across the country.

There are as well several examples of initiatives and projects developed by former participants of the training activities in the Youth Centres that aim at bringing human rights education into schools, such as “Co-create with Youth - Building Inclusive Schools and Communities for and with Young People”, a project in Georgia aiming at enabling schools to create a space for participation and active involvement of school students in the school and community life – funded by the European Youth Foundation

Living Library project promoted by the Youth department in the Council of Europe adaptation to school classes done in Hungary - Since its inception, the Living Library School Project has continued and grown, by now having visited over 40 schools and reached well over 1000 students. In 2012 the pilot phase of the Living Library in Schools programme was

launched, in cooperation with the Active Citizenship Foundation. The project essentially consisted of a series of Living Library events held at high schools across Hungary. These events were preceded by short introductory lessons about the basic concepts explored in practice by the Living Library, such as the nature of prejudice and stereotypes and the risks presented to democracy by their unchecked spread and the discrimination they engender. The Living Library sessions were also followed by a de-briefing, evaluation lesson in order that students give feedback on the programme, share their personal experience and receive guidance regarding their opportunities to further actions or knowledge. As part of the pilot, the documentary “I spoke to a Jew, a Gypsy, and a homeless man” - The Living Library School Project was shot: <https://vimeo.com/57940465>

Progress can be observed regarding the links between formal and non-formal education within the activities and initiatives promoted and organised by the Youth Department. The development of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education brought the Education and Youth Departments closer and put a shared responsibility on both of them in the dissemination and promotion of the Charter. “Bookmarks – a manual for combatting hate speech online through human rights education” has been used by campaign activists and National Campaign Committees in schools and educational institutions to train both young people and teachers.

Other achievements

Expanding methodologies and reaching out to new audience – online human rights activists

The launch of the No Hate Speech Movement Youth Campaign made evident the necessity to involve young activists and bloggers – people who are actively promoting and protecting human rights online. These people do not usually belong to any youth structures and they do their work either alone or in co-operation with others organised in non-formal online groups. Therefore, two training courses for bloggers and online human rights activists (together 60 participants) were organised by the Youth Department in order to develop their competences in human rights education and to associate them with the campaign. The methodology used in these educational activities included online human rights work, which was quite a new topic for the Youth Sector. It successfully contributed to create a group of online human rights activists that got actively involved in the Campaign and trained other people on local and national levels.

The topic of online human rights work was picked up by international organisations and networks, which organised study sessions, for example: “Open source – Open mind” - in co-operation with the Cooperation and Development Network Eastern Europe (CDN) and the Federation of Young European Greens – (FYEG) or “Digital Natives’ Advocating for Human Rights” - in cooperation with the European Coordination JECI-MIEC (International Young Catholic Students – International Movement). It was also a focus for several National Human Rights Education Training Courses over the past years.

Consistent practice of human rights education

Human rights education does not constitute a specific priority in the Youth Sector anymore. However, it is evident that human rights education has become a “trademark” for the Youth Department and that human rights education approaches and methods are used in most of its activities focused on participation, social inclusion or citizenship. The Youth Department managed to find a solid place for human rights education in its work, which is now recognised and widespread in its programme.

Diversity of topics

The scope of topics discussed in educational activities in the Youth Centres or other activities organised by the youth department is very wide. In the last years it expanded to such topics as: history and human rights (Seminar on Remembrance and Human Rights dedicated to the Anniversary of the Second World War; Look and Don't Forget Youth Event on Roma Genocide Remembrance organised almost each year in Cracow and Auschwitz by the network TernYpe), online youth work and media literacy (study sessions), hate speech (activities within the No Hate Speech Movement Campaign, study sessions and National Training Courses) or disability (Consultative meeting on inclusion of young people with disabilities, study sessions).

Creation of a community of HRE educators and mobilising young people

Human rights education has a long history in the Youth Department. Thousands of young people and youth workers have participated in activities run within the Human Rights Education Youth Programme. Many of them have developed and nurtured strong bonds, creating a sense of community. This sense of community was mentioned as a supportive, inspirational and motivational element by activists of the No Hate Speech Movement at different occasions. The Campaign itself managed to mobilise thousands of young people in Europe in education and action against hate speech.

Creating standards for training trainers in human rights education

The Youth Department, with its practice of training trainers in HRE set certain standards on how such activities should be implemented. This practice became replicable and used by the youth organisations in Europe, primarily during the National and Regional training courses and projects funded by the European Youth Foundation.

Making Compass more accessible

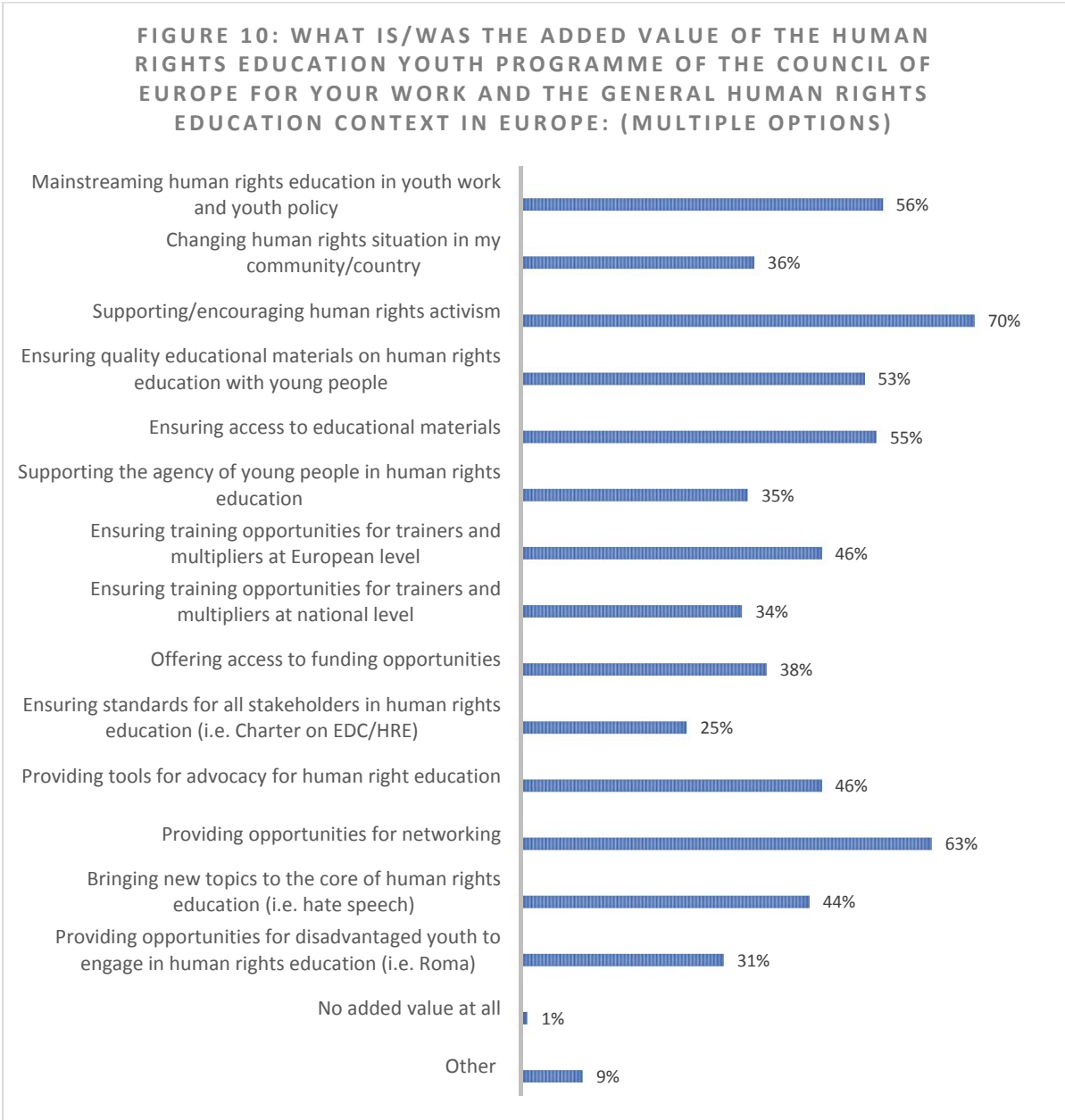
Following the recommendations from the last Human Rights Education Forum in 2009, the Youth Department implemented the new web site with COMPASS online, which is now accessible for people with visual impairments.

Focus on minority young people

The activities implemented within the Human Rights Education Programme involved directly minority young people or dealt with the problems they face. The Roma Youth Action Plan, previously described, tackled the challenges young Roma people face nowadays. Several study sessions dealing with the topic of refugees and immigrants were organised by the international youth organisations. On top of it, the same topic was taken up by youth organisations that got support from the European Youth Foundation.

Added value of the HRE Programme

The Human Rights Education Youth Programme had an added value for the respondents' work and general human rights context in Europe.

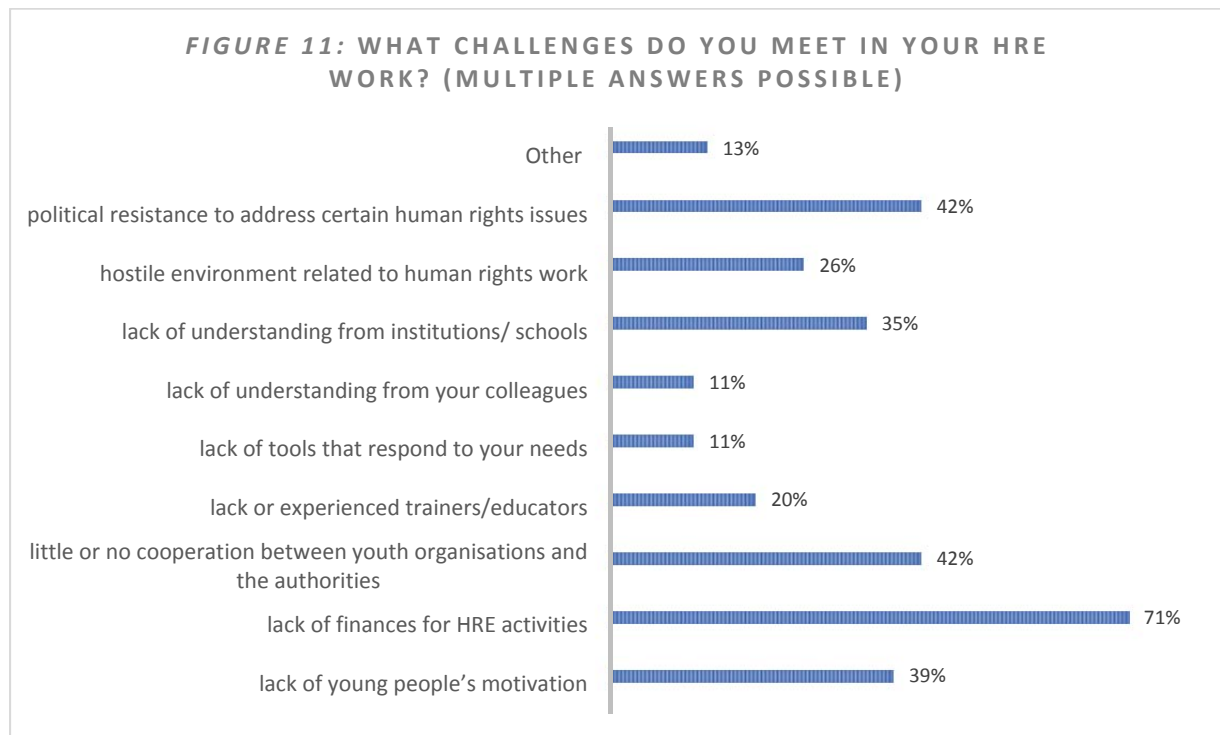


Besides the things already mentioned in the report, big group of the respondents (70%) claim that the programme succeeded in supporting and encouraging human rights activism

and some 56% say that it managed to mainstream human rights education in youth work and youth policy, which is the initial goal of the Human Rights Education Youth Programme.

What are the challenges?

The HREYP has many achievements to celebrate. However, many obstacles have remained or emerged over the past 6 years and hurdle the development of HRE activities at local, national and European levels. This section gives an overview of the challenges that interviewees and respondents have highlighted. It also includes the inputs of the consultants out of the various project documents and reports consulted for this assessment.



Implementing HRE in a more and more challenging contexts. A political resistance to address certain human rights issues is seen by 42% of the respondents as an obstacle to their work. In the comment sections, many of them have provided more details about how this resistance affects their work. Over the past years, a general push back against human rights was noticed from various parts of society or political parties. This observation is shared by several of the interviewees who declared that a culture of human rights shall not be taken for granted anymore and that human rights and human rights education have been put under question, if not under threat. Several respondents witnessed actions to put EDC/HRE on the side-line and pressure on human rights activists, youth organisations and other NGOs working on HRE, especially in the context of state responses to combat terrorism and violent extremism. Exceptional measures and the enforcement of the state of emergency are negative signals for human rights and HRE – HRE that also runs the risk of being hijacked. Several interviewees shared the opinion that due to the increasing polarization of European societies, there is a need to go further than the circles gravitating around HRE and to reach out to a larger public more than ever.

Adapting without compromising. Some respondents and interviewees put forward the need for HRE to adapt to a fast-changing context: new topics to be addressed, different methodologies more adapted to the lifestyle of young people, online HRE activities. HRE shall adapt itself to survive. A couple of interviewees highlighted that they have seen the term “Human Rights Education” challenged and labelled as outdated. Another perceived a certain fatigue from practitioners for using the same approaches for years. According to them, reflection on the following questions is crucial for the future development of HRE: How to adapt HRE without compromising its values and losing its substance? How to adapt HRE without people losing sight of its strategic function?

HRE - victim of its own success. The previous section of this document showed that a lot of successes that can be attributed to the Human Rights Education Youth Programme and that much has been achieved in the field of HRE over the past 6 years. However, as stressed by an interviewee, the acknowledgement of this success may bring negative side-effects such as the misleading idea that objectives have been achieved and that it is time to move on towards other topics. This can be observed by the increasing number of topics and issues dealt by the Youth Department and the decreasing focus on “core HRE” as such. There is a risk that HRE may no longer be considered as a priority, or at least not as important as it used to be, within decision-making bodies of the Council of Europe. Human Rights Education, without doubt, has a strategic role in accomplishing the mission of the Council of Europe and it definitely needs more visibility and support.

The challenge of clarity and visibility. The consultants have noticed that the increase of issues and topics addressed by the Youth Department and the mainstreaming of HRE in the different priorities of the Youth Sector have contributed to blur the lines between what activity belongs to human rights education and what activity does not. The consequence was a loss of clarity and visibility for HRE in a context of a greater need for advocacy and valorisation of the achievements of HRE. In this regard, several respondents highlighted what they perceive as a lack of information about HRE activities of the Council of Europe. There is also a concern that some large-scale projects such as the No Hate Speech Movement or the adoption of the EDC/HRE Charter have contributed to overshadow some aspects and areas of HRE as it was put forward by an interviewee.

Monitoring, evaluating and assessing the impact of HRE activities. The consultants noticed that the increase of issues and topics addressed by the Youth Department and the fact that HRE lost its priority in the Youth Sector has also had an impact on the monitoring and evaluation of educational activities. Beyond the usual challenges to assess the impact of educational activities, this evolution has made it more challenging to attribute changes to HRE activities and to assess their impact. This evaluation work also showed that some data were inaccessible or missing.

Coordinating HRE activities within the Council of Europe. Several interviewees stated that activities of the Council of Europe might gain in coherence and efficiency if there would be a better cooperation between these two main departments dealing with HRE – Youth and Education – but also with other bodies such as the Children’s Right division, the Roma programme or the Commissioner for Human Rights. Having a more coherence as an

institution on HRE and the way it contributes to the mission of the Council of Europe would be beneficial for the institution and its relations with other actors in this field.

Lack of political support

More than 42% of respondents declared that the little or absence of cooperation between youth organisations and public authorities in the field of HRE was an obstacle in their work. Some participants of the survey pointed out that authorities at both local and national contexts have showed a lack of political will to support the development of HRE activities as well as a lack of understanding of the topic.

Lack of capacities for advocacy. A lot of respondents have expressed difficulties to undertake advocacy actions and reach out to authorities. The Charter on HRE/EDC has not brought about the desired changes expressed at the occasion of the first review of the Human Rights Education Youth Programme when it comes to advocacy and influencing policies. According to both respondents and interviewees the policy instrument had a limited impact on advocacy due to the lack of capacities of NGOs, the absence of support on how to use the Charter but also to the low awareness of local and national authorities on the document.

“Money, Money, Money”. A respondent to the survey declared that her involvement in HRE activities made her realize that much can be achieved with little resources. The lack of financial resources for HRE activities – one of the main challenges highlighted in the previous evaluation of the programme – is seen by more than 70% of the respondents as an obstacle in their work in HRE. A respondent pointed the fact that “youth organizations compete for very limited funds, instead of collaborating with each other”. The lack of financial resources is also perceived as a major concern by some of the interviewees within the Youth Department as the size of the Programme does not allow to follow up on national contexts and translate what is done at European level into national contexts.

Joining the larger HRE discussion. Several interviewees within the Youth Department have observed a limited collaboration between the Council of Europe Youth Sector and other actors in the field of HRE at both European and international levels: human rights institutes, human rights NGOs and United Nations agencies, etc. Those players could benefit a lot from a higher level of collaboration with the Council of Europe and so would the institution.

Final conclusions and recommendations

The Human Rights Education Youth Programme run by the Youth Department of the Council of Europe is celebrating its 16th anniversary this year. It is very visible that the programme itself went through many changes and has been adapted to changing or challenging contexts. Nowadays, when human rights are contested almost every day by national governments, human rights education has even more important role to play in building the societies that are more inclusive and fair for all, in which the principles of democracy, human rights and the rule of law are respected.

The consultants consider the Programme implemented so far as very successful, relevant for the lives of young people in Europe nowadays and very much needed to develop the competences of young people to be able to face the challenges they experience every day, such as inequality, intolerance, racism, discrimination and violence. It has a strategic function in building the culture of human rights as it reaches many youth organisations across the continent, which then are able to bring human rights education on local level and address specific needs of young people there. As the report shows, the participants in the activities of the Youth Department are able to reach thousands of young people with the activities they develop and organise.

The Programme has achieved a lot and it managed to fill in the gaps that existed in the field of human rights education. The development of educational resources, with COMPASS in its centre, contributed to making human rights education more relevant to the lives of young people and provided tools to translate sometimes very difficult concepts into language that is closer to young people. The training courses, on European, regional and national levels resulted in expanding the pool of trainers, educators and activists active in youth organisations, youth groups and schools. The pilot projects funded by the European Youth Foundations reached young people in different parts of the continent and provided them with human rights education encouraging action for human rights. The study sessions brought human rights education closer to the strategies and work of international youth organisations. The development of policy documents, such as the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, gave importance to human rights education and became the advocacy tool to claim human rights education for all.

All this contributed to mainstreaming human rights education in youth work and youth policy. However, the work is not done yet as the world is changing and new challenges in the lives of young people appear almost every day. The programme managed to keep up to this changing context developing, for example, the No Hate Speech Movement Youth Campaign that addresses the issue of hate speech online faced by many young people nowadays.

It goes without saying that there is still room for improvement. The recommendations presented below come both the survey respondents, the interviewees and the consultants. The recommendations have been grouped into 3 main areas: general recommendations, recommendations related to the programme of activities, recommendations related to the process of evaluation.

1. General recommendations:

1.1 Making HRE a priority in the youth sector: In today's social and political contexts human rights education had an important role to play to prevent different forms of violence (sometimes related to violent extremism). It empowers young people to be active citizens and take an active role in building more inclusive and democratic society. Over the years, human rights education lost its priority in the Youth Department. There is a clear need to prioritise HRE in the Youth Department: the approaches and tools developed within the programme are very popular and are being used very extensively by the youth organisations. One could also risk saying that this is what Youth Department is "famous" for. What is more, human rights education proved to have an invaluable contribution to the accomplishment of the core values of the Council of Europe.

1.2 Necessity of connecting the programme with global initiatives: The HRE programme in the Youth Department set very high standards for human rights education with young people in Europe. However, there is a feeling that it exists somehow in the vacuum, while many HRE related initiatives take place in the world, such as Amnesty International global campaigns or initiatives around the implementation of the UN Declaration on Human Rights Education and Training.

1.3 Better online presence and use of social media: The programme needs better visibility in terms of its activities and achievements. This can be done by better online presence and more frequent updating of the web site and the social media profiles. So far Facebook and Twitter have been dominated by the news about the Campaign or the calls for participants. Very little is mentioned about what has been done and achieved. The Youth Department has a great experience to be shared as inspiration for HRE practice in Europe and beyond. It also has a potential to make young people interact online and provide information that is attractive for them. The way this year's Human Rights Education Forum was promoted in social media is a good example of such practice. The idea of creating an online European Youth Centre, once recommended, should be considered to be put in practice. Such a centre could provide space for sharing experience and HRE practices.

2. Recommendations related to the programme of activities:

2.1 Focus on advocacy for human rights/human rights education: Respondents would like to see **activities that would help them in their advocacy work**. Developing synergy and working in partnership also appears very important for respondents that wish to see **more support to develop networking and build partnerships across different sectors, including authorities and the private sector**. Such activities could also serve to share and disseminate good practices in HRE. Participants suggest the organisation of educational activities and the publication of resources on advocacy. More visibility should be given to HRE achievements and benefits, especially when it comes to respond to local, national and global challenges. The No Hate Speech Movement could be used more as a platform for advocacy. The Council of Europe is invited to promote HRE more actively with its member states. Finally, respondent recommend that more meetings involving youth organisations and decision-makers on the topic of HRE. Some respondents would like to see the presence and actions of the Council of Europe more visible in their country. Several others suggested that more support for advocacy at local and national levels is needed. This includes more educational

activities focused on advocacy especially in existing training programmes. Others would like to see more support for the creation of new networks, networks that could involve a large array of members such as local and national authorities. One of the results of this evaluation puts in question the role of the EDC/HRE Charter and its relevance for the youth organisations. It has a potential to be a very good advocacy tools but the organisations need to know how to use it in their work. It seems relevant to organise a training activity on HRE advocacy.

2.2 More support to National and Regional Training Courses and projects on local level: these projects are seen by the respondents as important links between the European and local levels. Participants to the survey would also like to see more visibility for such courses as they see that many people and organisations are not aware of these opportunities especially in rural and isolated areas.

2.3 More activities and resources in different thematic areas and work with specific target groups such as working with migrants, activities with young people from conflict-stricken regions, social entrepreneurship, historical education and remembrance, “50-50 training courses”, people who work with young people but who are not necessarily youth workers. Youth participation, social rights and topics within the scope of the No Hate Speech Movement Campaigns were mentioned most often by the survey participants as topics that need prioritisation. Participants would like to see more cooperation between youth organisations and authorities at all levels. Environment and especially the human rights challenges brought about by climate change (such as the rights of climate refugees are considered very relevant for the future of the Programme. Gender equality, supports to migrants and access to healthcare were also mentioned.

2.4 Increased number of Training of Trainers in HRE, and generally speaking **more opportunities for young people to become trainers in this field.** Some respondents also see a lack of information about those trainings and would like them to be more visible. A participant to the survey raised the question of the age limit (30 years-old) and suggest it to be raised.

2.5 More study sessions in HRE: They are seen as an important link to bring HRE to youth organisations across Europe and a tool to address specific needs in HRE that organisations have. A participant to the survey pointed out a perceived difficulty to find information about the study session. Another consider them exclusive with always the organising obtaining the slots. A respondent highlighted the need for the organizing team to be more experienced.

2.6 More funding opportunities for HRE projects in the European Youth Foundation: Respondents would like to see the EYF funding opportunities more accessible by simplifying the application procedure and the language used by the EYF. A respondent suggested that all non-for-profit NGOs should be allowed to apply (not only youth organisations). More visibility for the EYF would be also welcome. A respondent advocate for more funding opportunities for national organisations. Another pointed out that partial funding does not help organisation that take risks to innovate and develop new initiatives.

2.7 More accessibility and visibility of the educational materials. It implies more translations in national and minority languages and a larger dissemination at national and

local level – especially hard copies and on social medias. A participant to the survey would like to see the Council of Europe fund at least partly the translation of its publications as well as more transparency and monitoring in the translation process.

2.8 The need for new and /or updated educational resources: Compass could cover more topics – fair trade, digital rights, campaigning – and propose more activities. Generally speaking, respondents would welcome more regular updates of the materials (including Compasito). Participants to the survey also suggests that some tools such as videos could be used to make activities more accessible, or to simplify the learning concepts of human rights. Having more interactive and visual tools could help in this regard. Some respondents proposed more cooperation with the formal educational sector when developing the tools. They see a need to write specific publications to be used within schools.

2.9 Making activities more inclusive: Several respondents would like to see the Programme to be more accessible for disadvantaged groups and generally call for more inclusive HRE. Some would like to see activities enabling participants to use the HRE tools available in more efficient and simplified ways. Others wish to have activities enabling to gain more need-based approaches and project methodologies.

2.10 More recognition to various forms of human rights activism: Today young people organise themselves in various forms around human rights issues. Lots of local and very small social initiatives are created. They are sometimes not organised and stimulated by one person or a group of young people taking immediate action. Last year's crisis related to massive influx of refugees and immigrants is an example – young people organised help and support very quickly, not waiting for big organisations to intervene. Such forms of activism, all in all proposed in COMPASS, should be given more visibility and support. One could consider organising a seminar on such forms of activism on European level.

3. Recommendations related to the process of evaluation

3.1 Better collection of data on impact of the programme: The consultants noticed that the data related to the programme is very difficult to collect and sometimes very scattered all over different documents. The Youth Department should consider implementing a practice that would allow for better collection of data. One could consider as well the implementation of an online feedback form for the former participants of the educational activities that would allow for systematic review of the impact of the programme on participants and their realities. Participants could be invited to fill it out some 6 months after the activity.

3.2 More frequent evaluation of the programme: The HRE programme is a very complex one and the human rights reality changes very quickly. We suggest a formative evaluation at least every 2 years to adapt it to changing realities. This can be done before the priorities of the Youth Department are changed every 2 years.

Appendices

List of educational activities in human rights education implemented in the years 2009 – 2016

2009

Study Session “Student groups for change: How can European LGBTQ student organisations fight heteronormativity and homophobia in higher education?”, in cooperation with Association of Nordic LGBTQ Student organizations (ANSO)

Study Session “Genocide: Catalysts and consequences”, in cooperation with Minorities of Europe (MoE)

Study Session “Justice and only justice, you shall pursue (Human rights education in the field of Economic Justice)”, in cooperation with Ecumenical Youth Council in Europe (EYCE), Federation of European Muslim Youth and Student Organisations (FEMYSO) and Conference of European Churches (CEC)

Study Session “All the world's a school and all the students active players”, in cooperation with European Federation for Intercultural Learning (EFIL) and Organising Bureau of European School Student Unions (OBESSU)

Study Session “Youth fighting for anti-discrimination and anti-racism”, in cooperation with Association des Etats Généraux des Etudiants de l'Europe (AEGEE-Europe)

Study Session “Improving higher/vocational education through the engagement of student experts”, in cooperation with European Students' Union (ESU)

Study Session “Human Rights Education for Children: Compasito as a key tool for children’s groups”, in cooperation with International Falcon Movement - Socialist Educaitonal International (IFM-SEI)

Training course for Living Library organisers

Training of Trainers in Human Rights Education

Training Course: The Role of Human Rights Education in Intercultural Dialogue – an Asia-Europe perspective

Symposium – Second Forum on Human Rights Education

Expert seminar on gender-based violence

National and Regional Training Courses on Human Rights Education in Romania, Cyprus, Azerbaijan, Ukraine, Switzerland and Italy

Living Library at Sziget Festival in Budapest (biggest open-air festival of Hungary with international visitors)

2010

Training course on intercultural learning in Euro-Asian youth cooperation

Training of Trainers in Human Rights Education with young people

Consultative meeting on the work with young refugees and asylum seekers

Human Rights Education Consultative Meeting

Evaluation Seminar HRE Forum

National and Regional Training Courses in Human Rights Education in Albania, Lithuania, Iceland, Turkey, Netherlands, Montenegro

Compass revision meeting

Study Session “Social cohesion and quality of life - Human rights education contribution”, in cooperation with Human Rights Education Youth Network (HREYN)

Study Session “Gender Queer University: Questioning Norms in Higher Education”, in cooperation with Association of Nordic LGBTQ Student Organizations (ANSO)

Study Session “Participation: NFE and HRE as tools for organizational management”, in cooperation with International Federation of Liberal Youth (IFLRY)

Study Session “Education: a right, not a privilege - Ways to achieve social inclusion in schools, regardless of economic background”, in cooperation with Organising Bureau of European Secondary School Students Unions (OBESSU)

Study Session “Enhancing student participation in the process of quality assurance in education”, in cooperation with European Students' Union (ESU)

Study Session “Young women creating a safer world”, in cooperation with The European Young Women's Christian Association YWCA

Study Session “Knock -knock, who's there? LGBTQ young people at the doorstep of healthcare: understanding obstacles and increasing access for and by young people”, in cooperation with International Lesbian, Gay, Bisexual, Trans and Queer Youth and Student Organisation (IGLYO)

Living Library at Literature Festival at Pécs (Hungary)

Human Rights Day at the EYCB (incl. Living Library)

2011

Living Library in Strasbourg

National and Regional Training Courses in Human Rights Education in Kosovo, Ukraine and Cyprus

Meeting of the consultative group on HRE

Study Session “Human Rights Education with and by school students: Empowering school students to be peer education in HRE”, in cooperation with the Organising Bureau for European School Student Unions (OBESSU)

Study Session “Human Rights Education and advocacy activism - learning for change”, in cooperation with Human Rights Education Youth Network (HREYN)

Study Session “Audio-visual and Media Literacy Skills - Study session for multipliers, youth workers and NGO's working with disadvantaged and unorganised young people”, in cooperation with International Synergy Group-Global Soma (ISG)

Study Session “First International Aramean Young Leadership Training Programme: The road to the future”, in cooperation with Syriac Universal Alliance (SUA)

Study Session “Creating a world without violence - the response of young European women”, in cooperation with The European Young Women's Christian Association (YWCA's)

Study Session “Next Step: Taking Youth Participation and intercultural dialogue to the next level”, in cooperation with European Fellowship and FIMCAP

Study Session “PAVE the way! Peace and Volunteering in Europe”, in cooperation with United Network of Young Peacebuilders (UNOY Peacebuilders)

Study Session “Youth Participation in Human Rights Education as a Means for Enhancing Social Inclusion”, in cooperation with Human Rights Initiative (HRSI)

Study Session “Striving towards policy impact, awareness-raising and access to social rights”, in cooperation with International Federation of Hard of Hearing Young People (IFHOHYP)

Study Session “Why not exchange prejudices into experiences?” in cooperation with Loesje International

Study Session “Sowing seeds of change - bringing together young farmers in Europe”, in cooperation with European Co-ordination Via Campesina (ECVC) & MIJARC

Study Session “Gender policies in the EU: What's next?”, in cooperation with Federation of Young European Greens (FYEG)

Study Session “Secularism and Religions: Working together for a common Europe. An interreligious study session”, in cooperation with Ecumenical Youth Council in Europe (EYCE)

Study Session “TransformATIOn: capacity building and Transgender IA inclusion”, in cooperation with Association of Nordic and Pol-Balt LGBTQ Student Organizations (ANSO)

Living Library at Sziget Festival in Budapest (During this activity the documentary ‘Let’s take the feminist! The Living Library Experience’ was prepared: <http://vimeo.com/38208134>)

2012

Consultative meeting on the On-line Human Rights Defenders project

Training course for trainers in human rights education

Consultative meeting on inclusion of young people with disabilities

National and Regional Training Courses in Human Rights Education in Italy, France, Georgia, Portugal, Hungary (for participants from Russian Federation), Spain, The “former Yugoslav Republic” of Macedonia, Greece and Cyprus

Training course for Roma Youth leaders on Human Rights & Intercultural Dialogue

Training seminar for students and youth leaders on fighting segregation in school environments. Setting up of informal network of mentors for the training course

Conference: Human rights and democracy in action - looking ahead

Study Session “Creating Empowered Students in Human Rights through Integral Education”, in cooperation with International Young Catholic Students – International Movement of Catholics Students (JECI-MIEC)

Study Session “Shape the Change: Advocacy for Youth Rights”, in cooperation with World Organization of the Scout Movement (WOSM)

Study Session “Special Needs: education, participation and social inclusion”, in cooperation with Organising Bureau for European School Student Unions (OBESSU)

Study Session “Minority Rights Protection – 20 Years On”, in cooperation with Minorities of Europe (MoE)

Study Session “Gender Equality through human rights education and youth leadership”, in cooperation with International Lesbian, Gay, Bisexual, Transgender and Queer Youth and Student Organisation (IGLYO)

Study Session “Supporting the involvement of young disabled people in human rights advocacy at the national and European level” - Training for Trainers, in cooperation with European Network on Independent Living (ENIL) - Youth Network

Study Session “Gender: Revised!?”, in cooperation with Ecumenical Youth Council in Europe (EYCE) and World Student Christian Federation - Europe region (WSCF-E)

Study Session “Rainbow Resources: Gender and sexuality rights education with children”, in cooperation with International Falcon Movement - Socialist Education International (IFM-SEI)

Study Session “Responding to hate - learning to protect human rights online”, in cooperation with Human Rights Education Youth Network (HREYN)

Study Session “COMPASSing BDYN towards HRE”, in cooperation with Don Bosco Youth-Net ivzw or acronym DBYN

Pilot Phase of the the Living Library in Schools programme.

The revision of The Living Library organisers’ guidebook “Don’t Judge a Book by Its Cover” and its publication.

2013

Study Session “TransForming Universities: Inclusion, Discrimination and Students”, in cooperation with Association of Nordic and Pol-Balt LGBTQ Student Organizations (ANSO)

Study Session “Stronger students' participation for the open society: sharing practices and developing innovative approaches”, in cooperation with European Students' Union (ESU)

Study Session “Youth encountering environmental human rights”, in cooperation with International Young Naturefriends (IYNF)

Study Session “Youth for promoting legality and human rights”, in cooperation with International Youth Human Rights Movement (YHRM)

Study Session “Participation and Democracy: a legal framework for school student rights”, in cooperation with Organising Bureau of European School Student Unions (OBESSU)

Study session “A young volunteer can do anything! Strengthening youth activism on sexual and reproductive rights”, in cooperation with International Planned Parenthood Federation - European Network (IPPF EN)

Study Session “World perspectives: minority voices”, in cooperation with European Youth Press

Study Session “European Young Women Advocating for Human Rights and Equality”, in cooperation with The European Young Women's Christian Association (European YWCA's)

Study Session “COMPASSing DBYN towards HRE”, in cooperation with Don Bosco Youth-Net ivzw (DBYN)

Study Session “Equality in Action: mobilizing LGBTQ youth around the Council of Europe recommendations combating discrimination on the grounds of SOGI”, in cooperation with International LGBTQ Youth and Student Organisation (IGLYO)

Study Session “Deaf youth and politics: human rights, empowerment and active citizenship”, in cooperation with European Union of Deaf Youth (EUDY)

Study Session “Social Inclusion for Active Youth Participation”, in cooperation with Participation for all

Training of trainers on democratic youth participation

Training course for online activists and bloggers on human rights standards on hate speech and taking action against hate speech

National and Regional Training Courses in Human Rights Education in Ukraine, the “Former Yugoslav Republic” of Macedonia, Moldova, Hungary, Romania, Switzerland and Croatia.

National Training Course on HRE in co-operation with the Russian Federation

Euro Arab training course on democratic youth participation and intercultural dialogue
Commemoration of Roma Genocide in Krakow in cooperation with Ternype

Consultative meeting on education for remembrance and tolerance - preparation of the Right to remember

2014

Consultative Group on Human Rights Education/ focus on the next exercise in assessment of the Charter on human rights education and education for democratic citizenship

Study session “Sensitive approaches to sexual orientation in intercultural youth exchanges”, in cooperation with the European Federation for Intercultural Learning (EFIL)

National and Regional Training Courses in Human Rights Education in Hungary, Andorra, Belarus, Armenia, Estonia, Georgia, Greece and France

Study session "Open source – Open mind "- in cooperation with the Cooperation and Development Network Eastern Europe (CDN) and the Federation of Young European Greens – (FYEG)

Training course on democratic citizenship through youth policy and youth work (in Turkey)

Training course for trainers in human rights education with young people

50/50 Joint seminar on youth participation and democratic citizenship in Ukraine

National seminar to consolidate training of trainers and youth workers for youth democratic participation in Algeria and Tunisia

Training course on Human Rights Education with Roma Young People in cooperation with Phiren Amenca

Conference on Human rights education and education for democratic citizenship in Ukraine

Study Session "Tackling the culture of violence: methodology for human rights education with children", in co-operation with the International Falcon Movement-Socialist Educational International (IFM-SEI)

2015

Study Session "Intercultural Learning with Migrants & Minorities – exchange organisations exploring a new dimension" - in cooperation with the European Federation for Intercultural Learning (EFIL)

Study Session "A Preventive Approach in Human Rights Education" - in cooperation with the Don Bosco Youth-Net ivzw (DBYN)

Study Session "'Digital Natives' Advocating for Human Rights" - in cooperation with the European Coordination JECI-MIEC (International Young Catholic Students – International Movement of Catholic Students)

Study Session "Deport xenophobia from European classrooms!" - in cooperation with the Organising Bureau of European School Student Unions (OBESSU)

Study Session "Mind your Language" - in cooperation with the Youth Peace Ambassadors Network (YPA Network)

Study Session "Charter for ALL: Putting Education for Democratic Citizenship and Human Rights Education into practice" - in cooperation with the International Falcon Movement-Socialist Educational International (IFM-SEI)

"Bookmarks Regional training course on combating hate speech through human rights education for CIS countries

Training workshop on combating antigypsyism through education

Seminar on Remembrance and Human Rights, dedicated to the Anniversary of the end of World War II

National and Regional Training Courses in Human Rights Education in Malta, Lithuania, Spain, Italy, Albania and Ukraine.

50-50 Training course on Democratic Citizenship through Youth Policy in the Russian Federation

50-50 Training course on Democratic Citizenship and Youth Participation in Ukraine
Study session Young media makers for human rights! In cooperation with European Youth Press (EYP)

Training Course on human rights education for multipliers in the Russian Federation

Conference on human rights education and the launch of Compass in the Russian Federation
Training course for educational staff of the youth centres in the Council of Europe Quality Label - project focusing on human rights approached

EVALUATION OF THE HUMAN RIGHTS EDUCATION YOUTH PROGRAMME OF THE YOUTH DEPARTMENT OF THE COUNCIL OF EUROPE (2009-2015)

The work of the Youth Department to promote human rights education with young people, often referred to as the Human Rights Education Youth Programme of the Council of Europe, aims to consolidate and support the role of non-governmental youth organisations and as actors in the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. It does so by combining the development and dissemination of tools and resources on human rights education and capacity-building activities for youth organisations members, trainers, multipliers and advocates of human rights education as a human right. More information here: www.coe.int/hre. In 2016, with the occasion of the 3rd Human Rights Education Youth Forum, is evaluating the impact and results of the programme in the period 2009-2015.

This questionnaire is addressed to those who have been involved in the programme in this period either as participants, partners, trainers, etc. In order to fill it out correctly, please keep in mind the following points:

- Please reply to all questions in the questionnaire that apply to you;
- EDC refers to Education for Democratic Citizenship and HRE to human rights education; EDC/HRE Charter refers to Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education;
- This questionnaire may take about 30 minutes. You do not have to fill it out in one go, you can save it and return to it later. If this is what you chose, please remember to enter the survey from the same browser on the same device. Otherwise, your answers will not be saved;
- Provide all answers by 1 July 2016;
- If you have questions or you experience difficulties in filling out this questionnaire, please contact the evaluators at evaluation.coe@gmail.com

Information about the respondent

Name:

Country of residence:

Position/title:

E-mail address:

Name of the organisation/institution (if applicable):

Website:

Type of organisation / institution:

- Youth organisation (registered) on national level
- Youth organisation (registered) on local or regional level
- National Youth Council
- International youth organisation
- Informal youth group/organisation (not registered)
- Federation of non-governmental organisations
- Network

- Research centre/institution
- School
- University
- I am not part of an organisation / institution
- Other (please specify):

How are/were you involved in HRE and EDC? (please describe briefly what kind of activities you or your organisation/institution implement or implemented; specify the target groups and aims)

1. What human rights education activity(ies) have you been involved in with the Youth Department of the Council of Europe between 1 January 2009 and 31 December 2015? (multiple options)

National/Regional training course in human rights education
 Training of trainers in human rights education
 Study session at the European Youth Centres
 Seminar
 Symposium
 Pilot project in HRE (co-financed by the European Youth Foundation)
 Translation of COMPASS or other educational materials
 No Hate Speech Movement campaign
Enter! Access to social rights of young people from disadvantaged neighbourhoods
 Youth Peace Camp
 Youth Peace Ambassadors
 Living Library
 Activities included in the Roma Youth Action Plan of the Council of Europe
 Activities in member states (bi-lateral cooperation)
 World Forum on Democracy
 other (provide details):

2. What role did you have in the activity/activities? (multiple options)

Participant
 Trainer
 Organiser/course director
 Member of a preparatory team
 Representative of a non-governmental organisation
 Representative of the local/national authorities
 Project coordinator
 Translator or controller of quality of translations
 Publisher of educational materials
 Living library organiser
 Rapporteur
 Other: (specify)

3. What have you done as a result of your participation in this activity/these activities? (multiple options)

I developed and implemented a project in HRE (please briefly describe it):
 I organised a pilot project in HRE financed by the European Youth Foundation
 I organised a National or Regional Training Course in HRE
 I became involved in the translation of COMPASS or other educational resources
 I became involved in the No Hate Speech Movement Campaign
 I became human rights activist
 I was involved in the development of new HRE educational materials
 I did a research on human rights / HRE
 I organised a Living Library Project
 I started a new organisation/network
 I joined an organisation
 I organised actions and/or initiatives in HRE
 I contributed to the development to of (youth) policies related to HRE
 I made HRE a priority in my organisation
 I didn't do anything
 Other: (please specify)

4. What was the impact of your participation in this activity/these activities on your personal and professional development? (what did you learn, what has changed in your personal/professional life, etc.) (multiple options)

I got a better understanding of the topics addressed through the activities
 I was motivated to learn more about human rights
 I became aware of my own biases
 I improved my competences in human rights education with young people
 I am able to work with the tools and resources developed by the Youth Department (i.e. Compass, Compasito)
 I was motivated to do advocacy for human rights education
 I understand human rights issues better and I am able to address them educationally
 I learnt about other practices in human rights education with young people
 I understood how the European level can help me to be more effective in my context
 I gained access to funding for my projects
 I got a chance to network with other people
 I got connected to other stakeholders in the field
 There was no impact
 Other, please specify:

Comments:

5. What is/was the added value of the Human Rights Education Youth Programme of the Council of Europe for your work and the general human rights education context in Europe: (multiple options)

Mainstreaming human rights education in youth work and youth policy
 Changing human rights situation in my community/country
 Supporting/encouraging human rights activism
 Ensuring quality educational materials on human rights education with young people

Ensuring access to educational materials
Supporting the agency of young people in human rights education
Ensuring training opportunities for trainers and multipliers at European level
Ensuring training opportunities for trainers and multipliers at national level
Offering access to funding opportunities
Ensuring standards for all stakeholders in human rights education (i.e. Charter on EDC/HRE)
Providing tools for advocacy for human right education
Providing opportunities for networking
Bringing new topics to the core of human rights education (i.e. hate speech)
Providing opportunities for disadvantaged youth to engage in human rights education (i.e. Roma)
No added value at all
Other, please specify

6. Are you still involved in human rights education?

Yes
No

7. If you are a member of an organisation, tick the statements that apply to you (multiple answers possible)

Human rights education is a priority in my organisation
We consistently advocate for human rights education at local/national/regional level
We create knowledge and tools to promote human rights education (for example, manuals for educators)
We organise a great deal of human rights education activities for our members and beneficiaries
We do human rights education activities from time to time
We rarely organise human rights education activities
We do not deal with human rights education

8. What human rights topics – from Compass - do you mainly deal with in your HRE work (multiple answers possible)

Children
Citizenship and participation
Culture and sport
Democracy
Discrimination and intolerance
Disability and disablism
Education
Environment
General human rights
Gender
Globalisation
Health
Hate speech

Intercultural dialogue
Media
Peace and violence
Poverty
Migration
Religion and belief
Remembrance
War and terrorism
Work
Not applicable
Other (please specify):

9. Who is/are the main target(s) of your HRE activities (multiple options possible):

general public
children
young people
young people with disabilities
Roma youth
Migrants, refugees, asylum seekers and/or internally displaced persons
young offenders
Women
LGBTQ+ youth
Disadvantaged young people
Ethnic, religious, cultural and /or linguistic minority youth
Young people in conflict areas
students
education professionals
judiciary
youth workers
trainers
other (please specify)

10. How many people/final beneficiaries have you reached with your activities that result directly from your involvement in the Human Rights Education Youth Programme of the Council of Europe? (please tick the appropriate box)

0-10 people
11-50 people
51-100 people
101-150 people
151 – 200 people
More than 200
Other, please specify:

11. What educational materials developed within the Human Rights Education Youth Programme have you used in your HRE activities?

	never	sometimes	often	always
Compass: Manual on Human Rights Education with Young People				
Compasito: manual on Human Rights Education for Children				
Bookmarks - Combating hate Speech online through human rights education				
Mirrors - Manual on combating antigypsyism through human rights education				
Human Rights and Democracy Start with Us – Charter for All				
Gender Matters – Manual on gender-based violence affecting young people				
Enter Dignity Land! - Game on social rights				
Right to Remember - A Handbook for Education with Young People on the Roma Genocide				

12. To which extent have you used the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education in your work?

- Not at all
- Sometimes
- Often
- Always

Comments:

13. To which extent has your work contributed to the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education?

- Not at all
- To a little extent
- To some extent
- To a great extent

Comments:

12. What have been the main sources of funding for your human rights education activities:

- from public funds (local, national government)
- from private foundations or donors
- from the European Youth Foundation
- from EEA Norway Grants
- from Erasmus+ Programme
- from organisation's own funds
- from contributions from the members of our organisation
- from other sources (please specify):

not financed at all

13. What challenges have you met in your HRE work? (multiple answers possible)

- lack of young people's motivation
- lack of finances for HRE activities
- little or no cooperation between youth organisations and the authorities
- lack of experienced trainers/educators
- lack of tools that respond to our needs
- lack of understanding from your colleagues
- lack of understanding from institutions/ schools
- hostile environment related to human rights work
- political resistance to address certain human rights issues
- other, please specify

14. Please describe briefly how you have overcome these challenges (if you do at all)

15. Please describe briefly what has changed as a result of your HRE work

In you personally	In your organisation/institution (if applicable)	In people's lives (target of your work)	In youth/education policy development and implementation

16. Good practice: Please describe one activity you were involved in as an organiser or a participant and which you consider an example of good practice in HRE. If possible, please provide basic data (dates, title of the activity/project/policy/research/etc., aims and methodology, programme, participants) and explain what makes it a good practice.

17. What should be the areas of focus in the Youth Department of the Council of Europe for the implementation of the Human Rights Education Youth Programme for the next 5 years?

- A/ in terms of aims and objectives
- B/ in terms of activities and support features
- C/in terms of supporting advocacy for HRE through youth work and youth policy

18. Please provide your comments and ideas for improvements to the following elements of the Human Rights Education Youth Programme:

- Educational materials (Compass, Compasito, etc.)
- Support for translation and accessibility of educational materials
- National training courses in HRE
- Trainings of Trainers in HRE

Study sessions

Seminars

Networking among HRE actors

Support to projects in HRE by European Youth Foundation

Advocacy for human rights education at national and local level

Other comments and proposals for improvements

19. Any other comments and thoughts you would like to share

Would you accept to be contacted to explore further your answers in details?

YES NO

If yes, how can we contact you:

By email

By phone (provide your phone number)

By Skype (provide your Skype name)