



COUNCIL OF EUROPE
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Training Trainers for human rights education with young people

30 March – 8 April 2009

European Youth Centre Budapest, Hungary

Documentation of the course

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Edited by Petra Erkkilä and Sabine Klocker

on the basis of texts submitted by the organisers, trainers and participants of the course.

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

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TABLE OF CONTENTS

Introduction	7
Introduction to the Documentation	9
Introduction to the Training Course	10
Programme of the Course	13
Learning Units	17
1 Getting into the Moodle	17
2 Getting to Know Each Other	19
3 Getting to Know the Council of Europe and the Directorate of Youth and Sport	24
4 Non-formal Education and Learning	28
5 Human Rights Basics: Human Rights Encyclopedia	31
6 Human Rights Education Basics	35
7 Human Rights at Home	38
8 Welcome Evening	42
9 Getting Started in Budapest	44
10 Group-building	46
11 Me and Human Rights	48
12 Human Rights	50
13 Human Rights Education and Non-formal Learning	57
14 Thematic Workshops	60
14a Environment	62
14b Peace and Violence	68
14c Diversity	71
14d Terrorism	73
14e Social Rights	76
15 Project Work	78
16 Training and Facilitation Workshops	80
16a Group Dynamics in Educational Activities	82
16b Dealing with Conflicts in Educational Sessions	85
16c Presentation Skills	89
16d Facilitation of Group Discussion	92
16e Debriefing and Evaluation	97

16f	Facilitation of Experiential Learning Activities	100
16g	Intercultural Learning in Educational Activities	103
17	Programme Design	105
18	Follow-up and Evaluation of the Seminar	112
19	Reflection Groups	117
20	Human Rights Club	119
21	Supporting Learning	122
22	International System of Human Rights Protection	131
23	Advocacy and Campaigning	134
24	Human Rights Issues in the World Today	137
25	Diversity and Minorities	139
26	Dilemmas in Human Rights Education	142
27	Overall Evaluation	145
	List of Participants	166

INTRODUCTION

Human rights are at the heart of the Council of Europe and of creating the space of cooperation, peace, democracy and the rule of law that is the principal aim of the Council. The protection and promotion of universal human rights, however, can not be pursued only by international legal instruments, such as the European Convention and the European Court of Human Rights. Human rights need to be understood, cherished and promoted by everyone that they have been created and can benefit from them. Furthermore, human rights, as the consequence of universal needs and a reflection of certain values for organising life together, must also be at the centre of human activity, whether political, economical or cultural and should influence public as well as private spheres of life.

Those involved in non-formal education in youth work should also consider the evolution, practice and challenges of human rights, with regard to their universality, indivisibility and inalienability, and what they mean to the young people of today. Human rights education is more than learning about rights and duties. It is about the way in which learning is shaped and the purpose of learning: learning for human rights is as important as learning through human rights and learning in human rights. This is equally relevant to formal and non-formal contexts of human rights education.

Conscious of the need to explicitly and seriously bring human rights education in the mainstream of the practice of youth work and youth policy, the Directorate of Youth and Sport of the Council of Europe launched in 2000 the Human Rights Education Youth Programme. Since then, the programme has been the focal point for human rights education¹ in youth work and youth policy. It has resulted in the direct training of more than 300 trainers and multipliers at the European Youth Centre in Strasbourg and Budapest, with a much higher figure having been involved in the programme of national and regional training courses set up since 1992 or in the pilot projects supported by the European Youth Foundation.

The production and dissemination of Compass - the manual on human rights education with young people launched by the Council of Europe in 2002 – has been central to this process. Compass presents background concepts essential to human rights education as well as practical activities and methods for use in both formal and non-formal education contexts. Building on accumulated experience of non-formal education and youth work, the manual is based on learner-centred approaches and provides a framework for developing young people's skills, competencies and attitudes related to human rights education. Compass is now available in 27 languages and has served as the basis for countless youth-centred activities with a human rights education dimension. Its on-line version (www.coe.int/compass) has also allowed reaching human rights education practitioners that are less familiar with the work of the European youth centres as well as associating users to the development of the manual.

The success of Compass has resulted in the development of a “junior” version, *Compassito*, specifically designed for introducing human rights education with children.

Since the beginning of the Human Rights Education Youth Programme, the Council of Europe has been conscious of the need to associate national and local partners to the development and implementation of the programme, especially in view of mainstreaming human rights education to all levels of youth work and of making it as relevant to young people as possible. The programme of national and regional training courses in human rights education together with the support for translations of Compass, has been set up with in mind, and with the conviction that support for human rights education needs to be based on a bottom-top approach.

The programme has also aimed at creating and supporting informal networks of trainers and multipliers in human rights education. These trainers and multipliers, after receiving initial training at the European Youth Centre, have been able to, from and within their youth organisations or institutions, contributing to the training and education of other key multipliers as well as to the development of projects for support and advocacy of human rights education.

One of the central activities of the Human Rights Education Youth Programme has been the Training Course for Trainers in Human Rights Education (TOTHRE) of which six editions have been held since 2002. Former participants in these courses play an important role in the human rights education scene in their countries and organisations. In December 2005, the Directorate of Youth and Sport launched also a three-year Advanced Compass Training in Human Rights Education (<http://act-hre.coe.int>) which served to deepen the knowledge and competence of former participants in TOTHRE. Combining learning in intercultural residential seminars with e-learning and project work, the advanced course has represented an important contribution to the sustainability of the Human Rights Education Youth Programme and to the credibility of the contribution of non-formal learning to human rights.

The 2009 edition of the Training Course for Trainers in Human Rights Education – which is hereby documented – represented a major shift in the way the course had been running so as to take into account the experiences of the ACT-HRE course and the evaluations of previous activities. The most important change has been the introduction of blended learning as a full feature of the course through the use of an e-learning platform before and after the residential training seminar at the European Youth Centre. The seminar remains, nonetheless, the central element of the course as nothing replaces the intercultural and dialogical process of living and learning together.

The course de facto ran from February to June 2009, with the evaluation being carried out in September. This way of proceeding is changing significantly the paradigm of European intercultural training courses as they have been run so far. The results are not totally conclusive or convincing: the experience is new and needs consolidation before conclusions are drawn.

In view of this, the documentation of the course through the session outlines is of crucial importance in view of evaluating the educational experience.

The work of the trainers – Justina Pinkeviciute, Sakis, Krezis, Sabine Klocker, Dariusz Grzemny, Darko Markovic and Silvia Volpi – is reflected in the session outlines, complete with the inputs of the participants.

Altogether, we hope that this documentation will be useful beyond the participants in the course and inspire other actors in human rights education in non-formal learning settings.

Rui Gomes

Course director

Head of Education and Training, Directorate of Youth and Sport of the Council of Europe

INTRODUCTION TO THE DOCUMENTATION

The activities within the training course are arranged in modules. A module is a description of the realised activities developed and written by the trainers, aiming at providing you with a further tool for running training courses.

What can you find in a module?

You can find the *Title* given by the trainers to the module or session. You can also find *Background* telling you why the module is necessary, the context in which it is dealt with and the target group. Then you can read about the *Aims* which give the general purpose of the module in the training which is followed by the *Objectives* describing the main goals that the module seeks to achieve. In as far as possible, the latter should also address the learning or educational objectives according to *Knowledge, Skills and Attitudes*.

Competences addressed gives the main competences, which should be exercised during the given session and *Methodology* and methods include only a simple outline of the methods. In addition you can read about the *Programme* that describes the timetable of the actual programme implemented, the *Outcomes* showing the results of the module or anything that came out from the discussion between the participants in the plenary or in groups. *Evaluation* contains the feedback notes that focus on the format of the module and its sustainability as well as a short description of how exactly the module was executed.

Depending on the module you might also find a section called *Follow-up* explaining the main options to continue working with the topic in further activities and *Materials and Handouts* listing the materials that were distributed to the participants within the module. Each module ends with *Appendices* including any additional information.

Finally we would like to draw your attention to the fact that the electronic version of this documentation is accessible on www.coe.int/act4hre Good luck exploring the publication!

INTRODUCTION TO THE TRAINING COURSE

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

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

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

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

The provision of appropriate and accessible educational methodologies and tools (such as the Education Pack “all different-all equal”, Domino and Compass);

The availability of such materials in the national languages of the users;

The existence of trainers and multipliers who, at national and regional level, can act as resource persons and train local multipliers (youth leaders and youth workers, teachers and other educators).

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

Four courses for trainers in HRE with young people have been successfully held in 2002, 2003 and 2004. Participants in these courses have remained active in implementing regional and national training and disseminating activities on Compass and HRE in their organisations’ activities.

This additional course is meant to sustain these achievements by extending the number of trainers involved and supporting other national and regional training courses and pilot projects in 2006.

Parallel to this course, the Directorate of Youth and Sport is running an Advanced Compass Training in Human Rights Education from December 2005 to May 2007.

Aims of the course

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

Objectives

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

Methodology and Programme

The course is designed to give participants the opportunity to experience and reflect upon activities and concepts central to human rights education based on experiential learning approaches. The course is also designed as a mutual learning situation, where participants can compare their approaches to training and to human rights education across Europe in a dialogical intercultural approach and environment. Contributions from experts in the field of human rights will establish a theoretical framework and a common reference point for learning

and communication, and there will be an opportunity to try out and evaluate some of the activities in Compass. Towards the end of the course, multicultural groups of participants will design activities and projects for training in human rights education at national or regional level. A diversity of working methods will be used for learning about human rights and the approaches proposed in Compass. The previous experience of participants, as trainers or educators, will be the starting point of the programme and of the learning process.

The programme of the course will include:

- A review of the evolution of human rights education in Europe and the present challenges that it faces;
- An introduction to the approaches and structure of Compass, the manual on human rights education with young people;
- An introduction to the key instruments and activities of the Council of Europe in the field of human rights and human rights education;
- An analysis of the competencies, skills and values of trainers working with human rights education;
- Opportunities to share experiences and challenges of developing human rights education in formal and in non-formal education settings;
- Practical workshops on skills and attitudes essential to human rights education;
- Opportunities to experiment with and to evaluate different methods and activities found in Compass. Opportunities to design possible training programmes for pilot projects² and for national/ regional courses to be run by participants.

PROGRAMME OF THE COURSE

Monday, 30 March

Arrival of participants

- 19:00 Dinner
- 20:30 Opening ceremony of the Human Rights Club

Tuesday, 31 March

- 09:15 Welcome and round of introductions of participants
- 09:25 Opening of the training course, by Ms Antje Rothmund, Executive Director of the European Youth Centre Budapest
- 09:35 “All those who”...
- 09:45 Institutional context, Aims, objectives and methodology of the course and of the seminar
- 10:10 Short activity and feed-back on the first phase of the course
- 10:20 Working groups [with break included]:
Impressions from the first phase of the course
Sharing of work realities and experiences with HRE
Expectations for the seminar, including comments to the programme and methodology.
- 11:30 Feed-back from the groups
- 12:15 Programme and methodology of the seminar, including feed-back and evaluation of the units done so far (or should this be done earlier?)
- 12:45 Lunch break
- 14:30 Developing communication and cooperation in the group
- 15:45 Break
- 16:00 Roles and functions of trainers in relation to human rights – Plenary introduction
- 18:00 Introduction to Reflection Groups
- 18:10 Reflection Groups
- 19:00 Dinner
- 21:00 The “World Mix Evening” at the Human Rights Club

Wednesday, 1 April

- 09:15 Introduction to the day’s programme
- 09:20 Human Rights: key concepts and definitions
Introduction to the International Bill of Rights
- 11:00 Break
- 11:30 The Council of Europe and the protection of Human Rights, presentation by Mr David Cupina, Directorate General of Human Rights and Legal Affairs of the Council of Europe
Debate with participants and link with the 1st phase of the course.
- 13:00 Lunch break
- 14:30 Human Rights at home: situation and challenges
- 15:45 Break
- 16:00 Universality and interdependence of human rights: a practical snapshot
- 18:40 Reflection Groups
- 19:00 Dinner
- 21:00 Film evening at the Human Rights Club

Thursday, 2 April

- 09:15 Introduction to the day’s programme
- 09:30 “Current challenges to a universal culture of human rights and their implication in human rights education” , inspirational talk by Ms Ellie Keen, human rights activist and co-author of Compass
- 10:45 Break
- 11:15 Working groups on the key issues raised by the speaker
- 12:15 Feed-back from the working groups
- 13:00 Lunch
- 14:30 Compass and Human Rights Education - Introduction and discussion
- 15:30 Practices and dilemmas faced by participants in human rights education activities (in working groups)
- 16:15 Break

- 16:30 Working groups continued
- 17:30 Report from the groups and discussion
- 18:30 Re-groups
- 19:00 Dinner
- 21:00 Networking evening at the Human Rights Club

Friday, 3 April

- 09:15 Introduction to the day's programme
- 09:25 Non-formal learning and its relation to human rights education: key principles and guidelines from and for action
- 10:00 Practicing human rights in non-formal education: opportunities and challenges – in working groups
- 11:00 Coffee break
- 11:30 Working groups continued
- 12:15 Human rights education in the Council of Europe: from discourse to practice, from practice to policy?
- 13:00 Lunch break
- 14:30 Thematic workshops human rights issues and ways of addressing them in HRE activities with young people:
Environment
Peace and Violence
Diversity
Terrorism
Social Rights
- 17:50 Practical information about the evening and the free day
- 18:05 Reflection Groups
- 19:30 Departure for the boat trip and dinner on the Danube

Saturday, 4 April

Free day.

Sunday, 5 April

- 09:15 Introduction to the day's programme
- 09: 45 Thematic workshops human rights issues and ways of addressing them in HRE activities with young people:
Environment
Peace and Violence
Diversity
Terrorism
Social Rights
- 12:15 Introduction to support measures and funding possibilities for human rights education projects at the local, national and regional levels
- 13:00 Lunch break
- 14:00 Individual consultations (about follow-up projects and plans)
- 15:00 Training and facilitation workshops, covering for example:
Group dynamics;
Dealing with conflicts in educational settings
Presentation skills
Facilitation of group discussion
Debriefing and evaluation
Facilitation of experiential activities
Intercultural learning in educational activities.
- 18:15 Reflection Groups
- 19:00 Dinner
- 21:00 Time for ACTION! At the Human Rights Club

Monday, 6 April

- 09:15 Introduction to the day's programme
- 09:30 Training and facilitation workshops, covering for example:
Group dynamics
Dealing with conflicts in educational settings

Presentation skills
 Facilitation of group discussion
 Debriefing and evaluation
 Facilitation of experiential activities
 Intercultural learning in educational activities.
 12:15 Individual consultations (about follow-up projects and plans)
 13:00 Lunch break
 14:30 Designing a programme of a human rights training activity (in workshops)
 18:00 Reflection groups
 19:00 Dinner
 21:00 Project time at the Human Rights Club

Tuesday, 7 April

09:15 Introduction to the day's programme
 09:30 Role and competences of trainers in human rights education – part II
 Individual consultations and group work
 11:00 Break
 11:30 Follow-up projects and plans
 13:00 Lunch break
 14:30 Presentation of the follow-up projects by the participants
 15:45 Break
 16:15 Evaluation of the seminar and preparation of phase 3 of the course
 18:00 Closing of the course
 18:15 Reception and handing-out of certificates.
 19:00 Dinner
 21:00 Follow-up and Party Time at the Human Rights Club

Wednesday, 8 April

Departure of participants

LEARNING UNITS

1 - GETTING INTO THE MOODLE

Title	Getting into the Moodle - Taster (a quick insight into the theme, issue or approach)
Date	Date of opening and closing: 1 March – open all time
Background	Have you ever heard of Moodle? Sounds like a character from Harry Potter books? Nothing more deceiving, it is an open source and free software we are using in order to facilitate learning before the course. So, if you are reading this message now, you are in the Moodle.
Objectives	<ul style="list-style-type: none"> • To introduce participants to the platform, its functions and possibilities • To raise awareness on open-source and free software • To assist participants in discovering the tools available on the e-learning platform • To initiate the learning process through the platform • To stress the importance and relevance of the e-learning phases as integral elements of the whole training course
Contents / Learning areas	Moodle and open-source software Learning to use e-learning tool
Key competences to be developed	<ul style="list-style-type: none"> • Ability to work co-operatively • Ability to network with other people and organisations/institutions involved in HRE
Course objectives addressed	<ul style="list-style-type: none"> • To motivate and empower the participants to actively use information and communication technology as part of their own learning before, during and after the training course • To support participants in further developing their potential as learners and facilitators/trainers in human rights education
Unit structure	<ol style="list-style-type: none"> 1. Introduction to the Unit – a short summary of the aims and objectives of the unit and the explanation of the task to be completed by the participants 2. Short introduction to the course 3. Introduction to Moodle and its functions - a page explaining the relevance of the e-learning in the course and programme for the e-learning phases. 4. Building a glossary together, trying to collect ideas for explaining some terms and concepts like: Moodle, wiki, human rights and open-source. This is done in 3 groups. The groups have the task to explain the following:

	<p>group 1: open source software, wiki, human rights and open source software group 2: GNU, forum, human rights and proprietary software group 3: free software, e-learning, human rights and free software</p> <p>The forum is also open for the groups to discuss the content of the glossary.</p>
Outcomes	<p>This was the first unit put online during the course. Participants were introduced to the course and they got some information on how Moodle works and what the main functions of it are. This was useful as many participants did not participate in the e-learning course before. Afterwards, they had a chance to work in groups (everyone had a chance to choose which group she/he would work in and what terms and concepts they would be discussing. Participants had an opportunity to learn about the basics of the online learning environment and relate it to the human rights framework (the issues of free and proprietary software).</p> <p>The glossary of online learning environment was produced and is available online on the platform.</p>
Evaluation	<p>67% of participants who completed the feedback form considered the unit interesting, for 7% it was not. Also some 76% said the unit was useful for them as human rights educators, and 20% stated it was relevant for them as trainers. The unit was indeed very challenging for different reasons:</p> <ul style="list-style-type: none"> • It was the first unit put online, therefore it was challenging in technical terms. Also, the method chosen (group work) could be challenging without proper getting to know each other, which was done only in the following unit. • It was the first time for many participants to discuss the issues of online learning environment. Some found it very challenging to relate it to the human rights framework, many participants mentioned that this dimension was very new for them. <p>Some participants also mentioned that for them this unit was mainly to get to know the online learning environment by working together with other people, but the topic was not that relevant.</p>
Follow-up	<p>The unit should be done as the second one not as the first. Without proper getting to know each other (which came as a second unit), the tasks for the groups and the method chosen (working in a group) could bring unnecessary challenges.</p>
Appendices – on the platform:	<ul style="list-style-type: none"> • Instructions for the participants • Short introduction to the course • Introduction to Moodle and its functions • Task for the groups

2 – GETTING TO KNOW EACH OTHER

Title	Getting to know each other and building the group (online)
Date	Launched online on 1st March, closed after the residential seminar
Background	Participants after having been selected and after having signed in to the platform, had the chance to get to know each other, furthermore they got a feeling about the other participants, their background, their personalities.
Aim	To get to know each other
Objectives	To become familiar with the use of Moodle/the platform To break the ice among participants To get to know other participants and trainers To share important elements of one's own identity
Competences addressed	ability to work co-operatively ability to network with other people and organisations/institutions involved in HRE ability to develop new activities and adapting existing ones, together with different educational approaches in HRE, taking into consideration local realities, different contexts and target groups
Methodology and methods	Individual work and group work (online): * Filling out online profile * "Who are I?" (from Compass, p. 259) getting to know each other / identity exercise – compiling own identity star in a word file, up-loading it to the platform; contributing to other people's identity stars – pointing out common characteristics
Programme	Getting to know each other and building the group Let's meet...  INSTRUCTIONS First download the template for the exercise  Download the template here Look at the example, it may help you to understand what the activity is about  Example When you finish your star, post a message to the forum below and attach the word document to the message (your identity star)  Who are I Forum After communicating and exchanging with the others, your final star should look more or less similar to the one in the example below  Example - final star You can upload your star below

	 Upload After you finish, please provide your feedback about the unit  Feedback
Outcomes	<p>37 participants (and seven trainers;-) up-loaded their WHO ARE I identity stars and 46 forum discussions were opened to up-load, share and discuss the stars... which some people did very intensively, others rather superficially... depending also, when they joined the process.</p> <p>In general, one can say that the aim and objectives of the session were reached and the level of participation and enthusiasm of participants to introduce themselves to each other and share/learn about each others' personalities/identities, organisations, upon the unit being launched, were extremely high.</p> <p>As some participants were accepted to the course at a later stage, they joined when others had already moved on to other units, and therefore, there was not that much discussion about their identity stars going on in the forum then.</p>
Evaluation	<p>91, 3 percent of the 23 participants who filled out the feedback form online, pointed out that the unit was interesting for them, and this was also expressed in the oral feedback (about the online pre-course phase) at the residential seminar/ToT-HRE. 39,13% of the ones filling out the feedback form stated that the unit was useful from them as human rights educators, 86,96% pointed out that it was useful for them as a trainer and 4,35% considered it irrelevant for themselves.</p> <p>The learning points which participants highlighted are the following:</p> <ul style="list-style-type: none"> + a "safe" , interesting, easy and open method to break the ice in a group that never saw each other....and challenging + This unit works surely well! We can get to know each other and do icebreaking. I wish I had participated in the activity from the beginning. + even I more enjoy face to face communications, I found this activity very useful, and I will try to use this method in my trainings or other projects. + I learned many things about the participants in the ToT and new ways of exploring people's similarities + I found this unit to be a great tool to learn about other people in a creative way through internet. It helped me find people who I share similar interests with or get familiar to other participants. I think it's a great one! + I've done this activity before on paper, but I see that you can also do it online. It's a bit hard though to upload all the different stars etc. Might be difficult with a slow connection. <p>In the feedback/evaluation session of the first phase, which we had during the ToT-HRE residential seminar, several participants stated that they would have preferred to add-up to each others' stars in a WIKI or in some other format online, without having to download so many documents, which was quite time consuming.</p>
Follow-up	<p>This session was followed up by other online sessions and ToT-HRE where participants had many more opportunities to get to know each other</p>

	and each others' organisations, to network, co-operate, etc.
Materials and hand-outs	Compass exercise WHO ARE I (page 259) adapted to online context
Required from participants	<p>To download and fill out the template – point out features of their own identity</p> <p>To discuss and share upon common features in the online forum</p> <p>To add other participants' names, when discovering similarities/common features, to their identity star</p> <p>To upload their final identity star – which is complemented by other participants similar features</p>
Appendices	<ol style="list-style-type: none"> 1) Text online 2) Template WHO ARE I 3) Example of final form/identity star

The objectives of this unit:

- To break the ice among participants
- To get to know other participants and trainers
- To share important elements of one's own identity

What will we do in this unit?

1. Please go to your profile (the simplest way is to click on your name, you can see in the upper right corner of the page) and update it by entering all information that will facilitate contact with other people involved in the distance learning phase. You can do it by clicking UPDATE PROFILE. You may think about putting your MSN Messenger details or Skype nickname you are using. You do not have to provide your telephone number, unless you wish so. It is highly advisable that you upload your PHOTO in order to help other people to link your profile with the face. All in all, it is nice to see you.

In the DESCRIPTION field you should enter the following information (just COPY PASTE it from here):

My organisation:
 My role in the organisation:
 My relation to / connection with human rights and human rights education:
 My interests/hobbies:
 My motto:
 Other information:

Once you finish it, start browsing other people's profiles and reading the information they put about themselves. This will let you imagine and get to know who they are, what they do. You may come up with the questions to particular people. The instant messaging system will help you do it. In each profile you can see a little picture of an envelope. By clicking it, you may send the instant message to the person. If the person is on line, he/she will see it immediately (IMPORTANT: in order to receive instant messages when on line, please enable pop-up windows). If the person is off line, she/he will be able to read messages later and the message will be delivered to the person's email.

How to find instant messages:

- go to your profile
- under it you will find MESSAGE button, click on it
- here you go!

2. The exercise we would like you to take part in is called "Who are I?"

In the exercise we would like to ask you to think about the most important aspects of your identity – how would you describe/present yourself?

Think about the most important features of your identity and share them by drawing your personal star > see examples attached. You can download the template [HERE](#).

Please upload your personal identity star by posting a message to the WHO ARE I FORUM, attaching the file you prepared. Use this forum to communicate with other participants.

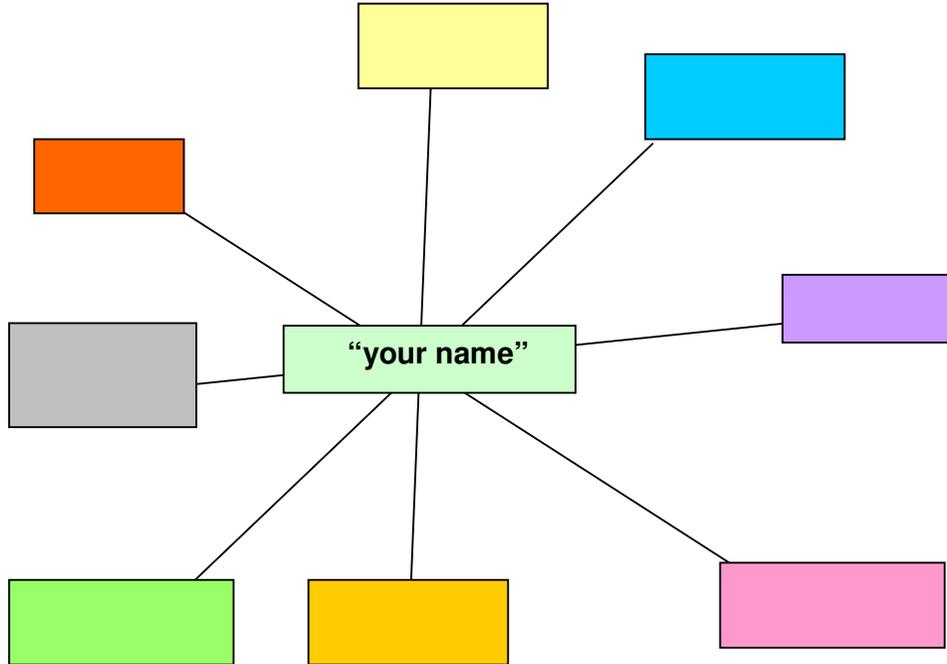
Have a look at the other uploaded stars and if you find someone else with whom you share a beam or ray, then write that person's name near the beam (for example, if Julie and Edith both have a 'music lover' beam, they should write each other's name along that beam). See the example attached. Once your star is finished [UPLOAD IT HERE](#).

Enjoy to find out about each other's personalities and identities.... we will continue with this exercise at the ToT-HRE course!

If you have any problems/questions regarding this unit, please contact: sabine.klocker@coe.int

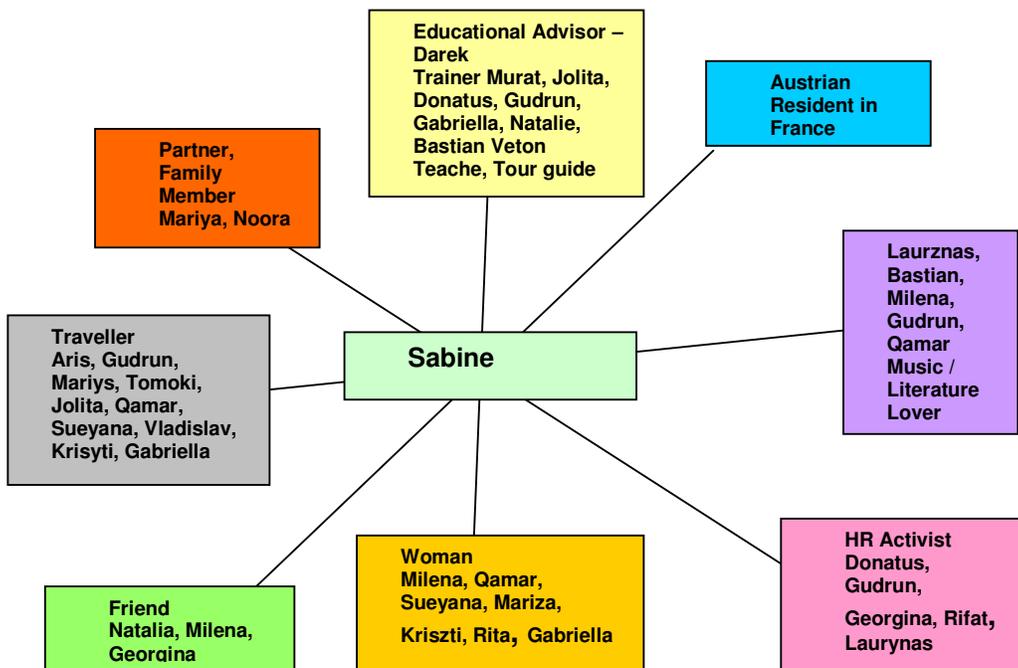
Appendix 2. – Template for „Who are I“

Who are I?



Appendix 3. – Example of a completed form for „Who are I“

Who are I?



3 - GETTING TO KNOW THE COUNCIL OF EUROPE AND THE DIRECTORATE OF YOUTH AND SPORT

Title	Getting to Know the Council of Europe and the Directorate of Youth and Sport - Taster (a quick insight into the theme, issue or approach)
Date	Date of opening and closing: 12 March – 25 March
Background	You can find a lot of information on the Council of Europe and its work on the Internet. But have you ever though how much you are able to process and what information you really need? Check it with a simple quiz and get to know the institution you are coming to!
Objectives	To introduce the institutional framework of the course To increase participants' knowledge on the Council of Europe and DYS To introduce new work priorities of the DYS of the Council of Europe To deepen participants knowledge on the selected mechanisms and instruments on human rights in the Council of Europe
Contents / Learning areas	Knowledge on the Council of Europe and Directorate of Youth and Sport Searching for information and critical selection of it
Key competences to be developed	Knowledge on the Council of Europe and its work in the area of human rights and human rights education Knowledge on different instruments for the protection and promotion of human rights
Course objectives addressed	To associate participants and their organisations with the priorities of the Directorate of Youth and Sport of the Council of Europe related to human rights education To deepen participants' understanding of key concepts of human rights in Europe today
Unit structure	Quiz, consisting of 12 questions covering the basic knowledge on COE and DYS and some questions on human rights and human rights education in the Council of Europe. Participants were asked to respond to these questions.
Outcomes	38 participants completed the quiz. Participants had a chance to get to know the Council of Europe and the Directorate of Youth and Sport. They were also introduced to the Human Rights Education Youth Programme. The quiz encouraged participants to explore the web sites of the Council of Europe, DYS, Compass and HRE portal.

Evaluation	<p>94% of participants who completed the feedback form said they learnt something new about the Council of Europe and the Directorate of Youth and Sport and they found the quiz useful. Other participants were not sure they learnt anything new.</p> <p>For some participants the quiz was refreshing what they already knew and many mentioned they learnt new things by exploring the web sites of the Council of Europe and DYS. The quiz opened also some questions to be answered during the course, especially on the co-management of the DYS. Some people mentioned it was good to provide them with this information before coming to the seminar.</p>
Follow-up	<p>Some of the issues should be followed-up in the seminar – the introduction to the DYS and its co-management structures. The questions participants raised in the evaluation of the unit can be further explored in the seminar as well.</p>
Appendix	<p>Quiz on the Council of Europe and the Directorate of Youth and Sport</p>

Appendix: Quiz on the Council of Europe Directorate of Youth and Sport

"Agenda 2020", which sets the priorities of the youth sector of the Council of Europe for the next 11 years, was adopted during the last Meeting of Ministers responsible for Youth in Moscow last January. **True or false?**

true
false

How many member states does the Council of Europe have?

45 47 27 25 50 10 46

Which countries were the founders of the Council of Europe?

- Belgium, Denmark, France, Ireland, Italy, Luxemburg, the Netherlands, Norway, the United-Kingdom, Sweden
- Belgium, Finland, France, Ireland, Italy, Luxemburg, the Netherlands, Norway, the United-Kingdom, Sweden
- Belgium, Denmark, France, Ireland, Italy, Luxemburg, the Netherlands, Norway, the United-Kingdom, Sweden, Spain
- Belgium, Denmark, France, Ireland, Italy, Luxemburg, the Netherlands, Norway, the United-Kingdom, Sweden, Spain, Portugal
- Belgium, Denmark, France, Ireland, Italy, Luxemburg, the Netherlands, Turkey, the United-Kingdom, Sweden

Which activities are not in the programme of activities of DYS and do not take place in the European Youth Centres in Strasbourg and Budapest?

- Training for Trainers in Human Rights Education
- Seminars and symposia
- Study sessions organised by the International Youth NGOs
- Election meetings of political parties
- Consultative meetings on gender, human rights or intercultural learning
- Sport tournaments

The Joint Council of Youth consists of:

- 30 members of the Advisory Council and 49 governmental representatives
- 30 members of the Advisory Council and 49 governmental representatives and the Director of Youth and Sport
- 30 members of the Advisory Council and 47 governmental representatives and the Director of DYS
- 30 members of the Advisory Council and 47 governmental representatives

Which institutions/bodies are part of the Council of Europe? (multiple answers possible)

- European Council of Europe
- European Court of Human Rights
- Higher Commissioner for Refugees
- European Commission
- International Court of Justice
- Commissioner for Human Rights
- Venice Commission

- International Criminal Court
- Eurimages
- Pompidou Group

Which of these are not member states of the Council of Europe? (multiple answers possible)

- Monaco
- Belarus
- Liechtenstein
- Armenia
- The Holy See (Vatican)
- Cyprus

Compass - a manual on human rights education with young people is already published in:

- 10 languages
- 25 languages
- 27 languages
- 47 languages

Match the Council of Europe institution with its location:

Institutions	Locations
The North-South Centre	Lisbon
European Centre for Modern Languages	Graz
European Youth Centre	Budapest and Strasbourg
European Court of Human Rights	Strasbourg

In which of the following policy areas is the Council of Europe not active?

- Money-Laundering
- Fighting terrorism
- The social and cultural role of landscapes
- Economic cooperation

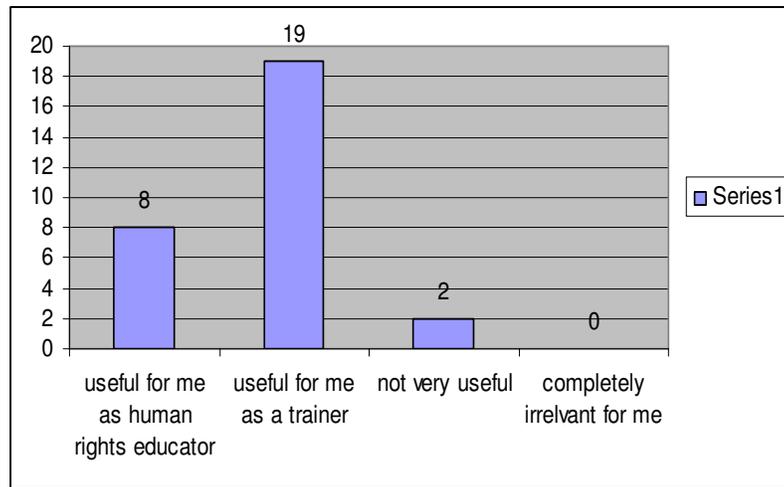
Lluís Maria de PUIG i OLIVE is:

President of the Parliamentary Assembly of the Council of Europe
 Director of the North-South Centre of the Council of Europe
 Deputy Secretary General of the Council of Europe
 Secretary General of the Council of Europe
 Commissioner for Human Rights

4 – NON-FORMAL EDUCATION AND LEARNING

Title	Non-Formal Education and Learning
Background	Non-formal education and non-formal learning are some of the most frequent terms used in the youth sector today (even in the Call for this training course these words are mentioned 11 times). This Unit aims to inspire you to reflect and create your own understanding of these concepts.
Objectives	To stimulate reflection and sharing about different understandings of non-formal education/learning
Contents / Learning areas	Formal, non-formal and informal education Non-formal education and non-formal learning Key principles in non-formal education/learning Non-formal education/learning and human rights education
Key competences to be developed	Understanding of the key principles of non-formal education and its links with HRE
Course objectives addressed	To review and enhance participants' competences (knowledge, skills, attitudes) in working as trainers/facilitators with human rights education in non-formal learning settings; To support participants in further developing their potential as learners and facilitators/trainers in human rights education;
First ideas / Proposed steps:	<ol style="list-style-type: none"> 1. The participants are invited to read introduction and instructions 2. Go to forum and a respond to 2 questions: HOW you and your organization understand non-formal education? Do you know how NFE/L is understood in your country, how? 3. For more information, read the article "The concept and promoters of non-formal learning", written by our colleague Sakis Krezios. 4. Evaluate unit
Feedback	The trainer followed and stimulated the discussion in the forum, summerising the key points and leaving other topics open for the course.
Reflection and Evaluation of the	There were 23 participants who shared their own understanding of non-formal education/learning in the forum as understood by their

<p>unit: Level of participation in numbers:</p>	<p>organization and within their national context. The posts inspired some very interesting discussions which led to additional 26 reactions in the forum. The article "The concepts and promoters of non-formal learning" was viewed 46 times. Finally, 23 participants gave feedback in the end of the unit.</p>
<p>Summary of outcomes:</p>	<p>The on-line unit on non-formal education/learning and enabled space for sharing different views and understandings of non-formal education and learning as well as related concepts of formal and informal education/learning. The session brought to light how different national/organizational realities and practices influence our understanding of non-formal education and its main principles. One of the main outcomes of the unit was actually one of the first "real" dialogues and discussion within the group and served as a good warm up for the course, increasing level of sensitivity for diversity not only in terms of cultural backgrounds, but also in terms of different approaches and practices of non-formal education. It was important to have such sharing in the platform before the course, which inspired some further discussion within the seminar and even led to proposal to have additional discussion on the topic in the informal time (non-formality in non-formal education). In addition to that the participants had possibility to check additional resources and understandings of terms formal, non-formal and informal in Europe and beyond. Finally, the unit initiated sharing resources and useful links amongst the participants.</p>
<p>Some of the main learning points mentioned by the participants were:</p>	<ul style="list-style-type: none"> - increased awareness of difficulty in defining "non-formal education" - clarifying relations and differences between; Formal, Non-formal and Informal Education - deepen the concept of non-formal education and how it is understood in different contexts - increased self-esteem and ability to express thoughts about NFE - Information and knowledge about different views on NFE in countries and organizations - How to use non-formal education tools in the context of formal education
<p>Feedback on feedback:</p>	<p>There were 23 participants participating in the feedback part of this unit. When asked whether this unit was interesting for them 20 participants who submitted their feedback chose "Yes", 1 participant chose "No" and 2 participants were "not sure" about it. When it comes to the usefulness of the unit regarding various aspects, a summary of the responses can be found in the chart below:</p>



It is a pity that only 23 participants took part in the unit. However, a large majority of participants who took part, consider the unit to be very useful for their own learning and further development of trainer's competences. It is very interesting that the unit was considered as less relevant for the role of "human rights educator", although there is little explanation given by the participants on this aspect. It is difficult to assume whether this is due to different understandings of HRE or lack of clarity about the link between non-formal education and HRE or perhaps the very question is considered as less relevant when discussing the "nature" of HRE.

The feedback shows that there is large majority of participants satisfied with the unit and how it was organised. However, a critical comment was made about the time needed to fulfil the unit (and other units before the seminar); furthermore, it was pointed out that the on-line discussion should not replace the real life discussion in the seminar. Finally, several people expressed their satisfaction about the usefulness and quality of the background materials posted by the trainers, as well as the resources shared by other participants.

What is next?
Question for us
to discuss:

Partly, the follow up was already happening during the seminar, in exploring links between non-formal learning principles and human rights education. In addition to that several informal discussions happened, including a live forum on "non-formality in non-formal education" as proposed by Bastian and Snezana. The report and the photos (in the form of an article) from this exercising event could be expected to be uploaded soon by the "organizers".

If there is any further need to discuss issues around non-formal education/learning and for more resources about the topic, you are always free to start a new discussion in the forum.

5 – HUMAN RIGHTS BASICS: HUMAN RIGHTS ENCYCLOPEDIA

Title	Human Rights Basics: human rights encyclopedia
Date	Phase 1 – Getting ready for the course (1 March – 30 March 2009)
Background	<p>One of the aims of human rights education (HRE) is to provide an understanding of human rights issues and equip people with the skills to articulate their rights, and communicate this knowledge to others, as well as to take action to stop and prevent human rights violations (Based on Amnesty International definition of human rights education). Therefore every person who is involved in human rights education process needs to have a thorough and comprehensive understanding of the key principles, norms and standards on human rights, such as their universality and indivisibility.</p> <p>In addition to this it is important to acknowledge the political and legal dimensions of human rights. International human rights law and Intergovernmental organizations are essential for accountability and monitoring processes. Legal and political human rights language can be seen as “dry”, complicated and unapproachable for young people. Therefore, trainers in HRE have to be capable not only of clarifying human rights terminology, but also of showing the connection between international human rights law, intergovernmental institutions and the everyday lives of ordinary people.</p> <p>This unit takes into consideration the varying levels of experience and theoretical foundation the participants have in the field of human rights. In order to complete the assignment, it is not necessary for participants to have prior knowledge of the subject matter because each concept that is addressed in the human rights encyclopaedia will include a short reading list to refer to. Although the overall unit is intensive in terms of the amount of information provided, individual assignments will be short and manageable. The unit aims to identify and clarify a number of important human rights concepts and to explain why this knowledge may be important for young people. Individual work and cooperation between participants will help to produce a clear and useful human rights encyclopaedia, which can be elaborated upon and expanded according to the needs of the participants.</p>
Aims	To increase knowledge and understanding of human rights and to encourage use of human rights language.
Objectives	<p>To clarify basic concepts of human rights;</p> <p>To equip participants with skills to articulate complicated, academic and legal human rights concepts in clear and simple way;</p> <p>To raise awareness that understanding of human rights principles, as well as legal human rights instruments are essential for the protection and enjoyment of human rights.</p> <p>To relate human rights language to the lives of young people.</p>
Competences	The main competences, which are exercised during the given session:

Training of Trainers in Human Rights Education 2009

addressed	<p>knowledge and understanding of human rights principles, associated values, as well as history and philosophy of human rights;</p> <p>knowledge on different instruments for the protection and promotion of human rights and skills in using them in the practice of HRE;</p> <p>ability to work co-operatively;</p>
Methodology and methods	<p>The methodology consists of the combination of individual work and co-operative group work. Participants are encouraged to take personal initiative in clarifying human rights concepts as well as to collaborate with each other in order to match and cross-reference everyone's input.</p> <p>Method is similar to A Glossary of Globalisation from COMPASS; however it is performed on wiki page.</p>
Programme	<p>Timetable of the actual programme proposed / implemented.</p> <p>10 minutes – to read introduction to the unit and to choose concepts from the list;</p> <p>1 hour – to clarify two human rights concepts and to explain why it is important for young people to understand them;</p> <p>20 min – to cross reference concepts with other concepts from human rights encyclopaedia;</p> <p>Total length: 1 hour 30 minutes;</p>
Outcomes	<p>As a group, participants have created a human rights encyclopedia. Although unit did not require deep research into the subject, it provided a possibility to reflect on different human rights concepts and to create a simple way to explain them.</p>
Evaluation	<p>Level of participation in numbers:</p> <p>Choosing a concept to discuss: There were 35 concepts to choose from and 30 participants made a choice!</p> <p>Writing a definition: 22 participants prepared a record for the encyclopedia and wrote a definition to the concept.</p> <p>Connection: Several participants matched their inputs with other concepts a.k.a.: created hyperlinks to other wiki pages ☺ In addition to this, some participants created links to wiki pages outside our learning platform and to other useful pages on internet – well done ;)</p> <p>Commenting on others' definitions / writing an alternative one: 1 participant wrote an alternative definition...</p> <p>Feedback: 21 participants gave a feedback on the unit.</p> <p>In the end of the assignment participants are asked to evaluate the unit by filling out a feedback form. Participants have expressed following comments: “Still need to see how encyclopaedia will develop”, “we need traditional wiki platform”, “very informative”, “too little time”, “too little people done the unit”, “useful”, “how to adapt definitions to young people?“, “Need more discussion”.</p>

Follow-up	The human rights encyclopaedia can be used as a supporting material for the following units in the ToT HRE 2009.
Materials and hand-outs	<p>In order to support research on the basic human rights concepts essential reading lists will be provided. Participants are encouraged to consult the recommended reading list and/or to take initiative to make further research on their own.</p> <p>Note: All documents in the reading list are in English language and accessible in electronic format.</p>
Appendices	<p>The following, to be explored on the platform:</p> <p>List of human rights concepts for human rights encyclopedia</p> <p>Human rights characteristics:</p> <ul style="list-style-type: none"> Inalienable Indivisible, Interdependent, interrelated Universal Obligations (Respect, protect, fulfill) Right holders and duty bearers Human rights violation Accountability Participation Equality and non-discrimination <p>International human rights law:</p> <ul style="list-style-type: none"> Declarations International Bill of Rights Universal Declaration of Human Rights (1948) International human rights treaties International Covenant on Civil and Political Rights (ICCPR) International Covenant on Economic, Social and Cultural Rights (ICESCR) Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) Convention on the Rights of the Child (CRC) Convention for the Protection of Human Rights and Fundamental Freedoms (European Convention on Human Rights) <p>Monitoring and accountability:</p> <ul style="list-style-type: none"> European Court of Human Rights Monitoring Bodies Human Rights Reports Intergovernmental Organisations Human Rights Campaigns

Some human rights from UDHR:

Right to life (article 3 of UDHR)
Prohibition of torture (article 5 of UDHR)
Prohibition of slavery and forced labor (article 4 of UDHR)
Right to seek and enjoy asylum (article 13 of UDHR)
Right to a fair trial (article 10 of UDHR)
Right to respect for private and family life (article 12 of UDHR)
Freedom of thought, conscience and religion (article 18 of UDHR)
Freedom of expression (article 19 of UDHR)
Freedom of assembly and association (article 20 of UDHR)
Right to education (article 26 of UDHR)
UN Non-treaty based machinery
Human Rights Council
Universal Periodic Review
Special Procedures, Special Rapporteurs
UN Treaty monitoring bodies
Human Rights Committee?
Committee on Economic, Social and Cultural Rights?
Committee on the Elimination of Racial Discrimination
Committee on the Elimination of Discrimination Against Women?
Committee Against Torture
Committee on the Rights of the Child?
Committee on Migrant Workers?
Committee on the Rights of Persons with Disabilities?

6 - HUMAN RIGHTS EDUCATION BASICS

Title	Human Rights Education basics
Date	10-24 March 2009
Background	<p>Human Rights Education is a complex and articulated concept. It is more and more, in nowadays realities, a powerful means to activate people to fight for human rights, to defend, protect and advocate human rights, to actively contribute to a positive change of our societies.</p> <p>This unit will help us to start to reflect on the concept and to share our understandings and practices of Human Rights Education, building the foundations of our seminar.</p>
Aim	To create a common background, speaking about HRE, from which to start the seminar in Budapest
Objectives (as in the programme description)	<p>To motivate participants to advocate for human rights education</p> <p>To review and enhance participants' competences (knowledge, skills, attitudes) in working as trainers/facilitators with human rights education in non-formal learning settings;</p> <p>To motivate and empower the participants to actively use information and communication technology as part of their own learning before, during and after the training course.</p>
Competences addressed	<p>knowledge of educational approaches in HRE and ability to apply them into educational programmes in HRE</p> <p>understanding of human rights based approach and its applicability in education and youth work</p> <p>ability to set long-term objectives for HRE in own context, taking into consideration the impact of human rights education on local, regional and national levels</p>
Methodology and methods	<p>Mainly the participants are asked to work individually both preparing the presentation on HRE and at a later stage, having the chance to read some documents about HRE.</p> <p>The individual work is complemented by a sharing moment in which the participants are supposed to share with each other their presentations and also to comment and integrate feedback, proposals, and others' ideas, in each others' work.</p>
Programme	<p>Reading the instructions</p> <p>"Imagine": creation of a presentation of HRE (in 2 sentences) and its importance and relevance in your daily work (local, national or international) to a group of young people, you have never met before.</p> <p>Further readings:</p> <p>1st chapter of Compass, manual for HRE with young people</p> <p>Article of Nancy Flowers "What is Human Rights Education?"</p> <p>Draft UN Declaration on HRE and training the world programme for HRE and special procedures</p> <p>feedback to the unit</p>
Outcomes	The majority of the participants (26 persons) produced a HRE presentation in a creative way, using pictures, images to complement their work. In the Forum the participants had the chance to comment and integrate each other presentation and eventually to start a discussion

	<p>on HRE, but it didn't happen, maybe because the unit was made available in shorter notice than the others and the participants had few time to work on it.</p>
<p>Evaluation</p>	<p>In the end of the assignment participants are asked to evaluate the unit by filling out a feedback form.</p> <p>Level of participation in numbers:</p> <p>Creating a presentation on HRE for young people: 26 participants prepared a presentation on HRE for young people, writing their definition of the concept and/or using images and pictures to complement it. 2 participants did the exercise during the training seminar in Budapest.</p> <p>Commenting others definitions: 18 presentations received at least one comment/feedback mostly mentioning how much did they like each other's work.</p> <p>Feedback: 16 participants gave a feedback on the unit.</p> <p>Summary of outcomes:</p> <p>This unit (along with Unit 8) was made available in shorter notice than the rest.</p> <p>26 participants have created a presentation on HRE for a group of young people. All the presentations included a written text/definition, complemented by the pictures and images representing HR issues.</p> <p>Almost 74% of the participants showed that the exercise has been interesting and useful (see the details in feedback to feedback chapter).</p> <p>The exercise has been the basis to introduce HRE during the training seminar in Budapest.</p> <p>Feedback on feedback:</p> <p>16 participants gave feedback on the unit.</p> <p>9 participants found the unit very interesting, 4 persons quite interesting and 3 persons highly interesting.</p> <p>7 participants found the unit useful for their personal learning process, 3 persons quite useful, 2 persons highly useful and 1 person not so useful.</p> <p>10 participants are quite satisfied of their own contribution, 4 persons are satisfied, 1 person is satisfied and 1 person is not so satisfied.</p> <p>13 persons provided also comments, underlining the usefulness of the activity to explore more "what's HRE?". Some of them pointed out also the difficulties they faced preparing the presentation using only 2 sentences. Some other people faced difficulties to upload larger file than 500Kb.</p>
<p>Follow-up</p>	<p>After the training seminar, the participants were asked to think about HRE and go back to the unit to explore new elements and revise their</p>

	<p>work.</p> <p>The questions asked for the follow up were the following :</p> <p>“What is follow up of our presentations? Do you feel motivated enough to check what other participants trainers think about HRE and which elements they underline while introducing HRE to young people? If you look back to your presentation, after the training seminar, is anything you would like to change? Why? A sort of debate started on “What's HRE?” Is it a HR in itself? Maybe due to the lack of time, the debate was not so participated. Actually, we have the chance to go further in our discussion. Do we take for grant that HRE is a HR? What do you think?”</p> <p>The unit is a good starter to introduce HRE and to let the participants share their competences and experiences. At the meantime it is also an opportunity for them to get prepared for the training seminar, reading the first chapter of Compass and some other relevant articles such as the one proposed in the session.</p>
Materials and hand-outs	<p>1st chapter of Compass, manual for HRE with young people Article of Nancy Flowers “What is Human Rights Education?” Draft UN Declaration on HRE and training the world programme for HRE and special procedures</p>
Appendices	<p>See the online unit for the 1st Chapter of Compass,</p> <p><i>The article of Nancy Flowers: Nancy Flowers, "What is Human Rights Education" in A Survey of Human Rights Education (Bertelsmann Verlag, May 2003)</i></p> <p>The Draft Declaration on Human Rights Education and Training http://www2.ohchr.org/english/bodies/hrcouncil/advisorycommittee/HR_education_training.htm</p>

7 – HUMAN RIGHTS AT HOME

Title	Human Rights at home
Date	Unit open 25 – 30 March 2009 (extended to 9 April 2009)
Background	Human Rights are universal...but they are nearby around you, as well!
Objectives	<p>To motivate participants to explore the existing situation of human rights in the place where they are coming from.</p> <p>To assist participants in developing research-related and information appraisal skills.</p> <p>To familiarize participants with major human rights instruments and entities at national and/or international level.</p> <p>To raise curiosity and cultivate a spirit of inquiry.</p>
Contents / Learning areas	<p>Contents in this Unit aimed at stimulating all three learning levels - cognitive, emotional and behavioral (“Intercultural learning T-Kit”, Coe & EC, November 2000, page 17). Awareness was mainly raised through the inquiry and processing of information relevant to the 3 questions provided (see Template); analysis and synthesis of information aided research conduction, evidence appraisal and IT-related skills while the overall activity raised curiosity and a will for advanced exploration of the issues presented by the participants (a dimension that was tackled further during the residential seminar).</p> <p>In brief, the following topics were reflected in the Unit:</p> <p>Human rights instruments Prevailing human rights issues in national level The relation between the person and human rights Human rights national background and history</p>
Key competences to be developed	<p>The competences that were developed through this exercise are as follows (wording as in page 4 of the “Preparatory meeting Report”):</p> <p>knowledge and understanding of human rights principles, associated values, as well as history and philosophy of human rights (listed as “b” in the Report)</p> <p>understanding of current situation and challenges to human rights, with the special focus on local level (listed as “e” in the Report)</p> <p>creativity in planning and implementing HRE activities (listed as “I” in the Report)</p>
Course objectives addressed	<p>The objectives addressed through this activity are as follows (wording as in page 3&4 of the “Preparatory meeting Report”),</p> <p>a. To motivate and empower the participants to actively use information and communication technology as part of their own learning before, during and after the training course.</p>

	<p>b. To support participants in further developing their potential as learners and facilitators/trainers in human rights education;</p> <p>c. To deepen participants' understanding of key concepts of human rights in Europe today.</p>
Step by step explanation:	<p>Participants were asked to go through an "assignment". Practically speaking, this constituted in filling a "template" (see below) with photos and texts around the topics: prominent figures in the national human rights context, prevailing/neglected human rights issues in the national media and human rights issues that interest the person.</p> <p>All "products" were collected and displayed during the residential seminar as a valuable source of knowledge for increased understanding of the current situation of human rights and for purposes of comparative analysis.</p> <p>The work was followed up during the working groups of the "Human Rights at Home" session that took place the 1st of April and gave the chance to the participants to share their inspiring stories "live" while posing relevant questions and exploring the issues deeper.</p>
Feedback	<p>Feedback was given by the trainer to everyone that fulfilled the assignment before the residential seminar using individual emailing. For the "works" that were submitted during the residential seminar (4, in total) feedback was given on the spot.</p>
Evaluation	<p>The e-learning platform aided the generation of quick and accurate results (mainly, in a statistical representation/graph format) that were made available (after synthesis and compilation by the trainer responsible for the Unit) already the 9th of April.</p> <p>In brief:</p> <p>78% of the 18 participants that evaluated the Unit found it "Rather Stimulating" or "Very stimulating"</p> <p>75% found it "Rather useful to my work" or "Very useful to my work".</p> <p>50% found it "Rather..." or "Very challenging".</p> <p>Only 6% found it "Very demanding" and only 17% found it "Little demanding"; the rest found the activity to be in between.</p> <p>The ones above and the rest of the data presented in the relevant document show that it has been an interesting and successful activity.</p> <p>By the trainer</p> <p>"Human rights at home" online Unit had to find a balance between being not very demanding (short notice) and enough challenging to raise motivation. At the same time, it had to be interesting for everyone (for an international audience) while making sure that very special, country-specific, issues are brought forward. Last but not least it had to ensure continuity between the pre-seminar/online phase and the residential seminar.</p> <p>It can be safely said that these challenges have been tackled appropriately</p>

and the needed balanced was almost perfectly achieved. More than half of the people finalized the task, issues raised constituted one of the major sources feeding formal or less formal discussions and the “products” were extensively used during the seminar (especially during a discussion group but also in an exhibition manner).

Notwithstanding, possibilities for increased sharing and exchange could have raised even more curiosity and offered a platform for clarification and advanced research. This could have been achieved by making available a “forum” in the e-learning platform (although for a “forum” to have been functional and useful, more time should have been allocated). Lastly, the works submitted will be included in one compilation and made available to everyone. This will definitely provide participants with more opportunities for sharing and inquiry.

Click [here](#) or [here](#) (ctrl+click) and see the cases that have reached the ECHR and other international juridical bodies. Find one that involves your country and you consider interesting, take note of it and bring it with you in Budapest!

<p>Name:</p> <p>Country:</p>	
<p>A photo/image of a figure from your country's history that has championed, insistently promoted or fought for human rights and the values they reflect</p>	<p>Some words about this figure...Who was s/he, when and where, what s/he did and anything else you consider important. Keep it between 50 – 80 words.</p>
<p>A photo/image of a human rights related issue that gets "special" attention from the media in your country. If there are many, please choose one.</p>	<p>Why do you think this human rights' related issue gets attention from the media. Do you think there are ones that are completely ignored? Why so? Keep it between 50 – 80 words</p>
<p>A photo/image of a human rights related issue that interests you the most?</p>	<p>Tell us something more about it; why is it of high interest for you? What do you do about it? Keep it between 50 – 80 words</p>

8 – WELCOME EVENING

Title	Welcome evening
Date	Monday 30 March, 20.00 – 21.00
Background	This unit regarded “ice breaking” and the initiation of the “live” team development process; it took into account the outcomes of “Unit 2 – Getting to know each other & building the group” that was realized in the online platform. It was special in the sense that unlike any other similar “ice breaking” sessions taking place massively around Europe and beyond, this one had to “break the ice” that in many cases was “already broken” digitally; but the last statement needs by self pages of inquiry and hours of discussion! All in all, it is always fun!
Aims	To “break the ice” between participants and participants and the trainers’ team; to create bonds and lay the premises for a comfortable and cooperative learning environment.
Objectives	<ul style="list-style-type: none"> - To enhance the cooperative spirit and the ability to work in teams; - To offer a dynamic space for social interaction; - To facilitate the process of getting to know each other and to kick off networking and synergies among participants
Competences addressed	<ul style="list-style-type: none"> *ability to work co-operatively *ability to network with other people and organisations/institutions involved in HRE (partly) *creativity in planning and implementing HRE activities (partly)
Methodology and methods	<p>Methodology</p> <p>The methodology followed, took as a starting point the “work” that had been done online in terms of getting to know each other (Unit 2, forum posts and replies, upload and maintenance of a profile etc). It was based on active involvement and interaction while the application of creativity (in the sense of “amateur” artistic expression) spiced up the process. The main methods utilized were:</p> <p>Round of names & Ball toss. Participants had to say their names in circle. After that a ball was introduced. Every participant had to toss the ball to another one while thanking by name the one that tossed the ball to him/her and saying to whom s/he is tossing the ball to. When the ball reached the last participant it had to go back in the same way as it came! A second and a third ball was inserted in the meantime and always, tossing should follow the same way.</p> <p>World map & body building. Participants orientated themselves in the room according to where they come from; after they found their space they were asked to create with their body/ies a symbol of their place of origin (a statue, a building, a drawing etc). When everyone was ready, one by one briefly told the rest the place and the symbol (the others were allowed to guess) and why this particular symbol was chosen.</p> <p>Stars II. Continuation of the “Unit 2” activity and adaptation of the activity one can find in Compass. Participants were given their “stars”</p>

	<p>printed and had to go around, meet with others and explore common interests, background and more.</p> <p>ACCESSorize. Participants had to create an accessory (hat, tie, ring etc) and write on it “things (not only material) that they will bring in the seminar and more specifically in the Human Rights Club”; and that, constituted their “key” to access the Human Rights club that followed. Everyone had to read out loud what was written on the accessory s/he prepared.</p>
Programme	<ul style="list-style-type: none"> - Welcome note 5’ by Rui Gomez - Round of names & ball toss, 15’, Dariusz Grzemny – Athanasios (Sakis) Krezios - World map & body building 10’, Justina Pinkeviciute - Stars II – The return, 18’, Sabine Klocker - ACCESS(orize), 15’, Darko Markovic – Silvia Volpi - Human Rights Club by Petra Erkillä - Practicalities, after the inauguration, by Rui Gomez
Required from participants	Participants were fully involved during the whole process.
Outcomes	<p>Being able to put the “name” in the “face”</p> <p>More information about participants backgrounds and desires (called “ice breaking” ☺)</p> <p>Inauguration of the “Human Rights Club”</p> <p>A nice decoration for the place</p> <p>Technically (practical information, exploring the working spaces etc) and essentially (knowing who is who, sharing “social” information etc) the “tone was set”.</p>
Evaluation	<p>The activities included in this Unit had a diverse character: chatting, body expression, artistic creativity etc. However one can describe them, they were certainly not dull as a whole. Participants had all means to express themselves in the way they thought it was better for them and had many possibilities to get acquainted with the rest, the team and the spaces.</p> <p>It was quite of fun, actively engaging and rather interactive. It had continuity: from basic information to more in-depth details, from static representation to more creative – “feel free to express” fashion. It ended with the inauguration of the HR club as a symbolism that the main informal moments (that greatly aid more ice breaking) would take place there in the coming days.</p>
Follow-up	Once this Unit was related to the Human Rights Club, all what happened there afterwards was indirectly connected to this Unit.
Materials and hand-outs	Print outs of the Stars, as submitted in the platform; basic seminar gear for participants to create accessories; 3 balls (or something that resembles them).

9 – GETTING STARTED IN BUDAPEST

Title	Getting started in Budapest
Date	Tuesday 31 March – 09:15 – 12:45
Background	<p>Every activity has to get started... Some elements and functions can not be avoided, and the more “European” the activity is, the more explicit some things need to be addressed and explained. In the case of this training course for trainers, in its sixth edition, a new dimension is brought in by the interaction in the e-learning platform. This creates the impression that we all seem to know each other and the context a bit, or even quite well. The function of formally “introducing” the course and its actors is therefore probably less important.</p> <p>Nonetheless, some these functions remain valid, such as: Making sure that the institutional context is clear for everyone and adequately introduced; Introducing all the stakeholders in the course (actually meeting); Starting together with the same rhythm, especially after the e-learning introductory phase; Getting to know each other (personally and communicating face to face), including their own expectations and contributions to the course.</p>
Aims	To officially open the training seminar and clarify the frameworks of the course with all stakeholders so as to start on a common footing (in relation to information, communication and participants).
Objectives	<p>To present the institutional framework of the course; To introduce the main course stakeholders: participants, trainers, organisers; To share expectations and experiences; To build the foundations for communication and cooperation in the group.</p>
Competences addressed	<p>Ability to network with other people and organisations/institutions involved in HRE; Ability to work cooperatively.</p>
Methodology and methods	The methodology consists of a combination of all the methods and features of the course “in a nutshell”. The participants will experience the variety of methods and approaches that are likely to be practiced during the course in a single session (plenaries, group work, collaborative work, etc.).
Programme	<p>09:15 Welcoming of the participants in the plenary session 09:20 Round of introductions of all present 09:20 Official opening by Ms Antje Rothmund, Executive director of the European Youth Centre Budapest 09:30 All those who... 09:40 Institutional context, Aims, objectives and methodology of the course and of the seminar</p>

	<p>10:05 Short activity on the first phase (feed-back, re-connecting – visually, we see who did what)</p> <p>10:20 Working groups: Impressions from the first phase of the course Sharing of work realities and experiences with HRE (possibilities: starting with Pancho drawings, or using group collages. Alternative: Front Page, full fledged but adapted to the activity)</p> <p>Expectations for the seminar, including comments to the programme and methodology.</p> <p>11:30 Feed-back from the groups</p> <p>12:15 Programme and methodology of the seminar, including feed-back and evaluation of the units done so far</p> <p>12:45 Lunch break</p>
Required from participants	Anything that the participants need to do or to bring with them in view of this session.
Outcomes	<p>The group has got the conditions to communicate and to create;</p> <p>The participants know the institutional context and the institutional expectations;</p> <p>Participants have evaluated and reviewed the units introduced in the first phase;</p> <p>Participants understand the methodology of the course and how they can contribute to its programme. They have made proposals on how to improve it in relation to their expectations.</p>
Evaluation	<p>The session was evaluated positively by participants, even though some commented that it could have been more interactive and less formal. Whereas some participants needed the entire framework, getting to know once more the institutional context, aims, objectives etc., others felt that they had already gotten this information online, during the first phase on the platform. The team and the majority of participants still agreed that it was important to go through the various details of the course, visualize the entire process, in order to connect the first phase with the residential course and to create a common ground and understanding.</p>
Follow-up	Ongoing, throughout the residential training.

10 – GROUP BUILDING

Title	“Group building” – Developing Co-operation and communication in the group
Date	Tuesday 31 March – 14:30 – 15.45
Background	After general introductions in the morning and some feedback on the pre-course learning phase, this programme element focused on “building the group“, developing co-operation and communication within the group, dealing with communication and HRE. The session after - on “Me as a Human Rights Educator“ - was logically connected to this one, as it aimed at exploring participants’ understanding on HRE and the roles a Human Rights Educator should play.
Aims	To get to know each other and build a group
Objectives	To continue to getting to know each other To encourage communication and co-operation among participants
Competences addressed	creativity in planning and implementing HRE activities ability to work co-operatively skills in developing and delivering HRE activities taking into account the needs and concerns of young people
Methodology and methods	The methodology applied was mainly based on the experiential learning circle and participants had to go all the way through from a concrete – structured – experience to pragmatic links; at the same time it had to take into consideration the setting (unfortunately not outdoors) and put a challenge in the group as a whole.
Programme	14.30 – 15.15 – TRAINers’ Circle This is an activity that combined work in small groups (involving trust between the members, development of a – non verbal - communication code, planning and strategy development and more) but also the attainment of a task from the group as a whole. In detail: Participants were split randomly into six groups. The groups were positioned all over the room facing at as different directions as possible. They were explained the task: the groups had to come together in one big circle; only one person of the small groups was able to see; the others had their eyes blindfolded. Nobody was allowed to talk. They had 2 minutes to devise a strategy within the group, a strategy of communication and moving. After they managed to get into the big circle as one group, everybody was asked to keep their eyes closed and also those that had them open in the previous phase had to close them. Now they were allowed to talk. Their task was to construct sequentially 3 letters: H R E by moving in the circle, holding hands; they could leave their hands when they were close enough to finalize each letter (so that this was actually becoming

	<p>possible). After they were explained the task they had 10 seconds to open their eyes. They were also asked to open their eyes when each letter was done (so to see the outcome of their efforts). Then they had to close them again. Every after letter they were coming back to the big circle.</p> <p>15.15 – 15.45 Debriefing Impressions of the exercise as participants. Indicatively, these were some of the questions asked: 1) What was their first reaction when they were explained the tasks? 2) How did they work in the small groups? What was the strategy? 3) How did they feel being led? 4) What does this exercise demonstrate/tell us about our course?</p> <p>Impressions of the exercise as trainers. Indicatively, these were some of the questions asked: 1) What are the strong elements/drawbacks of this exercise? 2) Can you think of any adaptation?</p>
<p>Outcomes</p>	<p>As most of the team building activities, this one achieved in bringing the group closer and further breaking the ice. At the same time it planted the first seeds of cooperation and synergy between the group members. It also helped in creating a good atmosphere once it included quite a few “yeah, we did it!” moments. Lastly, it gave the chance to participants to look at the overall activity from the “trainer’s shoes”; and this was the very first time to do so during the course.</p>
<p>Evaluation</p>	<p>In general, if weather allows (sometimes, even if it doesn’t!), team building activities should take place outside. This one didn’t. But still it included moving and it was rather cooperative. It had all the necessary elements to bring the group in front of several challenges and thus to stimulate their problem solving, communication and critical thinking skills. However, for this specific group, the “volume” of challenge, should have been higher. Whether because they were trainers themselves (meaning, that they are also implementing similar activities) or simply because the setting didn’t help, the challenge thrown in was not enough at some points and for some people.</p> <p>Nonetheless, it created a feeling of group success, fed the “feel good factor” and set a nice atmosphere. Debriefing aimed at balancing the two sides of analysis: as participants and as trainers. It was maybe more needed, that the analysis as trainers should have gone further and deeper. But in general, it tackled all the important points (increasing the challenge, shortcomings, using it with different groups, preparation for the activity etc).</p>
<p>Follow-up</p>	<p>Co-operation, communication and group building will be continued and supported by the training team in many other sessions, within and ‘outside’ the official training programme.</p>

11 – ME AND HUMAN RIGHTS

Title	Roles and functions of trainers in relation to human rights
Date	Tuesday 31.March 2009
Background	<p>Being a trainer in human rights education involves playing many roles – project manager, evaluator, activist, advocate, etc. Some of those roles are played by the trainers more often than the other depending on the context of the work, needs of the target group and the approached used to human rights education. The reflection of these roles is essential for the trainers in human rights education as it helps realising the own responsibilities as a trainer, brings a reflection on the meaning of human rights education and helps becoming aware of the training needs in order to perform certain roles.</p> <p>The session is both, a continuation of the getting to know each other/group building process and a warm up for the topic of the course. The session aims at exploring participants' initial understanding of roles and functions in relation to human rights. These roles are very closely connected to the competences, which participants had a chance to assess before the course by filling in the self-assessment of competences. This exercise will be repeated after the seminar, using an e-learning platform.</p>
Aims	To explore and share participants' understanding of the roles and functions of a trainer in relation to human rights.
Objectives	<p>To continue the getting to know each other process</p> <p>To warm up for the topic of the course</p> <p>To reflect on the roles HR educators should play in relation to human rights</p> <p>To share participants' understandings of HR educators' roles</p>
Competences addressed	<ul style="list-style-type: none"> - understanding of the key principles of non-formal education and its links with HRE - understanding of the role of facilitators of HRE processes and ability to competently plan own learning - ability to work co-operatively
Methodology and methods	The session will start with the short introduction, after that participants will be asked to individually reflect on the roles they play in relation to human rights and prioritise them according to the ones they play the most to the ones they play the least. The results will be shared in the working groups. The groups should come up with tag clouds presenting the roles that were mentioned by the groups the most and the least, and mark them accordingly in the tag clouds – if they were mentioned more the role should be put in bigger letters than the ones that were mentioned not that often.
Programme	<p>16.00 Introduction</p> <p>16.15 Diamond ranking (individual work)</p> <p>16.35 Group work (facilitated by the trainers)</p> <p>Task for the group: Share your diamond ranking and explain why you decided to prioritise it like that.</p>

	<p>How does it affect your HRE practice as being a trainer/facilitator/educator? Preparing a tag cloud</p> <p>17.35 Sharing tag clouds in plenary (in plenary participants present their clouds and respond to the second question) 18.00 End</p>
Outcomes	The participants had a chance to reflect on their roles in relation to human rights. Individual reflection was used in order to deepen the roles and functions of an educator/trainer in human rights education – this was done in the groups. The groups prepared the tag clouds mentioning the roles they consider important. There were many roles mentioned, however the ones that were repeated were: activist, educator, evaluator, facilitator, project manager.
Evaluation	The session was evaluated very positively by the participants. They valued especially the individual reflection as for many of them it was the first time they did it. Many of them mentioned the fact that self-assessment of competences that was done before the course helped them in realising what roles they play as in relation to human rights.
Follow-up	The session on roles and functions in relation to human rights should be further continued before the evaluation of the course. The self-assessment of competences (the final one after the course) can also include the reflection on roles and functions in relation to human rights.
Materials and hand-outs	- instructions for the groups

12 – HUMAN RIGHTS

Title	Human Rights
Date	1- 2 April
Background	<p>One of the aims of human rights education (HRE) is to provide an understanding of human rights issues and equip people with the skills to articulate their rights, and communicate this knowledge to others, as well as to take action to stop and prevent human rights violations (Based on Amnesty International definition of human rights education). Therefore every person who is involved in human rights education process needs to have a thorough and comprehensive understanding of the key principles, norms and standards on human rights, such as their universality and indivisibility.</p> <p>Development, challenges and instruments of human rights.</p> <p>Our ideas of Human Rights are not static and understood the same way and in the same form everywhere. They evolve and their understanding needs to be contextualized, even if they are universal (Taken from Module 5 “Challenges to Human Rights Today”).</p> <p>It is therefore important to reflect and understand how development and change in moral standards, politics, law and social movement influence the enjoyment of human rights. In order to understand the whole context of the continuing struggle to promote and protect human rights, trainers have to be acquainted with the philosophical foundation of rights, basics of international human rights law and politics. In addition to this, trainers have to understand how local and global achievements of social movements influence the enjoyment of human rights. Basic knowledge and capacity to see human rights in the political, legal, moral and social context allows trainers to work with a wide variety of human rights related issues and to feel comfortable dealing with different oppositions to human rights.</p> <p>Human rights protection mechanism: Council of Europe and human rights</p> <p>An issue and challenge that is common to many occasional trainers and multipliers in human rights education is the fear or the lack of knowledge concerning legal instruments for the protection and promotion of human rights. On the one hand, the trainers need to be equipped with basic information on such issues and, on the other hand, as trainers they should be able to deal with that information (and help their trainees to deal with it and learn from it). What makes human rights more than a set of moral prescriptions is their normative function, the fact that they are applicable and that people, including young people, can claim in court. In that respect, knowledge of human rights and how to make them applicable in one’s context or country.</p> <p>The protection of human rights does not start in the United Nations or the Council of Europe. Human rights violations are most often perpetrated on national level by state institutions. Based on the</p>

	<p>application of a principle of subsidiarity, the best protection of human rights is the one that happens “at home” and is guaranteed by the national legislative and judicial systems. Therefore, in order to understand the European system on protection and promotion of human rights the national mechanisms should be analysed related to them. Participants very often lack this basic knowledge on the national systems of human rights protection and promotion.</p> <p>This module is therefore constructed in the way that should lead to understanding both the national and the European systems of human rights protection and their impact on human rights education with young people. Therefore, it is important to look at the work of the European Court of Human Rights in the Council of Europe, as it is the main body protecting human rights in Europe, without neglecting the importance of constitutional rights guaranteed in participants’ countries (From Module 6: Human Rights Within the Council of Europe and in participants countries).</p> <p>Current challenges to a universal culture of human rights and their implication in human rights education</p> <p>To be a human rights educator or trainer is to be a member of global human rights movement. Therefore, it is essential for human rights educators and trainers to feel and understand current global challenges to the enjoyment of human rights.</p> <p>Even before world economic crisis started, humanity suffered poverty, gross inequality and a danger of climate chaos. People around the world were already feeling the effects of rising food prices, poor housing and a lack of essential public services. Today the world is facing huge instability that mostly affects the poor and underprivileged. On the 2nd of April 2009 world leaders will gather in London to address the global financial crisis. In this context participants of the training course are encouraged to reflect on the role of human rights education in addressing challenges to a universal culture of human rights.</p>
<p>Aims</p>	<p>Overall aim: to deepen participants’ understanding of human rights.</p> <p>To raise participants’ awareness of key principles, norms and standards on human rights and to provide a framework to understand the genesis, and contemporary development of Human Rights.</p> <p>To learn about and analyse the mechanism for the monitoring and accountability of human rights within the Council of Europe and its relation to the national HR protection schemes existing in participants’ countries.</p> <p>To raise participants’ awareness about current challenges to the enjoyment of human rights and to reflect on the role of human rights education in addressing them.</p>
<p>Objectives</p>	<p>Development, challenges and instruments of human rights</p> <ul style="list-style-type: none"> To provide reference points regarding the origins of the concept of human rights and their recent developments;

	<ul style="list-style-type: none"> • To recall and explore the main principles and characteristics of human rights; • To develop participants knowledge and awareness of the International Bill of Rights; • Human rights protection mechanism: Council of Europe and human rights • To learn about the European instruments for the protection of HR, in particular the European Convention on Human Rights; • To learn about the function and work of the European Court of Human Rights; • To reflect on and discuss the challenges and limitations to the protection of human rights nowadays; • To develop participants' ability to link and relate human rights education and human rights mechanisms; • To relate the existing instruments of HR protection in participants' countries with the European system of its protection; • Current challenges to a universal culture of human rights and their implication in human rights education • To present and discuss current dilemmas and challenges to the enjoyment of human rights today; • To reflect on importance of accountability for human rights fulfillment; • To encourage participants to take action at local and global level; • To provide participants an opportunity to reflect on their role as human rights educators; • To start addressing HRE and connect human rights issues to HRE.
<p>Competences addressed</p>	<ul style="list-style-type: none"> • knowledge and understanding of human rights principles, associated values, as well as history and philosophy of human rights • knowledge on the Council of Europe and its work in the area of human rights • knowledge on different instruments for the protection and promotion of human rights and skills in using them in the practice of HRE • understanding of current situation and challenges to human rights, with the special focus on local level • understanding of human rights based approach and its applicability in education and youth work • ability to translate human rights value framework into personal, social and professional actions • ability to work co-operatively
<p>Methodology and methods</p>	<p>Development, challenges and instruments of human rights</p> <p>The methodology consists of a combination of lecturing, individual and group work.</p> <p>The unit starts from sharing in pairs about human rights objects participants have brought from their countries. The unit continues with introductory lecture on the International Bill of Rights that shows how and in which historical and political context UDHR and both covenants</p>

were created. Input is followed with group activity HR at home where participants have to discuss how principles of human rights are understood in their countries and how the recognition and enjoyment of human rights has evolved. In the end participants are asked to find a common HR person/organization/movement with whom they can identify with.

Human rights protection mechanism: Council of Europe and human rights

The methodology consists of a combination of lecturing and group work. The session starts with the introductory lecture by an expert and plenary discussion (possibility to address the expert). After the lecture participants are divided into small working groups where they have a task to discuss following questions:

Which HR are guaranteed by constitution?
What HR protection mechanisms exist in your country?
How is your organisation related to these bodies? Why? Why not?

Current challenges to a universal culture of human rights and their implication in human rights education

The methodology consists of a combination of lecturing and group work. After inspirational talk participants are divided into small working groups and asked to create a message to the G20 leaders and G20 000 protesters that reflects their opinion on current challenges to human rights and role of human rights education.

Programme

April 1st

9:15 Introduction to the programme of the day

9:30 HR objects

9:40 Introductory lecture to the International Bill of Rights, by Rui Gomes

11:00 Coffee break

11:45 Working groups on HR at home

12:45 Lunch break

14:30 Energiser + sharing one common HR person/organization

14:45 The Council of Europe and the protection of Human Rights – presentation by Mr David Cupina, Directorate General of Human Rights of the Council of Europe

16:00 coffee break

16:30 Working groups on HR mechanisms at national level and relation to European mechanisms

18:15 Reflection groups

19:00 Dinner

April 2nd

	<p>9:15 Introduction to the programme + energizes</p> <p>9:30 “Current challenges to a universal culture of human rights and their implication in human rights education”, inspirational talk by Ms Ellie Keen, human rights activist and co-author of Compass</p> <p>10: 45 coffee Break</p> <p>11:15 Working groups: A message to G20 and/or G 20 000</p> <p>Step 0: division into 5 working groups</p> <p>Step 1: work in small group and preparation of a statement to the G20 ”Current challenges to human rights and role of human rights education.”</p> <p>12:45 Introduction to the Thematic Workshops.</p> <p>12:55 Introduction to the individual consultations</p> <p>13:00 Lunch</p> <p>14:30 Access to medicaments</p> <p>19:00 Dinner</p> <p>21:00 HR Club</p>
<p>Required from participants</p>	<p>Copy of their countries constitution</p>
<p>Outcomes</p>	<p>Human rights at home: during this session participants shared information about enjoyment of human rights in their countries. Those who completed online unit No. 10 had a chance to present their Human Rights House.</p> <p>Cooperation with national/regional/international HR protection bodies: After working groups participants reported on the platform different ways their organisations are connected to national/regional/international HR protection bodies, including:</p> <p>National level</p> <p>With all levels of Court system (National Foundation for Democracy and Human Rights in Uganda, hereafter NAFODU) Uganda Human Rights Commission (NAFODU) Inspectorate General of Government (to address corruption related complaints) (NAFODU) DNYC is part of the Dutch National Coalition for Children's Rights. This is a coalition including organizations like Unicef, Defence for Children, Save the Children. Together with coalition DNYC also lobby for the respect of children's and youth rights with the national and local government. DNYC reports about all obvious violations of human rights, mostly discrimination observed in public media and especially encouragement of violence against minorities to the Public Prosecutors that launch an investigation and take the cases to court. (Tolerant Youth Association, hereafter TYA). Cooperates with the Ombudsman for Equal Opportunities (TYA) Cooperates with the Ombudsman for Equal Rights of Men and Women (TYA) Carries out studies and investigations together with the institute for Human Rights (TYA).</p>

International Federation of Hard of Hearing Young People (IFHOHYP) is working with other disability organisations in the application of the new UN Convention on the Rights of Persons with Disabilities into the Finnish legal system.

International level:

Bulgarian Network for Human Rights Education (BNHRE) has submitted a shadow report to the Advisory Committee for the implementation of the Framework Convention for the Protection of National Minorities.

BNHRE cooperates with OSCE's Office for Democratic Institutions and Human Rights (ODIHR)

DNYC cooperates in preparation of reports to several HR bodies, such as the UN Children's Rights Committee and the CoE High Commissioner for Human Rights.

Cooperation with Amnesty International and Human Rights Watch (TYA)

Which human rights are guaranteed by the constitution?

In small working groups participants had to analyse their own constitution and to find which human rights are guaranteed by it. Some participants have reported that it was the first time they have read their countries constitution.

Message to G20 or G 20 000:

In small groups participants have created video messages to G 20 and to G 20 000 protesters.

Evaluation

This section contains the feedback both from the session (whenever there was feedback) and from other evaluation and feedback expressed by participants. These feedback notes focus on the format of the session and its sustainability – not on all possible aspects that participants may give feedback upon.

Format of the session

Input based sessions: these sessions were very intensive in terms of the amount of information provided. Some participants expressed that sessions were too long and it was hard to keep the focus. On the other hand, some participants have mentioned that the Introduction to the International Bill of Rights touched a lot of important questions; however, there was not enough time to resolve them in consistent way.

Power – point presentations: during several sessions power-point presentations were used. Consequently participants have expressed wish to avoid ppt presentations in the future.

Inspirational talk: this session created quite mixed feelings. For some participants inspirational talk was challenging and inspiring, for others it seemed to be too controversial. In general participants pointed out that it was good to have a session that questioned our moral standards and role of human rights educators.

Working groups: working groups were appreciated by participants because they gave a chance to discuss previous inputs in small groups as well as it was a good space to share their own experience and knowledge.

Sustainability

During evaluation of the seminar participants were asked to identify to which extent their understanding of key concepts of human rights was deepened. The average evaluation was 3.8 (in 1 to 6 scale). It shows that for half of participants the unit was useful and created a better understanding of human rights.

During the evaluation participants were asked to grade four elements of the unit, namely: the Introduction to the International Bill of Human Rights, working groups on Human Rights at home, Session on European instruments for the Protection and Promotion of Human Rights, Inspirational talk “Current Challenges to universal culture of Human Rights and their Implications to Human Rights Education”, and Working Groups that elaborated message to G20.

Evaluation showed that all elements were pretty relevant for participants’ development as trainers and their understanding of human rights. Average score varied from 3.42 to 4.78. According to the evaluation the most relevant elements for development of trainers’ competencies were: Inspirational talk “Current Challenges to universal culture of Human Rights and their Implications to Human Rights Education”, and Working Groups that elaborated message to G20.

The most relevant elements for the understanding of human rights were: the Introduction to the International Bill of Human Rights, working groups on Human Rights at home and, Inspirational talk “Current Challenges to universal culture of Human Rights and their Implications to Human Rights Education”.

13 – HUMAN RIGHTS EDUCATION AND NON-FORMAL LEARNING

Title	Human rights education and non-formal learning
Date	2 nd April. afternoon and 3 rd April morning
Background	The unit builds on the previous sessions on human rights mechanisms and challenges to human rights and linking them to the approach to human rights education as promoted by CoE DYS HRE youth programme. This very important unit in the course aimed at exploring and connecting several key concepts in ToT HRE – human rights education, non-formal learning, learning in HRE and the wider context of CoE DYS HRE Youth Programme. The session itself was based on the same principles as promoted in input about HRE and Compass, thus being a real opportunity to learn about, for and through HR (and Human Rights Education). Finally, the session was also based on the pre-course online unit on HRE and its outcomes.
Aims	To increase participants’ understanding of key aspects and principles in Human Rights Education as promoted by CoE DYS HREYP
Objectives	<ul style="list-style-type: none"> • To experience and get better understanding of Compass educational approaches and principles in HRE • To learn about potential “conflict of rights” and how to address this issue • To deepen understanding of principles of non-formal learning and application of experiential learning theory in HRE • To make link with the outcomes of the on-line unit on HRE done before the course • To introduce CoE DYS HREYP and possibilities for taking action offered by the programme
Competences addressed	<ul style="list-style-type: none"> • ability to develop new activities and adapting existing ones taking into consideration local realities, different contexts and target groups • skills in developing and delivering HRE activities taking into account the needs and concerns of young people • understanding of current situation and challenges to human rights • knowledge of educational approaches in HRE and ability to apply them into educational programmes in HRE • understanding of the key principles of non-formal education and its links with HRE • understanding of the role of facilitator of HRE processes and ability to competently plan own learning • knowledge on the Council of Europe and its work in the area of human rights and human rights education • ability to mainstream human rights education in youth work and youth policies
Methodology and methods	Simulation exercise, Theoretical inputs, Plenary discussion, Small group discussion, Plenary presentations

<p>Programme</p>	<p>Thursday, 2nd</p> <p>14.30-18.00 Access to Medicaments (Compass, p. 80-85)</p> <p>Friday, 3rd</p> <p>9.15-9.30 Energizer and Programme of the day</p> <p>9.30 – 10.20 Interactive input on Human Rights Education, including principles and educational approach in HRE, principles of NFE/L, experiential learning and link with the on-line unit on HRE</p> <p>10.20 – 10.40 Plenary discussion</p> <p>10.40-11.45 Meta-groups reflection from “educator’s perspective” on HRE aspects in the exercise Questions for 6 groups: group: What are the learning potentials of the Access to Medicaments exercise in terms of knowledge and skills? group: What are the learning potentials of the Access to Medicaments exercise in terms of attitudes and values? group: How would you describe the approach to learning and learning principles applied in this exercise? group: Think about young people and learning human rights. Would you consider this exercise as youth-friendly way to learn about human rights? Why? Why not? group: What are the potentials and ways for this exercise to be better adapted your local contexts and realities? group: What trainer/educator’s competences are required to use and run this exercise with young people?</p> <p>11.45-12.30 Plenary presentations of meta-groups outcomes, followed by questions</p> <p>12.30 – 12.50 Introduction to possibilities offered by CoE DYS HRE youth programme (pilot projects and national/regional training courses)</p> <p>12.50-13.00 Introduction to Training and facilitation workshops</p> <p>12.15-13.00 Input on: CoE DYS HRE Youth Programme making link with mainstreaming HRE with young people in youth work and youth policy in Europe</p>
<p>Required from participants</p>	<p>Readiness to actively participate, motivation to learn and contribute to each other’s learning about HRE.</p>
<p>Outcomes</p>	<p>The session managed to address several issues at the same time and served as kind of “transitional unit” from the first part to the second part of training course. Within the overall training strategy this unit was the moment to build on previous HR inputs and make connection with the educational aspect of HRE. The session also addresses participants’ need to work on “real life cases”, on one hand, and to step more in the “educator’s shoes”. It was also the moment to make links with the on-line units on HRE and NFE/L and put them both in joint perspective regarding the approach to HRE as promoted by CoE DYS HRE youth</p>

	<p>programme.</p> <p>The unit itself was also a good model of experiential learning, thus serving as implicit pedagogy (showing consistency between the principles and practice); it was indeed a good example of the complete experiential learning cycle: with the “experience” phase in Access to medicaments, followed by “reflection” during the debriefing, connected to more “conceptual understanding” of the educational approach and learning theories and finally use of “applied thinking” from educator’s point of view.</p> <p>The session itself had multi-layered learning: from the content learning on conflict of rights in the exercise, to facilitation learning about how to run a debriefing, to conceptual learning about HRE principles and understanding of experiential learning.</p> <p>The meta-groups which applied their thinking about how to take forward this exercise have come out with brilliant results ranging from learning potentials, to adaptation possibilities, as well as competencies required from the facilitators. This was a good entry door to the forthcoming thematic and facilitation workshops. Finally, the input about possibilities offered by HRE youth programme has brought an element of “real application” and set the stage for project thinking in the second half of the training course.</p>
Evaluation	<p>After a long discussion in the team, it seems that the unit itself was a optimal and relatively simple strategy to address complex needs and demands at the given stage of the course. It was very good that the unit followed the logic of the experiential learning cycle which amplified leaning potentials of the theoretical input given during the unit. The level of participation and quality of discussions, as well as quality of outputs from the meta-groups showed clearly that this session provided important learning opportunities for most of the participants. Although we faced some time management problems in the last part of the unit, the team managed to round it up and finish on a good note. The unit in general was also very much appreciated by the team.</p>
Follow-up	<p>The HRE presentation uploaded in the platform by the team. The outcomes of the 6 meta-groups uploaded on the platform by the representatives of re-groups.</p>
Materials and hand-outs	<p>Material and role cards for Access to Medicaments Ppt on HRE (on the platform) Flip chart and markers</p>
Appendices	<p>Compass, p.17-44, 80-85</p>

14 – THEMATIC WORKSHOPS

Title	Thematic Workshops
Date	Friday, 3 April, 14.30 – 17:50; Sunday, 5tApril, 9:45 – 12.15
Background	After having had an introduction to the basic concepts of HR, some HR instruments, discussion about current challenges in HR, HRE and Compass, participants will have the chance to explore some topics of their interest deeper in the thematic workshops – they will have an element of choice and go for the 2 thematic workshops which are most relevant for them/their work/target groups.
Aims	The explore current HR issues and ways of addressing them in HRE activities with young people
Objectives	To introduce and experience some practical activities from Compass To reflect upon current HR issues and their relevance for young people and our societies To learn how to address certain HR issues with an appropriate HRE methodology To learn how to adapt Compass activities to a specific target group, current topic of interest, local context, etc.
Competences addressed	<ul style="list-style-type: none"> • ability to develop new activities and adapting existing ones, together with different educational approaches in HRE, taking into consideration local realities, different contexts and target groups • skills in developing and delivering HRE activities taking into account the needs and concerns of young people • understanding of current situation and challenges to human rights, with the special focus on local level • *understanding of human rights based approach and its applicability in education and youth work • ability to translate human rights value framework into personal, social and professional actions • ability to mainstream human rights education in youth work and youth policies
Methodology and methods	Interactive workshops, focusing on Compass methodology, giving the participants a chance to experience some Compass activities; Each workshop shall have a short element of input, a practical activity from Compass (or other source..), followed by group discussion and debriefing, as well as a meta-reflection on the method/s used – how it can be adapted to participants’ target group/specific contexts, etc. Participants signed up for their working group/s earlier that week – each pax could participate in two different thematic workshops.
Programme	Friday, 3rd April, 14.30 – 17:50: 14:30 – 14:40 introduction to thematic working groups (who is working on which topic, with which trainer/group of participants, when and where) Themes: Environment Peace and violence Diversity

	<p>Terrorism Social rights Discrimination</p> <p>14:40 – 17:50 thematic working group X (1st choice of pax)</p> <p>Sunday, 5th April, 9:45 – 12.15:</p> <p>09:45 – 12:15 thematic working group Y (2nd choice of pax)</p>
Outcomes	<p>Participants welcomed the different options for thematic working groups. All of them assigned themselves to two groups and were extremely happy about the inspiring themes and offered choices.</p> <p>Participants mentioned plenty of learning points on the various topics and described the workshops as very good food for thought and further use. More details can be read in the specific outline of the trainer of each thematic working group.</p>
Evaluation	<p>Very positive evaluation by participants, especially regarding the variety of methods used in the various thematic working groups, such as role plays, forum theatre, etc.</p>
Follow-up	<p>To be followed up by participants in their projects and future work.</p>
Materials and hand-outs	<p>Compass (see details in the following specific thematic workshop outlines)</p>

14A – ENVIRONMENT

Title	Environment
Date	3 April 2009, 15.00 – 18.30 (included a 20 minutes break)
Background	<p>Discussions about the environment are taking place everywhere. Increasingly in the media but also and most importantly between common people in their everyday lives. More and more seem to realize that they are part of the solution and their action is of significant importance. Environment in danger means all life is in danger; our lives, as humans, included.</p> <p>How can the environment as a whole be seen through a human rights perspective? What has the discourse on emerging rights to offer to our thinking of the contemporary, ever more globalized world?</p> <p>This unit went beyond the “dos and donts” for environmentally friendly attitudes; although it left an “open space” these to be discussed and exchanged during its works. It was built around an experiential activity (“Front page”, from Compass) that had been adjusted to reflect and address topics specifically related to environment and to refer to participants’ experience from their local contexts.</p>
Aims	To discover youth friendly ways to express concerns, opinions, ideas and facts about the environment and to look at this topic through a human rights perspective
Objectives	<ul style="list-style-type: none"> - To let participants express themselves in emerging rights/environment – related topics with the use of creative means - To explore the ways media transmit the information (and to connect it with the ever growing presence of environment-related issues in their agendas) - To experience a Compass activity and investigate ways in adapting it to fit the needs of the contexts participants represent. - To exchange examples of participants’ local communities that reveal the need for immediate action in favour of the environment and the collective good of the people.
Competences addressed	<ul style="list-style-type: none"> *ability to develop new activities and adapting existing ones, together with different educational approaches in HRE, taking into consideration local realities, different contexts and target groups *understanding of current situation and challenges to human rights, with the special focus on local level *creativity in planning and implementing HRE activities *ability to work co-operatively
Methodology and methods	The starting point of this workshop was participants’ experiences and major concerns with regards to the environmental situation in the places where they were coming from. This fed not only further inquiry and exchange but mainly the themes that were addressed through the “Front page exercise”. The logic followed encouraged active engagement in the process, dialogue and interaction. Methods were based on brief inputs by the facilitator, all – group discussions, group work/simulation,

	presentations.
Programme	<p>15.00 – 15.15 Short introduction of the workshop & round of expectations (“What brings you in this workshop?”).</p> <p>15.15 – 15.55 Plenary discussion on the question “Local examples of development and how they affect/have affected the eco-system/environment nearby”. This discussion aimed at and helped participants to create a “pool” of topics of interest that were explored and presented further in the next activity (“Front page”).</p> <p>Shortly before the coffee break, participants were asked to reflect on the question: “What are the possible relations or implications of a 3 hours workshop on environment to the major problems and concerns that have been addressed in the previous discussion and are reflecting – rather unfortunate – local examples”. They were not asked to bring answers back but to have this question in mind during all the activities that followed, and beyond.</p> <p>15.55 – 16.15 Coffee break</p> <p>16.15 – 18.00 “Front page” activity from Compass. For the purposes of this particular Unit, the activity was adapted only to address not general human rights but specifically the topic of environment. Participants formed editorial groups “that have recently come across several information about the environment and they want to dedicate an issue of their newspaper to this topic so that they raise awareness and sensitize its readership, through both local-related but also global problems/concerns”.</p> <p>Two editorial teams were created.</p> <p>The outcomes were demonstrated and a plenary discussion tackled the issues: media and information usage, sub-topics and themes of common and high interest in the groups, how did the teams work, what was the “culture” and structure, how did the exercise aid participants’ reflection and possibilities for dialogue in the topics explored and presented and more.</p> <p>Furthermore, participants got into the “trainers’ shoes” and analyzed the activity (discussion + Front page) from that perspective. They were asked to identify strong points and shortcomings of the activity and how it can best be adapted in their working contexts. Many of the points occurred can be seen in the “Evaluation” below.</p> <p>18.00 – 18.30 The whole activity was connected to human rights (for example, participants were asked to look in groups of two in several documents such as the UNDHR, ECHR, ICCPR, UNDRC and to find out where “environment” is mentioned or implied) through research and discussion, but also to the topic of “emerging rights” (participants were presented to the draft Charter of Emerging rights, prepared by the Catalanian Institute of Human rights, and were asked to explore it further).</p> <p>The activity was also briefly evaluated asking all participants to share their impressions.</p>

<p>Outcomes</p>	<ol style="list-style-type: none"> 1) Participants got to know a very practical example/exercise that can be used to address a variety of issues – environment in this case – in a very participative and creative way 2) Participants had the chance to come across different realities of “environmental misuse and abuse” and to raise curiosity about a variety of topics (that some were commonly shared between participants, eg. Nuclear plants, Baltic sea pollution, garbage etc). 3) Participants exercised their team working, cooperation, creative expression and artistic skills 4) Participants had the chance to investigate possible ways that this workshop can further their work as trainers and eco-activists. 5) Participants had the chance to display their work in the Human Rights club area and to encourage further discussion in the topics presented in the “Front page”.
<p>Evaluation</p>	<p>Drawing from the points made during the debriefing, the meta reflection and the brief evaluation of the workshop, the following can be said:</p> <ol style="list-style-type: none"> 1) Participants would have appreciated if some more time would have been given to explore within the “editorial teams” the issues to come in the front page; meaning with this, two things: that they had the need for more information processing and knowledge sharing and also that, this would have helped them to go on with the creative part more efficiently. 2) The creative, participative real-life character of the workshop as a whole and the “Front page” exercise was greatly appreciated. 3) More time in the last part (exploring international instruments and their inclusion of environment) would have also been appreciated. 4) The fact that “personal stories” and “anecdotes” were exchanged and the discovery that many of the problems presented are shared between participants’ realities had a great empowering factor. <p>All in all, the workshop achieved to dig into the issues without being repetitive and avoided to “reinvent the wheel” or stick into statements and not go further into “proposals that can work”. The meta-reflection part was highly beneficial and much appreciated by the participants; with this they now feel more confident to work on and for the environment with young people.</p> <p>As well, the connection of the “experience” (that is, personal stories and “front page”) with the “theory” (international instruments) encouraged further reflection and inquiry while it revealed a coherent rationale in the workshop.</p> <p>The “Front page” outcomes can be seen below.</p>
<p>Follow-up</p>	<p>Participants were given the draft Charter on Emerging Rights at the end (one copy), were encouraged to share it with everyone and they were asked to research further about it.</p> <p>As well, they were reminded about the question “What are the possible relations of... (see above) so that they can create strong and pragmatic links between what they have been through and what is their reality.</p>

Materials and hand-outs	40 photos x No of groups Glue, scissors, paper, pencils, markers (different sizes)
Required from participants	Their “personal stories” and “anecdotes” from their environmental reality; full participation; creative expression; inquisitive spirit
Appendices	2 “Front page” outcomes



CLEAN UP THE MESS!

Handwritten text describing the importance of recycling and cleaning up the environment.

BICYCLES VS. TRAFFIC JAM

Local News Development for more exchange. RG



GREEN EDITION

FRIDAY, APRIL 3, 2009

EYCB TRIBUNE

ESTABLISHED IN 2008

HUMANKIND IN DANGER



Handwritten text discussing genetic engineering and its potential risks to humankind.

New research indicates that genetic engineering could have negative effects on the future of humankind.



SAVE MONEY BY SAVING ENVIRONMENT

The green model of a passive house that built in a smart way to cool the summer and warm the winters for the inhabitants, leads the discussion on ecologic housing. The statistics tell that a house in Scandinavia uses a fifth of the amount of energy compared to a house in the UK.

P.3

UN: THIRST CAUSES CONFLICT



P.4

NEW ENVIRONMENT PROTECTION DIRECTIVE

EU Parliament adopted the new Environment Protection Directive which requires the new standard to be clear.



Member states must implement the new Directive.

P.3

P.4

LOCAL SCREEN

GOES GREEN!



UNIVERSITY PARTY & RECYCLING



BRINGING THE PARTY TO YOU!
 BRING YOUR OWN RECYCLABLES AND
 WE'LL RECYCLE THEM FOR YOU!
 ENTRY TICKET: € 1,20
 ARTISTS: 2000
 AVERAGE AMOUNT: 1000
 CHEMICAL: 5000000
 THANKS TO YOU!

Friday, April 2nd, 2009

Established 1917

€ 1,20

POLICE DEBATED AN INTERNATIONAL TRAFFIC OF FABRICATED WASTE IN ITALY
 Naples - after the speculation of waste loss - Silvio Berlusconi, the police reported on international traffic of radioactive waste in Naples. Thanks to the commission of some representatives of local municipality, radioactive waste coming from Eastern Europe arrived in Naples and immediately was being hidden underground. This could be witness to the success of cancer cures in that area.
 P. 7

WATER POLLUTION FROM NEIGHBOUR COMPANY
 Page 10



CLIMATE REFUGEES A HOT ISSUE
 Article by Buff. Irvine



RIDE A BIKE



CAMPAIGN

EMPLOYED FOR ENVIRONMENT



There is a cooperation implemented between the municipality to socially support the victims of the economical crisis, in return to their contribution, work to make the town cleaner, plant trees and make pavements with plants on the side.

WHO WANTS TO BECOME A MILLIONAIRE?



You think there is no better way to increase your profit without violation of laws? Our financial experts will explain how to make money on the protection of the environment!
 Check the concept of the sustainable development, social responsible business and clean technologies and think how can you benefit from it.
 You will also find the ideas of how to reduce your bills for electricity by using alternative energy sources or even to raise funds for your own environmental project.
 Want money? - GO GREEN!
 page 4

A HUGE POWER PLANT IS IT SOMETHING BEHIND???

Government wants to build a 2600 MW lignite power plant. CSO claim this will affect sustainability of our country. Your newspaper is trying to find whether something hidden is lying behind.
 stay on page 6



14B – PEACE AND VIOLENCE

Title	Peace and violence
Date	3 rd April. 14.45-19.00, 5 th April 9.45-12.15
Background	The session aims to explore the concept of building “positive peace” after an armed conflict, using some of the experiences from the Balkans as a case study. The programme is inspired by the work of Centre for non-violent action in the Balkans on peace building and dealing with the past in constructive way. The session will voice some of the main challenges and try to search for the cornerstones of positive peace, including the role of HR/HRE in this process. In particular the session will search for ideas how to address violence as a human rights issue.
Aims	To explore the concept of positive peace and its connection to HR and HRE
Objectives	To stimulate reflection about peace after an armed conflict To share some good practices in dealing with the past in constructive way To explore the concept of “positive peace” To search for the role HR activism and HRE could play in building a positive peace To inspire reflection on use of films as tools in HRE
Competences addressed	<ul style="list-style-type: none"> • knowledge of educational approaches in HRE and ability to apply them into educational programmes in HRE • understanding of the key principles of non-formal education and its links with HRE • understanding of the role of facilitator of HRE processes and ability to competently plan own learning • ability to work co-operatively
Methodology and methods	Film, Group reflection and sharing, Case study, Theoretical input, Group discussion
Programme	<p>10 min: Round of expectations from the workshop 15 min: Introduction to the session and the background of the film in relation to dealing with the past in a constructive way 20 min: Film “Traces”, including reflections of former soldiers from various “sides”, refugees and other people affected by the war. 15 min: Sharing reflections about the film 15 min: Input about peace and challenges to positive peace in former Yugoslavia, linked with the processes of reconciliation, transitional justice 15 min: discussion</p> <p>Break</p> <p>10 minutes: individual reflection about positive peace 30 min: sharing and discussion on the following questions: - What is the status of peace in your country? - How do you understand “positive peace”?</p>

	<ul style="list-style-type: none"> - How the issue of peace is connected to human roghts? - What is the role of human rights and human rights education in achieving the “positive peace”? - How can you contribute to “positive peace” in everyday life? - How violence could be addresses as human rights issue? (link to the concept of “structural violence”) <p>10 min: Wrap up and conclusion 10 min: Round of evaluations</p>
Required from participants	Readiness and openness to participate and discuss the issue of peace as “living issue” and its connection to human rights.
Outcomes	Although the session was conducted twice, both times it was quite an emotional experience (having several people from the Balkans in the groups) and very good reflection space about peace and connection to HR/HRE. The session managed to tackle the issue of peace in a “living way” and challenge the concept of “static peace”. The session managed to increase understanding of complexities and challenges in achieving “positive peace”, even in the countries which did not face the major armed conflicts recently. It was the joint insight that there are so many things to be done on the way to “positive peace” no matter where you come from. We have explored possibilities to address issues of violence (e.g. domestic violence) as issues of HR issues, where we found the concept of “structural violence” as very important and relevant when talking about state accountability. Finally, we have listed several things/actions which could be done by HR activists and educators in working towards positive peace.
Evaluation	<p>Although, the session itself was a hybrid area between conflict transformation, peace education and human rights education, we have managed to keep the human rights approach to the topic and stay in the context of our training course. For some participants it was valuable to see links between different areas of education, too.</p> <p>Method wise, it was a good choice to use the film with testimonies which was very much appreciated by most of the participants (although in some moments it was very emotional for the people from the Balkans). The session managed to inspire participants to use the film (or similar films) when working on peace issues and other HR topics.</p> <p>In addition to this, the methodology of the unit was pretty simple but managed to inspire very good reflections and contributions from the group. The input on challenges to positive peace in the Balkans was very much appreciated. Final evaluation of the workshop from the participants was very positive.</p>
Follow-up	Power point presentation used in the unit and other relevant background documents uploaded on the platform. Some written reflections from the participants are uploaded on the platform as well.
Materials and hand-outs	<p>Projector White screen Speakers Film on DVD</p>

	Flip chart
Appendices / Resources used	I.Franovic: Dealing with the past in the context of ethno-nationalism, Berghof Research Centre for Constructive Conflict Management, www.berghof-center.org Centre for non-violent action, www.nenasilje.org A.Boal: Games for actors and Non-actors

14C – DIVERSITY

Title	Workshop on diversity
Date	5 April 2009 from 9.15 to 11.45
Background	<p>Diversity literally means “state of being varied or variety”. In the Travelling Cultural diversity booklet it has been defined as “ the range of human difference. It consists of numerous factors including visible and non visible differences, e.g. gender, age, background, race, abilities, religion, sexual orientation and personality”.</p> <p>Nowadays we are more and more confronted with the globalisation effects and with the neutralisation of the “diversity” aspects in every part of our everyday life.</p> <p>Uniformity is promoted instead of equality as prerequisite for equal opportunities. Equal opportunities in fact should be the application of human rights principles and laws ensuring that diversity is valued and reflected in the communities in which we live.</p> <p>Diversity has been during the last years one of the main themes approached by the EC and COE educational activities in order to promote social cohesion, equal opportunities and the respect of HR. However there is still a need to reflect on the diversity concept and its implication in our daily life.</p> <p>The participants are approaching the end of the training seminar and their start now to reflect on different issues related to human rights education, relevant to their contexts. The workshop is the opportunity to deepen their knowledge and to experience practical activities to be used and adapted in their daily work.</p>
Aims	To increase participants awareness, knowledge and understanding of the concept of diversity in order to develop competences to deal with this issue in their training and youth work practice.
Objectives	<p>To understand the concept of diversity</p> <p>To identify the elements and characteristics of diversity</p> <p>To practice an exercise and reflect on its usefulness in training for diversity</p> <p>To reflect on possible actions that have to be carried out to reach equality and to value diversity</p>
Competences addressed	<p>Critical thinking</p> <p>Ability to work in the group</p> <p>Co-operative learning</p> <p>Creative skills</p>
Methodology and methods	<p>The workshop was based on the experiential learning principles. After the introduction to the workshop the participants had the opportunity to express their expectations towards the workshop.</p> <p>To warm up the group it was proposed an activity on perceptions, which supported the participants to extract the elements and characteristics of diversity.</p> <p>The programme was continued with a practical exercise “Different Abilities” in order to identify the obstacles to reach equality, value diversity and to think about steps that can be taken to reach it. After the</p>

	<p>exercise, the participants shared their practice and experience in training / youth work connected with diversity. The workshop finished with summing up the results and evaluation.</p>
Programme	<p>9.15 Introduction of the workshop (objectives, questions and expectations) 9.30 Me too (Different perceptions) 10.00 “Puzzle Wo/Man” (Different elements of our identities, the concept of Diversity) 10.15 See the ability! – (part I and II) Focus on a specific issue related to Diversity and HRE (Different abilities) 10.45 Break 11.00 Debriefing 11.30 Summing up and evaluation</p>
Outcomes	<p>Participants have acquired more competences on diversity</p> <p>Participants feel more comfortable to run activities related to diversity and equality issues</p> <p>Participants are motivated to take actions to promote equality and value diversities in their realities</p>
Evaluation	<p>The 12 participants, attending the workshop found it useful and interesting. They especially appreciated the “puzzle-wo/man” as a new metaphor to introduce the concept of identity.</p> <p>In the second part of the workshop the focus was on different abilities as one subject which can be tackled approaching “Diversity”. For one participant it was too restrictive and he would have better appreciated to have a more general workshop on diversity without experiencing or analysing a specific issue, in order not to exclude the other possible issues or themes.</p>
Follow-up	<p>A specific session on Diversity (included minorities and religion issues) will be launched in the follow up phase, as requested from the participants.</p>
Materials and hand-outs	<p>See the ability!, exercise from Compass (2.36) Me too, exercise from “Educational Pack” Puzzle Wo/Man metaphor from "Draw your emotions (Margot Sunderland) " Other sources of inspiration: Travelling Cultural Diversity booklet T-Kit on Social Inclusion</p>

14D – TERRORISM

Title	Thematic workshop on Terrorism
Date	Friday 3 April or Sunday 5 April
Background	<p>The thematic workshops have been identified in this edition of the TOTHRE as central element in the programme in order to:</p> <ul style="list-style-type: none"> Deepen the understandings of human rights and related challenges by participants in relation to concrete issues; Experience how these issues can be addressed through human rights education. <p>The workshops should allow for an in-depth analysis of the issue, a debate of underlying tensions and potentially conflicting views as well as, in general, the concrete issues or realities that participants are confronted with.</p> <p>Terrorism – and the wars against terrorism – has been identified as one of those conflicting issues by the way it puts into question acquired notions of universal human rights, and by the threat it represents to peace, democracy and security.</p> <p>The Council of Europe Committee of Ministers, for example, has issued guidelines and standards against terrorism that reaffirm the importance for member of safeguarding human rights in order to be effective in their measures against terrorism.</p> <p>Events in recent years, including “rendition” measures and the toughening of laws against terrorist threats in many member states, reveal nonetheless the tensions and risks for human rights and fundamental freedoms derived from the need for security (and from the phobias associated to it).</p> <p>Human rights educators need to take into account the realities and concerns of the societies that they work in and of the young people they work with. Terrorism is, unfortunately, a sad and cruel reality for many people in Europe and elsewhere. This workshop should allow the course participants in addressing terrorism as a human rights issue in youth work and human rights education.</p>
Aims	To develop participants competence and self-confidence in addressing terrorism as an issue in human rights education activities.
Objectives	<ul style="list-style-type: none"> To discuss what makes something a terrorist act and formulate a definition of terrorism To look at the human rights questions relating to terrorism To encourage a reflective attitude and illustrate the importance of an informed analysis, even in cases which provoke strong emotions; To reflect upon the tension between terrorism and the fights against it and culture of human rights; To introduce participants to the guidelines and standards of the Council of Europe in the fight against terrorism; To explore ways and methods through which terrorism can be addressed

	as a human rights issue.
Competences addressed	<ul style="list-style-type: none"> • ability to develop new activities and adapting existing ones, together with different educational approaches in HRE, taking into consideration local realities, different contexts and target groups • knowledge on different instruments for the protection and promotion of human rights and skills in using them in the practice of HRE • skills in developing and delivering HRE activities taking into account the needs and concerns of young people • understanding of human rights based approach and its applicability in education and youth work • knowledge on the Council of Europe and its work in the area of human rights and human rights education
Methodology and methods	The methodology proposed is based on a Compass activity – the one proposed was developed for Companion. The participants will “do” the activity, debrief it and reflect about its use and value in human rights activities, including how they would use or adapt it.
Programme	14:30 Introduction to the workshop, expectations of participants 14:45 Experiencing the activity “What is it?”, from Companion 16:15 Break 16:45 Introduction to the Council of Europe Guidelines and standards in the fight against terrorism 17:30 Evaluation of the workshop, including reflection about its value and usability for the participants.
Outcomes	<p>EXPECTATIONS</p> <p>The expectations of participants were to discuss, exchange views and gain insights about:</p> <ul style="list-style-type: none"> • How to address Terrorism through Human Rights / Education? • What is Terrorism? • The global effects of Terrorism • Youth work responses to Terrorism - What can we do? • Why does Terrorism exist? • Dealing with consequences of Islamic Terrorism in Euro-Mediterranean youth projects. <p>CONSEQUENCES OF TERRORISM (and the war on terrorism)</p> <p>Terrorism is a serious violation of human rights, starting with the right to life and security.</p> <p>In addition to the direct violations resulting from terrorist acts, these acts and the state actions to combat terrorism may spark other direct or indirect violations of human rights, such as:</p> <ul style="list-style-type: none"> - Restrictions on the freedoms of movement for people; - Increased controls and policing - Arbitrary restrictions on mobility; - Limitations on the right to privacy; - Prejudicial and discriminatory views on some groups or minorities; - Controls on immigration and further restrictions on the rights of

	<p>refugees;</p> <ul style="list-style-type: none"> - Controls and restrictions on the freedom of speech - Restrictions on human rights and human rights activists in general; <p>These add on and build upon perceived or real terror and intimidation of the population, who may be more prone to accept limitations on human rights and may accentuate, if not excuse, discrimination imposed on some groups.</p>
Evaluation	<ul style="list-style-type: none"> • Generally positive • Interesting to address an issue that is not always easy • Important to tackle a burning issue • Interesting method • Opened doors to a subject that is not easy to apprehend • Raised interest and curiosity on a concrete and very relevant burning issue.
Materials and hand-outs	<p>Workshop description (including hand-outs)</p> <p>Summary of the Council of Europe guidelines in the fight against terrorism. (materials to be downloaded from the platform)</p>

14E – SOCIAL RIGHTS

Title	Social Rights
Date	3 April/5 April
Background	<p>Despite the recognition of the indivisibility of human rights in the Universal Declaration of Human Rights, economic, social and cultural rights were marginalized from the very beginning. Gross unemployment, low-paying jobs, hunger, homelessness, illiteracy and preventable diseases are not inevitable downs of humanity, they are human rights violations.</p> <p>In order to promote indivisibility and universality of human rights, human rights educators have to understand key features of economic, social and cultural rights. This unit highlights not only the obligations of governments within their own countries but also their international obligations and responsibilities of international organizations and non-state actors such as private individuals, local businesses and trans-national co-operations.</p> <p>Promoting and defending economic, social and cultural rights is a matter of interest for the human rights movement. But how exactly human rights educators can contribute to this movement? How economic, social and cultural rights can be addressed through human rights education with young people?</p>
Aims	To explore how social rights can be addressed through human rights education with young people
Objectives	<p>To clarify the key features of economic, social and cultural rights;</p> <p>To introduce and experience activity from Compass;</p> <p>To reflect on the role of human rights education in addressing social rights;</p> <p>To discuss criticism surrounding economic, social and cultural rights;</p>
Competences addressed	<ul style="list-style-type: none"> • knowledge and understanding of human rights principles, associated values, as well as history and philosophy of human rights; • understanding of current situation and challenges to human rights, with the special focus on local level; • ability to translate human rights value framework into personal, social and professional actions; • ability to develop new activities and adapting existing ones, together with different educational approaches in HRE, taking into *consideration local realities, different contexts and target groups; • ability to think critically.
Methodology and methods	The methodology consisted of experiencing the Compass activity “Be aware, we are watching!”, a short input on ESCR, followed by debriefing and meta analysis on methods used and how the activity can be adopted to participants’ target groups.

<p>Programme</p>	<p>3 April</p> <p>14.30 Opening 14.35 An activity “Be aware, we are watching!” 16.00 Coffee break 16.30 What are economic, social and cultural rights - Introduction to essential elements of social rights, based drawing on the activity and the experiences of participants. 17:00 Meta analysis: HRE and ESCR 17.50 End</p> <p>4 April</p> <p>09:45 Intro to the workshop in small groups Activity from compass (with evaluation and debriefing) Input: What are ESCR? Meta analysis: HRE and ESCR 09:50 Instructions to the exercise: Beware, we are watching! Target groups of the campaign and the main message of the campaign</p> <p>11:00 Presentations of campaign proposals 11:10 Debriefing and evaluation 16: 30 – 17:00 ESCR input + HRE and ESCR Why they have chosen this topic, what do they know? What are ESCR? Article 1 of IESCR and article 1 of ICCPR. – indivisibility Right to work : respect, protect, fulfill; AAAQ Who is responsible? Mechanisms of protection Corporations and exploitation</p> <p>Meta analysis: HRE and ESCR Campaign objectives in the exercise, why there is nothing about government obligations? About/For/Through human rights</p> <p>12:15 End of the workshop</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> • Participants had an opportunity to experience the exercise from Compass and discuss their understanding of what are social rights and how one can educate about them. • The presentation of historical division between social economic and civil political rights as well as comparison of article 2 of ICCPR and ICESCR was very well accepted. Participants had an opportunity to reflect on the marginalization of social rights and how human rights education can tackle it. • Presenting the analytical framework helped to build a deeper understanding of economic and social rights.
<p>Evaluation</p>	<p>In general the workshop was evaluated positively by participants, although some participants expressed concern that there was not enough time to make a meta analysis on methods used.</p>

15 – PROJECT WORK

Title	Project work
Date	Sunday 5 April 12.15-13.00 and following days
Background	<p>Since the preparation phase, and especially during the training seminar the participants go through an intensive learning process, starting with exploring the issues around the topic of Human Rights HRE and NFL. They have a chance to participate in the workshops aimed at deepening different topics and improving trainers' competences in Human Rights Education as well as in the training field more in general, deepening topics such as facilitation, debriefing, evaluation, programme design. The important aim of the training course is not only to train trainers/facilitators in HRE, but also to motivate and encourage participants to multiply and use the competences they gained in their realities. It is the moment to put participants back to their daily realities of their work as Human Rights Education trainers on local, national and international levels. The project proposals may concern organising and running national and regional training courses in HRE, other projects and other educational activities in which the main focus is HR and HRE.</p> <p>Possibly participants started already in the HR Club or even in the re-groups to think and talk about possible follow up of the training seminar. This unit provides a framework within the formal programme to develop the ideas of the projects that already exist in the group and support the development of the ones that are not clear yet.</p>
Aims	To encourage participants to develop follow-up projects in Human Rights Education
Objectives	<ul style="list-style-type: none"> • To formally introduce the follow up phase • To help participants to make transfer between the training seminar and their realities; • To develop concrete project proposals as a follow-up to the training seminar; • To respond to participants' needs and concerns when it comes to planning and funding projects;
Competences addressed	<ul style="list-style-type: none"> • ability to develop new activities and adapting existing ones, together with different educational approaches in HRE, taking into consideration local realities, different contexts and target groups • ability to set long-term objectives for HRE in own context, taking into consideration the impact of human rights education on local, regional and national levels • ability to network with other people and organisations/institutions involved in HRE • creativity in planning and implementing HRE activities • *ability to work co-operatively • ability to translate human rights value framework into personal,

	social and professional actions
Methodology and methods	<p>Participants have shortly been introduced (frontal presentations) to what is expected from them as far as planning a follow-up project is concerned. In the very first moment they have had the chance to present their ideas (wall of project ideas: each of the participants has had the opportunity to write on a post-it a project idea. The post-it have been collected in a wall. The participants have had the chance to have a look on the others' project ideas and to develop synergies).</p> <p>Later on they have been provided with different information about funding possibilities depending on the type of projects they would intend to organise. The information has been provided in plenary and also during the individual consultations.</p> <p>During the follow up phase the participants have had time to better develop their ideas individually or in group. The very last day, they had 1 minute each to present their ideas. They have been asked to upload in the platform their project's descriptions.</p>
Programme	<p>5th.04.2009 12.15 Short introduction of the project phase. 12.30 Expression of interest as described above 12.45 Wall of project ideas 13.00 Lunch break</p> <p>See unit Follow up and evaluation for the programme details on development of the project ideas</p> <p>See the unit on Human Rights Club for detailed description of the meeting on networking in which the participants shared about their competences and organisations.</p> <p>See the unit on programme design for detailed information on “information on funding possibilities”.</p>
Outcomes	<p>The participants get information on funding possibilities for realising their projects The participants are able to make the transfer between the training seminar and their realities The participants express their project works ideas The participants decide on the project they want to work individually or in group The participants start to think on how to use the possible resources to define their projects, during the training seminar (I.e individual consultations, HR club, workshops,)</p>
Evaluation	20 participants submitted a complete project proposal in the online FORUM.
Follow-up	<p>The Unit 15 is the unit which makes the transition between the learning phase and planning phase. The project ideas and plans have been presented the last day of the training seminar, as in the unit 18. The follow up of this unit will be considered also in the Unit 22 “supporting learning”.</p>

16 – TRAINING AND FACILITATION WORKSHOPS

Title	Unit 17 Training & Facilitation workshops – General
Date	Sunday 5 April, 15.00 – 18.00 & Monday 6 April, 09.30 – 12.00
Background	<p>The Training & Facilitation workshops couldn't be left out of a training of trainers' activity. Apparently, for a trainer to be able to train and develop others, a specific set of competences is needed. Arguably, this set might include so many items/fields that one can not call it specific; and that's a challenge that we were called to face during this Unit: which fields/bodies of knowledge/topics/themes should we have included?</p> <p>During the preparation meeting a list of workshops was created; but it was also agreed that this list would be adjusted according to the interest of the participants. No additions were made though, finally.</p> <p>In between uncertainty and thorough planning, this Unit tried to facilitate the process in a way that needs were covered, expectations were fulfilled, plans were executed and democracy prevailed!</p>
Aims	To enhance participants' training and facilitation competences
Objectives	<p>To allow participants to take part in at least two different workshops</p> <p>To offer space for suggestions from participants' side so that specific needs and expectations can be reflected and dealt with</p> <p>To enable participants to share themes-related experiences, within the workshops, on extra-workshop time, but also online on the basis of the materials used by the trainers and the workshops' reports</p> <p>To develop participants' training and facilitation skills</p>
Competences addressed	<ul style="list-style-type: none"> • ability to develop new activities and adapting existing ones, together with different educational approaches in HRE, taking into consideration local realities, different contexts and target groups • skills in developing and delivering HRE activities taking into account the needs and concerns of young people • knowledge of educational approaches in HRE and ability to apply them into educational programmes in HRE • understanding of the role of facilitator of HRE processes and ability to competently plan own learning • creativity in planning and implementing HRE activities
Methodology and methods	Simultaneous workshops x 2; a variety of methods inside the workshops, including instruction, discussion groups, role plays, multimedia presentations, demonstrations and more.
Programme	<p>Friday the 3rd of April 2009:</p> <p>During the morning session, trainers presented a grid including the proposed workshops and also "open boxes" where participants could</p>

	<p>write their own suggestions. In parallel, every trainer had a minute or two to describe the content of his/her workshop. The grid stayed available in a very visible place, until the afternoon.</p> <p>Sunday the 5th of April</p> <p>15.00 – 15.10 Participants were briefly explained the work structure (where the workshops were taking place etc), the time schedule (when coffee/tea was available etc) and were asked to join the workshop of their choice.</p> <p>15.10 – 18.00 Workshops</p> <p>Monday the 6th of April</p> <p>09.30 – 09.40 Participants were briefly explained the work structure (where the workshops were taking place etc), the time schedule (when coffee/tea was available etc) and were asked to join the workshop of their choice.</p> <p>09.40 – 12.00 Workshops</p>
Required from participants	To choose 2 workshops: 1 for Sunday and 1 for Monday
Outcomes	Once this was the generic unit of the Training and Facilitation workshops and in fact, not a learning one, its sole outcome was that the process of putting participants into workshops according to their interest was successfully and smoothly carried out.
Evaluation	<p>Some points that can enhance the process next time:</p> <p>Trainers should be given a bit more time to explain what has been planned and even, the floor should be more open (implying that more time should be available) for participants to express questions, needs, suggestions in the plenary.</p> <p>Maybe a brief summary of 80 – 100 words for every workshop could have helped participants to make a more accurate selection.</p> <p>Extension of the time allocated for these workshops in the overall programme should be considered, in reflection of the widely expressed need for more opportunities for participants to practice training skills.</p> <p>Quite a few reports were made available online by the participants although this was not an obligation in the workshops: this greatly demonstrates their commitment but to a certain extent also the success of the workshops (indifferent workshops would have left participants indifferent themselves).</p>
Follow-up	There are reports on the platform.

16A – GROUP DYNAMICS IN EDUCATIONAL ACTIVITIES

Title	Group dynamics in educational activities
Background	<p>Group dynamics are one of the essential aspects of any educational process (including HRE activities). Positive group dynamics could be a great “ally” and enhance learning, while badly facilitated group dynamics could have a negative impact on both group and individual learning.</p> <p>The session aims at raising participants’ understanding of group dynamics in education, phases and phenomena in group development. The session also aims at exploring ways how a HR educator could support development of positive group dynamics in HRE activities.</p>
Aims	To increase participants’ awareness of the importance of group dynamics for learning processes in HRE activities
Objectives	<ul style="list-style-type: none"> • To increase the understanding of the role of group dynamics in educational activities • To introduce the stages of group development and their relevance for learning processes and relevant group phenomena • To look for the practical strategies HR educators could use to facilitate the development of positive group dynamics within an educational activity
Competences addressed	<ul style="list-style-type: none"> • knowledge of educational approaches in HRE and ability to apply them into educational programmes in HRE • understanding of the key principles of non-formal education and its links with HRE • understanding of the role of facilitator of HRE processes and ability to competently plan own learning • ability to work co-operatively
Methodology and methods	Theatre warm up games, Experiential group exercise, Theoretical input, Small group work, Plenary sharing
Programme	<p>15 min: Theatre warm up games</p> <p>30 minutes: Adapted version of Great Game of Power from “Games for actors and non-actors”</p> <p>30 minutes: Debriefing</p> <ul style="list-style-type: none"> - How did you feel in the exercise? - What did you see happening? - How did you deal with different ideas? Made decisions? - How would you describe the dynamics of your group? - What were the issues you were dealing with? - How is it related the groups dynamics of our training course? (link to the issues from the group building session) - What are the issues that our group is dealing with? Interpersonal? Task related? <p>20 min Coffee Break</p> <p>15 minutes: Input on Group Dynamics: importance of positive group</p>

	<p>dynamics for effective learning, group dynamics definitions, issues that groups are dealing with, group development stages and emerging individual needs in the group</p> <p>15 minutes: Small groups on practical strategies and how to facilitate development of positive group dynamics within a training course.</p> <p>30 minutes: Report back to plenary, making links to our training course and wrap up, delivered handouts</p> <p>10 min: Evaluation of the workshop</p>
Required from participants	Readiness to actively participate and motivation to learn about group dynamics from experiences.
Outcomes	<p>The session was very exciting in terms of the learning process. Since the major exercise was a non-verbal one, it allowed space for equal participation with no regard to the English competence level. The experience itself in the Great Game of Power gave us enough useful “material” to learn about tensions in groups, power issues, perceptions and interpretations, communication codes, dealing with difference and decision making processes. It allowed us also to reflect about group development stages. It was also the moment to link these insights with the current group dynamics in our training course and how it evolved since the very beginning.</p> <p>The session offered some theoretical knowledge about group development and group phenomena and inspired fruitful discussions about how to facilitate development of positive group dynamics in training (both in relation to the facilitator’s role and specific programme elements built in the educational activity).</p>
Evaluation	<p>The session was very much appreciated by the participants, in particularly those who could express themselves better in a non-verbal way. It was proven once again that Great Game of power is really powerful exercise, which allows reflection on different (cultural and personal) understandings of “power” and group dynamics phenomena. The session managed to raise awareness about the role of facilitators and what educational interventions could be made to facilitate positive group dynamics. The group also appreciated very much both the theoretical input and the handouts delivered during the workshop.</p>
Follow-up	The content of the input uploaded on the platform by the facilitator.
Materials and hand-outs	<p>A small table</p> <p>6 chairs</p> <p>A plastic bottle</p> <p>Presentation on Group Dynamics</p> <p>Handouts on tips for facilitators and role of group dynamics in training</p>
Appendices	<ul style="list-style-type: none"> - Boal, A. (1992): Games for actors and Non-actors, Routledge, London, p.150-156 - Heron, J.(1999): The complete facilitator’s handbook, Kogan Page - On group dynamics: http://en.wikipedia.org/wiki/Group_dynamics - Smith, M. K. (2005) 'Bruce W. Tuckman - forming, storming, norming and performing in groups, the encyclopaedia of informal education, www.infed.org/thinkers/tuckman.htm. - Schutz, W.: FIRO Theory of Needs, http://en.wikipedia.org/wiki/William_Schutz

- T-kit Training Essentials, p.82, 94, downloadable from http://youth-partnership.coe.int/youth-partnership/publications/T-kits/T_kit

16B - DEALING WITH CONFLICTS IN EDUCATIONAL SETTINGS

Title	Dealing with conflicts in educational settings
Date	5 th (afternoon) and 6 th (morning) April 2009
Background	<p>Conflicts can happen sometimes in the group, sometimes very unexpectedly. The role of the trainer is to confront them, not avoid them. Trainers have to play than a role of a person who helps participants to deal with the conflicts that occur. The conflict can happen on different levels – participant and participant, participants and the group, participants and the trainer(s), trainers and the trainer. When doing human rights education we are dealing with questions related to values and attitudes and therefore some participants may feel insecure when they are confronted with the questions like that. Conflict is very often seen as something bad and destructive for the group. However, when it is managed creatively it can be a big learning situation for the parties involved in it. To deal with conflict effectively, the trainer should however have certain competences – active listening, communication, negotiating and mediating skills, facilitation skills, solution-oriented thinking, and critical thinking. Conflicts that appear in the group and different ways of approaching them can be also used to develop understanding and insights into the causes and difficulties of conflict in the wider world.</p> <p>There are many references and information on dealing with conflict in the group, for example in the activity “Play the game!” (Page 194) in COMPASS.</p> <p>Participants are now in the stage of the course that is meant to develop and/or increase their training skills. Dealing with conflict is one of the workshop, besides facilitation workshop and evaluation and debriefing workshop</p>
Aims	To create the space for participants to reflect on conflicts that happen in the training situation and discuss the possible ways of dealing with them.
Objectives	<ul style="list-style-type: none"> - To address issues conflicts in the group and different levels it occurs on, - To exchange methods and practices of dealing with conflicts in training, - To critically reflect on own styles and approaches to dealing with conflicts, - To discuss the meaning of conflict in human rights education, - To experience the forum theatre as one of the method of approaching conflicts in the group.
Competences addressed	<ul style="list-style-type: none"> - understanding of the role of facilitator of HRE processes and ability to competently plan own learning - creativity in planning and implementing HRE activities - understanding of the key principles of non-formal education and its links with HRE - understanding of human rights based approach and its applicability in education and youth work
Methodology and	The workshop uses basically self-reflection of participants on the

Training of Trainers in Human Rights Education 2009

methods	ways they approach conflict in order to get the other people's views on this point. The image theater is used in order to discuss the possibilities to approach conflict in the group.
Programme	<p>5 April</p> <p>14.30 Welcome and introduction to the workshop 14.45 Me and conflict – activity (attached) 15.30 “Challenging situations in a training” case studies – what would you do in a given situation? 16.00 Coffee break 16.30 Forum theatre – exploring the situations of conflict 18.00 Evaluation</p> <p>6 April</p> <p>9.30 Welcome and introduction to the workshop 9.45 Me and conflict – activity (attached) 10.30 “Challenging situations in a training” case studies – what would you do in a given situation? 11.00 Coffee break 11.30 Forum theatre – exploring the situations of conflict 12.45 Evaluation</p>
Outcomes	The participants learnt how to use forum theatre in training situation in order to address the issues of conflict. They were also able to reflect on own approaches to conflict and the ways they manage it.
Evaluation	The workshop got a very positive evaluation. Participants mentioned it was very practical and well structured. The aims of the workshop were clear. Some of them mentioned the lack of time for going deeper into the Forum theatre and explore its possibilities in the training situation. In my opinion, the workshop failed a bit in clarifying a clear link between human rights education and conflict resolution, mainly due to the lack of time.
Follow-up	This is a very important workshop when it comes to skills and competences of a trainer. If possible, it should be organised as one workshop spread over two days in order to go deeper into conflict, its nature and the ways it can be dealt with. This is especially important as problem solving (conflict resolution) is one of the educational approaches in human rights education, as promoted in Compass.
Materials and hand-outs	a working sheet for the activity “Me and conflicts” case studies “Challenging situations in a training”
Appendices	Appendix 1: a working sheet for the activity “Me and conflicts” Appendix 2: case studies “Challenging situations in a training”

Appendix 1. – Me and Conflict

You will discuss these questions in pairs. You should go question by question, but only one person replies to one question, e.g. the first person replies to question 1, the second to question 2, the first to question 3, the second to question 4, etc.)

When someone disagrees with me about something important or challenges me in front of others, I ...

When I get angry, I...

When I think of negotiating, I...

The most important outcome of conflict is...

I usually react to negative criticism by...

When I confront someone I care about I...

I feel most vulnerable during a conflict when...

When someone avoids conflicts with me, I...

My greatest strength in handling conflicts is...

When things are not going well, I tend...

I imagine that you handle most conflict by... (check it with your partner)

I sometimes try to avoid unpleasant situations by...

I am most apt to confront people in situations such as...

I usually hide or camouflage my feelings when...

My greatest weakness in handling conflicts is...

By next year I would like to be able to handle conflicts better by improving...

Appendix 2. – Challenging situations in training

Challenge 1:

You are running a training course on human rights education. During one activity from Compass (Where do you stand) two female participants strongly assaulted the other female participant who is lesbian. They said she is sick and in their country it is not normal to be gay.... All gay people should be treated in the hospital. The lesbian participant feels offended; she wants to leave the course immediately.

Challenge 2:

You are involved as a trainer in the training session together with your colleague. You are responsible to deliver the training together, sharing the responsibilities. When your turn comes and you start delivering the presentation, your team colleague interrupts you every 3 minutes, makes comments and corrects you. This is quite disturbing. What do you do?

Challenge 3:

You are running a training session for 20 people. During the session one of the participants makes very sexist comments and few people feel offended. They start expressing their discontent. It interrupts your session. What do you do?

Challenge 4:

In the training course you are running there are 3 participants who are very critical (in most of the time not constructively) about everything that happens in the course. They say it to you and other

Training of Trainers in Human Rights Education 2009

participants. They claim to be super experienced and understand everything about learning processes. The situation becomes very uneasy for you and the team and as well for the participants. Other participants like the course and want to learn and they feel disturbed by these 3. Some of them came to you and said they do not feel good with the 3 participants that criticise everything.

Challenge 5:

In the course you are running on human rights education some participants ask you uneasy questions about your opinion in some human rights issues. You want to be neutral and honest at the same time in giving private opinions. Participants accused you of not being a real trainer as you are afraid to give strong opinions. They say if you work in human rights you should never be neutral. You think it is important to involve everybody in the discussion and stay neutral as a facilitator. Some participants are not happy with that, they say they cannot trust you as a human rights educator.

16C – PRESENTATION SKILLS

Title	Presentation skills
Date	Sunday, 5 April 2009, 15.00 – 18.30
Background	<p>This session explored a very important skills-set that trainers in human rights education (and beyond) should possess and perform effectively; presentation and public speaking. Either while giving an input/lecture for a specific topic or when presenting an activity/exercise, standing in front of an audience and “passing the message” is an art in itself. As it has been said quite illustratively and resourcefully “[...]if you go to a funeral, you're better off in the casket than doing the eulogy.” (“According to most studies, people's number one fear is public speaking. Number two is death. Death is number two. Does that sound right? This means to the average person, [...]if you go to a funeral, you're better off in the casket than doing the eulogy.” Jerry Seinfeld, comedian). The fears and pressure presentations and public speaking cause were dealt with to an extent, through experiential activities but also through instruction and input.</p>
Aims	To develop participants presentation and public speaking skills
Objectives	<p>To get participants acquainted with tools and aids available for enhanced and more attractive presentations</p> <p>To foster participants’ knowledge with regards to principles to be followed for effective presentations</p> <p>To create space for participants to practice presentation skills with possibilities for relevant feedback from the group and the trainer</p>
Competences addressed	<ul style="list-style-type: none"> - skills in developing and delivering HRE activities taking into account the needs and concerns of young people - knowledge of educational approaches in HRE and ability to apply them into educational programmes in HRE - creativity in planning and implementing HRE activities
Methodology and methods	A healthy mix of action & reflection, instruction and “participants taking the floor”. Sharing between the participants was a crucial element in the workshop, which led to a summarizing instruction/input that consequently created the space for participants to practice presentation and public speaking skills As for methods, details are given below.
Programme	<p>a) 15.00 – 15.10 Short introduction of the workshop; a round of collecting participants expectations.</p> <p>b) 15.10 – 15.30 Energizer. Known as a theatre technique, participants were asked to try public speaking in a “unique” way; for the beginning the facilitator gave to a “volunteer”, two words completely irrelevant and unrelated to each other (eg. Physiological ramifications) and asked him/her to perform them in front of the audience in as many different ways possible. The audience was asked to react according to the impact the way the words were spoken had to them. Everyone took the floor and different words were given. With this exercise, dimensions of public speaking such as: expression, enthusiasm, diversity, non verbal</p>

	<p>communication, audience feedback etc. were addressed</p> <p>c) 15.30 – 16.00. Participants were asked to work in groups (2 people each) and respond to the question “What makes a good presentation” (15.30 – 15.45). They presented back to the whole group. The facilitator collected, categorized and asked the participants in the plenary to prioritize (15.45 – 16.00).</p> <p>d) 16.00 – 16.20. Coffee break</p> <p>e) 16.20 – 17.00 An input on tips & tricks, do’s & don’ts, principles & approaches in presentations and public speaking (topics included: non verbal communication, visual aids, getting stressed out, involving the audience and more). Discussion followed and relevant questions were explored accordingly.</p> <p>f) 17.00 – 18.00 Participants were asked to go out for max. 5 minutes, think of a topic that is of utmost interest to each of them individually and come back to the room to present a one-minute input around this topic, trying to incorporate as much as possible the elements of the previous sub-session. They got feedback from the trainer.</p> <p>g) 18.00 – 18.20 Summarizing and practicing visual aids. Visual aids (can be whatever from an old & funny cell phone – symbolizing for example the rapid change of technology – to a set of nails – symbolizing for example “important points” to consider) can play a significant role in spicing up a presentation. Participants were shown random (drawn) objects and they were asked to write on paper how they can use them to symbolize topics / things / elements / whatever. Due to lack of time, ideas were not presented but everybody was encouraged to think of more uses but also to further the list of visual aids.</p> <p>h) 18.20 – 18.30 Space was given for questions, short evaluation & closing.</p>
<p>Outcomes</p>	<p>In brief:</p> <p>Participants had the chance to share among them “lessons” from experience about a very crucial training skill; this fed not only the dynamic and the flow of the workshop but mainly participants knowledge and their curiosity to try it out.</p> <p>Participants were offered space – although limited, still valuable – to practice the training skill and get feedback on their performance.</p> <p>Participants acquired useful knowledge to liven up their presentations and to overcome the fear these cause.</p> <p>Participants’ creativity was stimulated throughout the workshop but mainly through the use of “props” and “visual aids” in the last part.</p> <p>Participants were given resources to further their development on the topic.</p>
<p>Evaluation</p>	<p>In general, this workshop managed to achieve its objectives.</p> <p>An important element in it was the possibility for participants to practice presentation and public speaking skills and get feedback on that. But the possibility was quite limited (in terms of time and space given) on the one hand while feedback, due to pressure of time, was only given by the</p>

trainer and not by the rest of the group. The latter would have definitely helped in many directions while the former was not equally appreciated and positively assessed by every participant.

A shortcoming of this workshop was that it went well ahead of its allocated time; that made participants less active and maybe interest in the last part (which was supposed to be the most dynamic and entertaining).

Nonetheless, it achieved to involve participants and their experience in the process to a great extent; their input enhanced the workshop's dynamic and aided cooperativeness and peer to peer learning. It explored a multitude of topics (using visual aids, getting stressed out, things to avoid etc), admittedly not to a great extent but up to one that created the foundations and maybe the curiosity for each of the participants to dig deeper.

16D – FACILITATION OF GROUP DISCUSSION

Title	Facilitation of group discussion
Date	Sunday 5 April 15-18.15 / Monday 6 April; 9.30-11.45
Background	<p>At this point in the programme pax have established/'received' a solid basis of NFE, HR/E, challenging thematic HR issues and in this part of training and facilitation workshops, its all about how to put this into practice when working with groups of young people. It can sometimes be very challenging to facilitate discussions dealing with HR issues, therefore we want to focus on this issue also in ToT-HRE.</p> <p>Facilitation of group discussion is one of the basic elements which every youth leader/trainer/HR educator needs to be competent in and confident with. This workshop will point out the basics of facilitation and some of the challenges (difficult situations) a facilitator might encounter when working with groups in HRE.</p>
Aims	The increase participants' competences in group facilitation
Objectives	<ul style="list-style-type: none"> • To understand the role of the facilitator, its limits and challenges • To deal with difficulties/difficult situations in facilitation • To develop strategies and exchange best practices on how to solve facilitation challenges, deal with challenging participants, etc.
Competences addressed	<ul style="list-style-type: none"> • ability to develop new activities and adapting existing ones, together with different educational approaches in HRE, taking into consideration local realities, different contexts and target groups • understanding of the role of facilitator of HRE processes and ability to competently plan own learning • ability to network with other people and organisations/institutions involved in HRE • creativity in planning and implementing HRE activities • ability to work co-operatively
Methodology and methods	Brainstorming, Short theoretical input, Discussion exercise / fish bowl, collage, Group work (cases, dilemmas in facilitation of groups)
Programme	<p>Sunday afternoon workshop - with 3 pax:</p> <p>15-00-15.30 Statement exercise (see statements, next page)</p> <p>15.30-16.15 Creation of a collage, going hand in hand with a group discussion based on different written definitions of what is a facilitator, what is not a facilitator, what are the competences of a facilitator etc. – participants cut out the definitions and statements from coloured paper (prepared material from the Manual for Facilitators) and create a collage, with the characteristics and definitions that are most important and relevant for them and their work.</p> <p>16.15-16.35 break</p> <p>16.35-16.45 participants think about and note down difficult situations, challenges and dilemmas they have faced before when facilitating group discussions</p> <p>16.45-18.00 the papers with these problem cases are put on the table and</p>

	<p>they are picked one by one during a discussion round (with the 3 pax and the trainer) in which solutions are suggested and noted down 18.00-18.15 summing up, handouts on “facilitation techniques” given, evaluation of the workshop</p> <p>Monday afternoon workshop - with a larger group of participants:</p> <p>9.45-10.15 Statement exercise 10.15-10.30 Brainstorming: what is a facilitator Definitions of a facilitator Competences of a facilitator</p> <p>10.30-10.40 pax think about and note down various difficult situations and dilemmas they have faced before when facilitating group discussions – the papers with these problem cases are put on the floor and they are picked up and discussed; solutions are suggested, during an in-depth FISH BOWL discussion;</p> <p>Two participants are taking notes, as a result reporting on the outcomes and solutions on the course platform.</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> • In both workshops participants had very fruitful discussions during the statement exercise, which acquainted them with the theme of facilitation, how they understand it and how to deal with tricky issues when it comes to facilitation of group discussions (also coming back to the role of the HRE educator – shall he/she be neutral? Can the facilitator make a stand? Influence the product or process of the group?) • Participants in the first workshop created a very informative collage, highlighting their priorities when it comes to defining the facilitator, as well as the characteristics and competences of a facilitator. • Both workshops came up with various solutions for the challenges in facilitation: a summary of those solutions, was put on the online forum, by the rapporteurs of the various groups.
<p>Evaluation</p>	<p>Participants evaluated the workshop very positively. They liked the practical approach to it and that they could come up with their own challenges and find solutions for them, a sort of best practice sharing, when it comes to facilitating and trouble-shooting. Participants stated that it was good to know share and know that every facilitator struggles and there are no ready-made solutions; participants mentioned that they would have liked to have a role-play as part of the session, as well as more exercises in conflict-solving; they liked the used methods, such as statement exercise, collage and ‘fish bowl’ discussion, which they want to further implement within their own training contexts.</p> <p>As they were asked to evaluate the workshop, by mentioning one object (which characterizes the workshop/the learning experience), participants stated: armchair: chill; apple: time to think in a healthy way; glasses: observe/analyze; book: read & connect to other context/wanting to read the next pages; candy: fizzing in your mouth; carton of milk: tetra pack; classroom: observe, participate</p>
<p>Follow-up</p>	<p>Some of the issues mentioned were followed-up in the role and</p>

	<p>competences session of trainers in HRE – part II on April 7th. Furthermore, participants will follow-up the learning experiences individually (putting some of the mentioned solutions/strategies in practice) and by further consulting with their personal trainer and/or exchanging with other pax. A report of the group/fishbowl discussion regarding challenges in facilitation will be put on the platform.</p>
Materials and hand-outs	<ol style="list-style-type: none"> 1. Statements for the statement exercise written on a flipchart (I agree, I disagree signs and mask tape in order to divide the space where participants position themselves) 2. Definition/s of a Facilitator, prepared on a Flipchart 3. Colourful sheets with what is, what is not a Facilitator, what are the competences of a Facilitator 4. Handout “methods for successful facilitation”, for further details, refer to “Manual for Facilitators”, DYS publishing
Required from participants	Full participation ☺
Appendix	<ol style="list-style-type: none"> 1. statements – statement exercise; 2. definitions of a facilitator 3. fish bowl topics of the group discussion/s.

Appendix 1 – Statement exercise

A facilitator must not influence the content or product of the group (s/he is facilitating).
A facilitator is not allowed to judge comments of the group (even if racist comments are made).
A facilitator must be able to bring out the full potential of a working group.
The facilitator is responsible for the learning process of participants.
A facilitator cannot refuse to record an idea.
A facilitator cannot fix the group / or / the problem of the group.

Appendix 2 – Definitions of a facilitator

What is a Facilitator?

“A leader of processes, provider of tools and techniques that can get the work accomplished quickly and effectively in a group environment. A facilitator assists participants to bring out the full potential of every individual and the entire group.”
(Definition of a facilitator developed by participants from TC Facilitators).

A facilitator is an individual who's job is to help to manage a process of information exchange. While an expert's role is to offer advice, particularly about the content of a discussion, the facilitator's role is to help with HOW the discussion is proceeding. In short, the facilitator's responsibility is to address the journey, rather than the destination.
(definition from the 'business world', taken from an online source)

A FACILITATOR IS...

A consultant who designs work sessions with a specific focus or intent.
An advisor bringing out the full potential of working groups.
A provider of processes, tools and techniques that can get work accomplished quickly and effectively in a group environment.
A person who keeps a group meeting on track.
Someone who helps to resolve conflict.
Someone who draws out participation from everyone, to ensure the full potential of the group is attained.
Someone who organizes the work of a group.
Someone who makes sure that the goals are met.
Someone who provides structure to the work of a group.
Someone who protects the work of a group from the overhead of a group.
Someone who is empathetic.
Someone who organizes space and time.

What a Facilitator isn't...

Changing the wording of a participant.
Refusing to record an idea (looks tired, gets distracted, too many ideas coming at once).
Getting involved in the content of the group work.
Fixing the group (even in the most loving way!)
Fixing the problem for the group.
Attaching to outcomes.
Judging comments of the group, liking some ideas better than others.
Flip flopping the agenda and work processes.
Manipulating people and behaviors through their own feedback.
Monopolizing conversation.
Taking sides on issues or people.
Being closed to group suggestions on the process.

Trying to have all the answers.

(“Manual for Facilitators”, DYS publishing)

Appendix 3 – Fish Bowl

Group discussion / FISH BOWL: Questions related to difficult situations/cases/challenges faced when facilitating group discussions:

how to deal with difficult participants? (domination, smart alecks, politicians, hyperactive, talking too much, not giving space/time to others)

how to handle negate participants? (non constructive criticism, deconstructive behaviour, intolerance, negativism)

how to deal with non-motivated participants? (not motivated, always late, pax who wants to leave, disturbs, minds his/her own business also when participating in sessions/group discussions)

how to handle troublemakers? (rude participant, offensive, intolerant, watching out for trouble and conflict, challenging other pax)

how to handle participants with non-fitting profile/s? (too experienced or inexperienced participant, tourist, wrong expectations..)

how the increase the participation of introvert participants (not willing to share, excluding themselves, shy participants)

how to handle participants with insufficient knowledge of the working Language

how to deal with participants who have personal issues going on during your training activity (homesickness, food issues, personal problems, illness of participant)

16E – DEBRIEFING AND EVALUATION

Title	Debriefing and evaluation
Date	5 April 2009 from 15.00 to 18.00 6 April 2009 from 9.15 to 12.45
Background	<p>Every person involved in delivering educational activities, and especially in delivering HRE, should be able to understand the process of individual and group learning, the basic educational principles, to be able to design an educational programme, critically select the contents, facilitate the participants' learning and to possess the capacity of reflecting and pinpointing participants' learning points, evaluate the educational process, the achievement of the aims and objectives, adapt the activities and programme accordingly with the needs of the participants.</p> <p>The workshop will refer to two of the above mentioned elements: Debriefing and Evaluation of educational activities.</p> <p>Debriefing of educational activities is a moment when trainers and participants analyse an activity, the experience created by that activity and its implications to real life. It is an essential and very important part of every activity. Seasoned facilitators know that debriefing is neither an evaluation of an activity nor just a confirmation of the objectives of the trainer or a chance to make clear links to the next activity. Facilitators should plan debriefing questions together with the other preparation parts of the activity. However, facilitators should be aware that the plan for debriefing has to remain flexible and they should be ready to alternate the questions on the spot to tailor the discussion, on the basis of the experiences the participants lived.</p> <p>Evaluation of educational activities is one of the main element that, while designing an educational activity, should be considered by the trainers and planned. A proper evaluation system allows the trainers to adapt the activities and the programme accordingly with the needs and the suggestions of the participants, to monitor constantly the learning process of the participants, the educational process itself and the achievement of the aims and objectives. The evaluation should be considered as an integral part of the educational process starting in the preparation of the activity and ending after the end of the activity itself, including all the actors in different moments of the process.</p> <p>Previous experiences at similar courses have shown that for some participants it is important not to acquire these competences for the first time during such a course, but rather to improve their own existing competences and approaches to debriefing and evaluation of Human Rights educational activities in a structured way.</p>
Aims	To provide space for deepening participants' understanding and knowledge on the debriefing and evaluation of educational activities within the framework of human rights education.

Objectives	<ul style="list-style-type: none"> • To make the participants aware of the place and the importance of the debriefing and evaluation as integral parts of an educational activity. • To provide participants with an opportunity to design the debriefing and evaluation of a particular HRE exercise. • To provide participants with an opportunity to design the debriefing and evaluation of a specific HRE activity
Competences addressed	<ul style="list-style-type: none"> • The ability to design and run the debriefing of an exercise and other educational contents in a training context. • The ability to plan an evaluation and to evaluate an educational process. • Extracting learning from an educational activity
Methodology and methods	<p>The workshop will be based on participants' experiences on debriefing and evaluation.</p> <p>In the first part of the workshop, the participants had the chance to design and plan debriefing and evaluation for a given activity from Compass. Starting from the experience made in small working groups as well as in the entire group, it was possible to generalise the key elements for debriefing and evaluation in the educational activities, with specific attention to a HRE activity.</p> <p>Tips for debriefing and evaluation were provided at the end of the sessions, as conclusion of the workshop.</p>
Programme	<p>Introduction of the workshop (objectives, questions and expectations)</p> <p>Debriefing and evaluation – reviewing the concepts and structures</p> <p>Activity from Compass on designing debriefing questions (in 2 groups of 3-4 participants): Proposed activity: Heroes and Heroines as used in the previous ToTHRE.</p> <p>Presentation of the sets of questions for debriefing of the different groups</p> <p>Coffee break</p> <p>The participants (divided in 2 groups of 3-4 participants) are asked to define the aims (why?) for the evaluation of 2 different activities as well as the approach, methodology and methods (How?, When? Where? For whom and by whom?):</p> <p>a) 5 days TC on HRE for young people</p> <p>b) 5 days TC on HRE for youth leaders/educators</p> <p>Presentation of evaluation plans and methods.</p> <p>Feedback and generalisation on Evaluation principles and methodology</p> <p>Evaluation of the workshop and closing</p>
Outcomes	<p>Participants are aware of the importance of debriefing and evaluation in educational activities</p> <p>Participants feel comfortable to design and run debriefing and evaluation sessions in educational activities</p>
Evaluation	<p>The workshop has been run twice. In both the workshops, the participants said that the activities were useful and interesting. For</p>

	<p>some of them it was a challenging process to design the debriefing of a given exercise. Most of them said that, at the end of the workshop, they had a much more clear view on debriefing and evaluation and they felt much more confident in planning and running them.</p>
<p>Materials and hand-outs</p>	<p>Description of the Exercise from Compass: “Heroes and Heroines”</p> <p>Sources of inspiration: TKIT on Evaluation TKIT Training Essentials TKIT Project planning CDROM on Evaluation</p>

16F – FACILITATION OF EXPERIENTIAL LEARNING ACTIVITIES

Title	Facilitation of experiential learning activities + Intercultural learning in educational settings
Date	6 April, 9.15-12.15
Background	This session was one of the training competences sessions, aiming at improving participants' competences and awareness about important aspects and educational responsibilities when running simulation games. Having already experienced "Access to medicaments" a couple of days ago in the course, it was just the right moment to look at these type of activities from the "trainer's perspective". It is clear that educational activities using role-playing elements could be powerful tools for learning and HRE, and there are more than 1/3 of Compass activities having an element of role playing (being it role-plays, simulation exercises or activities using interactive theatre). This session aims both at looking at the heart and the roots of the activities of this kind and thinking about effective ways how to facilitate them in a learning environment. Due to several common objectives the session was merged and conducted in cooperation with the session on Intercultural learning in the educational settings.
Aims	To increase participants' awareness of and competence in facilitation of experiential learning activities (in particular simulation exercises)
Objectives	<ul style="list-style-type: none"> • To increase understanding of the conceptual origins and nature of simulation games in the educational settings • To reflect on challenges, critical moments and the role of facilitator when running simulation exercises • To collect good practices and practical tips for effective facilitation of simulation exercises
Competences addressed	<p>ability to develop new activities and adapting existing ones, together with different educational approaches in HRE, taking into consideration local realities, different contexts and target groups</p> <p>knowledge of educational approaches in HRE and ability to apply them into educational programmes in HRE</p> <p>creativity in planning and implementing HRE activities</p> <p>understanding of the role of facilitator of HRE processes and ability to competently plan own learning</p>
Methodology and methods	Theatre warm up games, Simulation game, Short theoretical input, Small group work, Plenary sharing
Programme	<p>5 min: Introduction to the session</p> <p>15 minutes: Short theatre warm up exercise, focusing on playing roles</p> <p>Simulation game "Derdians"(for more info see T-kit ICL)</p> <p>5 min: Introduction to the exercise</p> <p>55 min: Action</p> <p>15 min: Flipcharts – facts, feelings, interpretations</p>

	<p>10 min: Reading flip charts, followed by sharing of short reactions and explanations from the other group</p> <p>5 min De-rolling – getting out of the cocoons, say your own name loud + change places</p> <p>20 min Debriefing: How did you feel in the exercise? How was it to play your roles? Easy? Difficult? How was the first meeting? What were the first impressions about the others? What happened in between the two meetings? Were you surprised with what you have heard from the flipcharts? What was the basis for your perceptions about other group? What does this exercise tell us about cultural values and perceptions? What have you discovered about intercultural encounters?</p> <p>15 min Coffee break</p> <p>10 min Short input about origins and nature of simulations games and relation to other types of activities using elements of role-playing (role plays and interactive theatre).</p> <p>10 min Small groups “what are the things to take into consideration when facilitating simulation exercises? Before, during and after the action?”</p> <p>20 Sharing in plenary and wrap up. Points to mention: Setting the stage Providing material Coordination between facilitators Help enrolling Keep in rolls De-rolling Debriefing</p> <p>2 min Cesar’s greetings: Short non-verbal evaluation round</p>
<p>Required from participants</p>	<p>Readiness to play the roles and motivation to learn about simulation games from the experience.</p>
<p>Outcomes</p>	<p>The session managed to raise awareness about important and critical aspects when running simulation games and related facilitator’s responsibilities. The session made nice links with the activities from Compass and particularly with the Access to Medicaments experienced during the course. The main outcomes were learning points what to take into consideration before/during/after the action in the exercise. Some points mentioned were: Before: awareness of your participants’ backgrounds, do research on the topic, how does the exercise fits in the overall process in the course, be clear on your objectives, safety considerations, good preparation and introduction, warm up for role playing, help enrolling, manage time and materials, setting the scene During: manage the time, facilitate the space, do not interfere with the action (unless some serious crisis appears), consider the role of observers, be aware of your own feelings</p>

	<p>After action: do proper de-rolling and good debriefing</p> <p>Finally, in the end of the session we have shared some useful resources for simulation exercises, e.g. www.thiagi.com</p>
Evaluation	<p>It was an effective and efficient way to merge two sessions, having a possibility to work with larger group, which allowed us to have a more interesting experience in the simulation. Although there were some initial concerns that the Derdians will be a “known exercise”, it appeared that it was not the case with this group. The exercise itself gave us enough material for looking at what happened from both facilitation perspective and content-wise from ICL perspective. There was very good cooperation and coordination between the trainers and everything went smoothly.</p> <p>Finally, based on their expression in a non-verbal evaluation round, the level of participation and good outcomes listed on the flip-chart, it was clear that the participants were very satisfied with the workshop,</p>
Follow-up	<p>The outcome report prepared by the participants and uploaded on the platform.</p>
Materials and hand-outs	<p>Role cards and material for “Derdians” Flip chart Markers</p>
Appendices	<p>T-kit Intercultural learning, p.58-59, 62-65, downloadable from http://youth-partnership.coe.int/youth-partnership/publications/T-kits/T_kits Boal, A. (1992): Games for actors and Non-actors, Routledge, London Karsten, A. (2004): The power of simulation, research paper for the Seminar on recognition of NFE/L, held in Strasbourg 28-30.4.2004 Thiagi’s website: www.thiagi.com Blatner,A.: Role playing in education, www.blatner.com</p>

16G – INTERCULTURAL LEARNING IN EDUCATIONAL ACTIVITIES

Title	Intercultural learning in educational activities
Date	Sunday 5 April afternoon or Monday 6 April in the morning
Background	<p>The training and facilitation workshops are planned in order to provide those participants with less experience in non-formal education activities, the opportunity to experience, reflect about and hopefully develop their competence in a given area related to trainers' general competences and functions.</p> <p>Intercultural learning remains a crucial value and learning area in international youth work and non-formal education. Intercultural learning is important in order to understand reactions to difference and diversity. At the same time, intercultural learning is necessary in order to be able to work with and “integrate” the diversity of participants and their reality in youth activities.</p> <p>Finally, intercultural learning needs human rights as a value reference framework without which it risks limiting itself to cultural relativism in different forms.</p> <p>Intercultural learning is, therefore, a key competence area for anyone working with non-formal education and even more so in human rights education.</p>
Aims	To reflect about the relation between intercultural learning and human rights education and to develop participants ability and competence in safeguarding and using intercultural learning approaches and principles in human rights education.
Objectives	<ul style="list-style-type: none"> • To explore the meanings of intercultural learning today and its relation to youth work and human rights education; • To reflect about essential competences and values associated to intercultural learning and their relation to human rights education; • To develop participants' practical understanding of the relation between human rights education and cultural diversity.
Competences addressed	<ul style="list-style-type: none"> • ability to develop new activities and adapting existing ones, together with different educational approaches in HRE, taking into consideration local realities, different contexts and target groups • knowledge and understanding of human rights principles, associated values, as well as history and philosophy of human rights • knowledge of educational approaches in HRE and ability to apply them into educational programmes in HRE • understanding of the key principles of non-formal education and its links with HRE • ability to translate human rights value framework into personal, social and professional actions
Methodology and	This will be a workshop for a group of 5 to 10 participants. An activity

Training of Trainers in Human Rights Education 2009

methods	from Compass will serve as a starting point to explore diversity and difference. It will be completed by information about key values and competences for intercultural learning and their relation to human rights education trainers and facilitators.
Programme	<p>14:30 Introduction to the workshop, expectations of participants</p> <p>14:45 Experiencing the activities “What do you see?” and “Who are I?”, from Compass, including debriefing</p> <p>15:45 Break</p> <p>16:15 Introduction to essential notions and competences for intercultural learning, based drawing on the two activities and the experiences of participants.</p> <p>16:45 Questions and discussion</p> <p>17:15 Review of the skills and approaches for human rights education (chapter I of Compass), in view of checking whether intercultural learning competences are adequately reflected there. The outcomes of this work may be taken into account by the revisors of Compass.</p> <p>17:45 Evaluation of the workshop</p> <p>18:00 Closing of the workshop.</p>
Required from participants	Anything that the participants need to do or to bring with them in view of this session.
Materials and hand-outs	The materials necessary for the two Compass activities. Selected texts from the Education Pack “All Different – All Equal” and the T-Kit on Intercultural Learning. Extract from chapter 1 of Compass.

17 – PROGRAMME DESIGN

Title	Programme design
Date	6 April, 14.30 – 18.00
Background	<p>Designing and planning a programme of – educational and social – activities – is a competence that a human rights education trainer should possess and regularly “polish”. Some concerns influencing the way programmes are or should be carried out are as follows:</p> <p>Ever growing demand for higher quality in less time. While this constitutes a blockage and a source of many negative consequences in training, at the same time it calls for maximum use of the time available but also of the methods, the methodologies, the tools and the approaches that can guarantee a successful event.</p> <p>HRE and NFL related trainings usually take place in contexts characterized by diversity and heterogeneity. Backgrounds, needs, capacities, desires and wishes vary tremendously in trainings. How do we make sure that commonalities are the starting points and diversity feeds the process?</p> <p>Information & communication technologies in training. How can trainers make effective use of ICTs ?</p> <p>Methods. Avoiding the “copy-paste” and “plug & play” fashion; why? Changing and adapting to be sought after while maintaining and repeating can be handy, too.</p> <p>Programme design in international teams. Different people understand different things differently. Speaking the same language doesn’t immediately guarantee understanding.</p> <p>The above illustrate that being “a programme designer” is a complicated and demanding task. It’s a role that can distinguish an “all around trainer” from a “mere deliverer”.</p> <p>This session took into consideration all of the above and offer the possibilities to the participants to practice a very crucial training skill, in a cooperative and international manner.</p>
Aims	To ensure that future human rights education activities and programmes run by the participants will be of higher efficiency and effectiveness
Objectives	<ul style="list-style-type: none"> • To get acquainted with the basic principles and phases of programme design • To experience the design of a programme within an international team context • To indirectly reflect on the content and flow of the ToTHRE programme • To develop some basic programme ideas that may inform and inspire participants’ future practice
Competences addressed	<ul style="list-style-type: none"> • skills in developing and delivering HRE activities taking into account the needs and concerns of young people • knowledge of educational approaches in HRE and ability to apply them into educational programmes in HRE • understanding of human rights based approach and its applicability in education and youth work

	<ul style="list-style-type: none"> • creativity in planning and implementing HRE activities • ability to work co-operatively
Methodology and methods	<p>The methodology applied in this session was a quite simple, at the same time a very effective one: design some case studies (general but relevant at the same time), draw attention in programme design through input, split participants into groups according to the interest of them and the one of their organizations (to the extent possible) and throw them into the deep waters, while making yourself (trainers) available for support. The methods used are described below.</p>
Programme	<p>14.30 – 14.40 Introduction to the session</p> <p>14.40 – 15.10 Brief input on programme design (Tkit 6, page 67) plus Challenges in HRE programme design (a question on that was placed and participants responded according to their experience)</p> <p>15.10 – 15.20 Splitting into 6 groups (3 case studies, 2 groups per case)</p> <p>15.20 – 16.00 Each group worked on a specific – imaginary – case and they had to develop/tailor a programme of activities according to prescribed objectives, needs and sought after competences. One trainer was appointed for every group but s/he only made him/herself available; s/he was not present in the group the whole time.</p> <p>16.00 – 16.30 Coffee break (participants were encouraged to stop their work if that was possible and take benefit of this time to ask people from other groups how it was going, what problems did they face and so on; useful and inspiring at the same time).</p> <p>16.30 – 18.00 Continuation and finalization of the programme.</p> <p>18.00 – 18.30 Debriefing (some, indicative, questions).</p> <p>What has been the most challenging part of the process? How did you go about it? What was the “work culture & structure”, if any? Are you satisfied with the outcome? Do you prefer to “craft” programmes on pre-defined conceptual frameworks (aims, objectives etc) or you want to be involved in their definition? What would be the pros and cons of each situation?</p> <p>Debriefing took place on the basis of each case; that is, 2 groups joined together facilitated by 2 trainers.</p> <p>Participants were not asked to present their programmes in the plenary (saved time and also unnecessary loading of information) but they did so during the debriefing. They were also asked to appoint 1 person to type it down and upload it in the e-learning platform. In this way, everyone could take a look at it after the course, be inspired by it and also kick off a discussion in the forum, while valuable time was saved and invested in group work. (Reading page 121 of the Compilation of modules 2004 – 2006, “This workshop is very important for participants’ development as trainers and it should be kept as an idea for the next training. More time should be devoted to it”).</p>

<p>Outcomes</p>	<p>This session had a very practical and tangible outcome: 6 human rights education training programme ideas, finalized and uploaded in the e-learning platform with great potential to feed participants future practice. Beyond that, it provided participants with the possibility:</p> <p>To practice a very crucial training skill in an international setting To challenge their assumptions when it comes to programme design and realize how different people see at the same things differently To see immediate results of their group efforts that consequently fed their “feel good factor” To share and exchange – and through that to reflect on and assess – their programme ideas with a group that worked on the same conceptual background In cases, to get into a conflict situation (due to opposing views) and through this to come across a very regularly occurring reality</p> <p>Certainly, the outcomes during the work in small groups were more than the above, and estimating from the final seminar evaluation, this session has been one of the most appreciated by the participants.</p>
<p>Evaluation</p>	<p>The risk to split groups in advance (considering their interest, their organization’s field of activity and the experience of the participants – not so in terms of width but in terms of practical expertise in specific fields reflecting the topics of the case studies - as it has unveiled through the self-assessment form) was a high one but not as high as if participants were let to choose case studies to work on themselves. In the latter case, uncertainty might have led to: groups of different sizes, dysfunctional distribution of experience and definitely to a great loss of valuable time. However, it has to be made as explicit as possible that the pre-defined split into groups had not anyhow been biased but only based on concrete elements presented in the self-assessment form. Trainers had this deep in their mind but still there were cases (few though) where participants felt placed where they were placed for a specific reason, not so positive in their belief.</p> <p>Notwithstanding, it has been a highly appreciated activity and this was revealed during the debriefing part but also through the final evaluation of the seminar. It came in the right moment: knowledge and skills explored and developed during the previous day could be applied in a coherent manner, in a structured experience very close to reality. Cases studies were quite generic and a bit adjusted in comparison with the ones from the previous years; however they need to be looked though and reflected on once there is certainly space for development, while the suggestion would still be to be kept as generic as possible. Time for debriefing should be at least half an hour (as in this case) and the logic to bring 2 groups of the same case together proved to be well grounded.</p>
<p>Follow-up</p>	<p>Programmes created are available in the online platform.</p>
<p>Materials and hand-outs</p>	<p>6 cases, programme template</p>
<p>Appendices</p>	<p>Cases (3), adapted from Compilation of Modules 2004 and 2006, p. 122 – 123 Programme template</p>

Title	Children and human rights education
Aim	To develop participants' competence in working with human rights education with children (12 – 18 years old) at local level
Objectives	To clarify human rights & human rights education related concepts To familiarise the participants with the approaches and activities of Compass/Compassito and with how to best use it and adapt it to the local contexts and realities To offer space for sharing and exchange with regards to child-friendly approaches to learning
Profile of participants	Youth workers, youth leaders and teachers working with children
Length of training	3 residential days + arrival & departure
Competences to be developed	Ability to analyse and explain effectively and creatively human rights related concepts to children Ability to translate human rights related notions and meanings to children's "language" Ability to work subtly with COMPASS/Compassito and its contents Understanding of both the risks and potential in working with children on Human Rights & Human Rights Education Ability to create "safe" and child-friendly learning environments and approaches

Please do the following:

Enlist the contents for the above training course:

To do that, maybe you can follow the following procedure:

- Step 1: All trainers write down the content elements they wish to see in the programme, one element per post-it. All post-its are then put up on the wall for the whole team to see.
 Step 2: Clarify elements, where necessary. Group/cluster similar elements together.
 Step 3: Make titles for the groups/clusters of elements on different colour post-its. What is it that makes them a group?
 Step 4: Take off all post-its except those with the titles and put them aside. The remaining post-its (with the titles) will be your programme content elements.
 Step 5: Discuss the outcome. Are you happy with these elements? Is anything missing? If needed, have a look at the original post-its again.

Now arrange the elements into a programme flow. You may use the "daily programme model" provided.

Write a brief description of the methodology/ies to be applied
 Enlist the methods that will be used for every session.

Title	Young people and human rights education
Aim	To develop participants' competence in working with human rights education with young people (18 – 25 years old) at local level
Objectives	To clarify human rights & human rights education related concepts To familiarise the participants with the approaches and activities of Compass and with how to best use it and adapt it to the local contexts and realities To offer space for sharing and exchange with regards to youth-friendly approaches to learning
Profile of participants	Youth workers and youth leaders working with young people (18 – 25)
Length of training	3 residential days + arrival & departure
Competences to be developed	Ability to analyse and explain effectively and creatively human rights related concepts to young people Ability to translate human rights related notions and meanings to young people's "language" Ability to work subtly with COMPASS and its contents Understanding of both the risks and potential in working with young people on Human Rights & Human Rights Education Ability to create "safe" and youth-friendly learning environments and approaches

Please do the following:

Enlist the contents for the above training course:

To do that, maybe you can follow the following procedure:

- Step 1: All trainers write down the content elements they wish to see in the programme, one element per post-it. All post-its are then put up on the wall for the whole team to see.
 Step 2: Clarify elements, where necessary. Group/cluster similar elements together.
 Step 3: Make titles for the groups/clusters of elements on different colour post-its. What is it that makes them a group?
 Step 4: Take off all post-its except those with the titles and put them aside. The remaining post-its (with the titles) will be your programme content elements.
 Step 5: Discuss the outcome. Are you happy with these elements? Is anything missing? If needed, have a look at the original post-its again.

Now arrange the elements into a programme flow. You may use the "daily programme model" provided.

Write a brief description of the methodology/ies to be applied
 Enlist the methods that will be used for every session.

Title	Awareness raising and advocacy for human rights
Aim	To develop participants competence in promoting and supporting human rights and human rights education at national level
Objectives	To clarify human rights & human rights education related concepts To familiarise the participants with the approaches and activities of Compass and with how to best use it and adapt it to the local/national contexts and realities To offer space for sharing and exchange with regards to participants former experience in advocating and campaigning
Profile of participants	Youth workers experienced in human rights education that intend to start an advocacy/awareness raising national campaign for human rights
Length of training	3 residential days + arrival & departure
Competences to be developed	Ability to analyse and explain effectively and creatively human rights related concepts to heterogeneous audiences Ability to translate human rights related notions and meanings to non-experts “language” Ability to work subtly with COMPASS and its contents Understanding of both the difficulties and potential in promoting Human Rights & Human Rights Education to a wide audience Ability to create interactive learning environments in a variety of settings (streets, university classrooms etc)

Please do the following:

Enlist the contents for the above training course:

To do that, maybe you can follow the following procedure:

- Step 1: All trainers write down the content elements they wish to see in the programme, one element per post-it. All post-its are then put up on the wall for the whole team to see.
- Step 2: Clarify elements, where necessary. Group/cluster similar elements together.
- Step 3: Make titles for the groups/clusters of elements on different colour post-its. What is it that makes them a group?
- Step 4: Take off all post-its except those with the titles and put them aside. The remaining post-its (with the titles) will be your programme content elements.
- Step 5: Discuss the outcome. Are you happy with these elements? Is anything missing? If needed, have a look at the original post-its again.

Now arrange the elements into a programme flow. You may use the “daily programme model” provided.

Write a brief description of the methodology/ies to be applied
Enlist the methods that will be used for every session.

Appendix 4 – Programme template

TIME		DAY 1	DAY 2	DAY 3	
	ARRIVAL DAY				DEPARTURE DAY
11.00 – 11.30		Coffee break	Coffee break	Coffee break	
13.00 – 14.30		Lunch	Lunch	Lunch	
16.00 – 16.30		Coffee break	Coffee break	Coffee break	
19.00 – 20.00		Dinner	Dinner	Dinner	

18 - FOLLOW-UP AND EVALUATION OF THE SEMINAR

Title	Follow up and evaluation of the seminar
Date	7th April 2009
Aims	To encourage participants to develop follow up projects in HRE and to continue to learn throughout the training course which will last in June 2009. To reflect upon and to evaluate all the elements of the seminar
Objectives	<ul style="list-style-type: none"> • To let participants introduce their project ideas for the follow up phase • To support participants to make transfer between the seminar and their own realities, providing feedback to their project ideas and introducing tools such as COMPASS II • To allow participants reflect on the roles and competences needed by a trainer/facilitator while carrying out HRE activities • To allow participants to evaluate their learning processes and the competences acquired during the seminar • To let participants define the competences they still would like to get and what they would like to find in the follow up phase on the ToTHRE • To explore and gather participants' impressions and reflections on the seminar • To collect participants' evaluations on the seminar • To close the seminar
Competences addressed	<ul style="list-style-type: none"> • Ability to transfer the experiences to one's own daily reality • Project management skills • Networking skills and attitudes • Ability to identify further needs and tools for the follow up phase • Ability to analyse, conclude and evaluate one's own learning process and achievements • Ability to evaluate the seminar in different ways • Communication skills
Programm	<p>9.15: Introduction to the day's programme</p> <p>9.30: Project ideas: Revision the project ideas already worked out in the previous days Presentation of the project ideas</p> <p>11.30: Working groups about the roles and competences a trainer/facilitator should have to carry out a HRE activity (focus on what they have proposed as project idea) Presentation of the results</p> <p>12.20: Back to the self-assessment. Individual exercise in order to fix the status quo of each participant after the seminar. The exercise allow the participants also to prepare themselves to ext exercise on expectations towards the follow up phase.</p> <p>14.30: Re-groups on expectations towards the follow up phase of the seminar. The participants should identify what they expect by COE_DYS,</p>

	<p>their organisations, themselves, trainers and colleagues</p> <p>15.00: Presentation of the re-groups results. Introduction of the follow up phase and of the support by the trainers and COE-DYS in term of time, resources, tools,...</p> <p>15.30: Introduction to the evaluation phase</p> <p>15.40: Introduction and filling in the seminar evaluation forms</p> <p>16.30: Introduction to the Re-group evaluation</p> <p>They should focus and answer to the question “How would you describe the process of this training course so far?” The re-groups have to report back the answer in an artistic way. They can use the following way of expressions:</p> <p>Hip-Hop show TV Soap opera Greek tragedy Classical ballet Dramatic Comedy</p> <p>Each of the Re-groups pick one of the “way of expression” by chance.</p> <p>16.50: Presentation of the re-groups performances (3 minutes each group)</p> <p>17.15: STARS in the sky. Re-using the metaphor used in the preparation phase, the participants should draw their own stars, indicating their wishes for the future. Once they are ready, they will stick the STARS in the sky and have a look to the others.</p> <p>17.45: Final message from the team and closing</p> <p>18.00: Certificates and celebration</p>
Outcomes	What was actually achieved through the module? This paragraph includes issues that came or were raised by participants in the plenary or groups.
Evaluation	This section contains the feedback both from the session (whenever there was feedback) and from other evaluation and feedback expressed by participants. These feedback notes focus on the format of the session and its sustainability – not on all possible aspects that participants may give feedback upon.
Follow-up	Notes or suggestions about how the session or its objectives should be consolidated completed or followed up during the seminar or during the course.
Materials and hand-outs	Participants' self assessment used in the preparation phase
Appendices	Evaluation form



**Training trainers in Human Rights Education 2009
Seminar Evaluation**

I. Relation to the course objectives:

In your understanding of the training seminar, to which extent have the objectives of the course been pursued or achieved so far?

6: Fully achieved

1: Not achieved at all

Course objectives							
1. To deepen participants' understanding of key concepts of human rights in Europe today							
2. To familiarise the participants with the approaches and activities of COMPASS (the manual on human rights education with young people) and with how best to use it and adapt it to local contexts and realities							
3. To explore current developments and new trends in human rights education throughout Europe							
4. To motivate participants to advocate for human rights education							
5. To review and enhance participants' competences (knowledge, skills, attitudes) in working as trainers/facilitators with human rights education in non-formal learning settings							
6. To enable participants to develop activities and programmes for training multipliers in human rights education at national or local level, including national training courses and pilot-projects							
7. To associate the participants and their organisations with the priorities of the Directorate of Youth and Sport of the Council of Europe related to human rights education.							
8. To facilitate networking and further co-operation between participants and their organisations for human rights education across Europe.							
9. To mainstream human rights education in youth work and non-formal learning.							
10. To motivate and empower the participants to actively use information and communication technology as part of their own learning before, during and after the training course.							
11. To support participants in further developing their potential as learners and facilitators/trainers in human rights education							

Comments:

II. Please evaluate the importance of the following programme elements for your development as a trainer, your personal development, your understanding of HR and HRE and for the group development (Please, fill in every box and use the scale between 1 (completely irrelevant) and 6 (totally relevant))

Programme Elements	Relevant for my development	Relevant for my personal development	Relevant for my understanding	Relevant for the group development
Getting to know each other: «All those who...» and «Communication and Cooperation (blindfold)» exercises				
Working groups on “roles and functions of trainers in relation to human rights” (diamond ranking exercise)				
Introduction to the International Bill of Human Rights				
Working groups on Human rights at home				
Session on European Instruments for the Protection and Promotion of HR – David Cupina				
“Current challenges to a universal culture of human rights and their implication in human rights education”- Ellie Keen				
Working groups elaborating a message to be sent to the G20				
Access to medicaments				
What is HRE? Input				
Meta-Analysis of Access to Medicaments				
Thematic workshops (Terrorism, Peace and Violence, Discrimination, Diversity, Social Rights, Environment)				
Workshops on trainers competences (Group dynamics; Dealing with conflicts in educational settings; Presentation skills; Facilitation of group discussion; Debriefing and evaluation; facilitation of experiential activities and Intercultural learning in educational activities)				
Information about funding possibilities in the Council of Europe				
Designing a programme of a human rights training activity (workshops)				
Working on follow up projects				
Energizers				
Human Rights Club				
Reflection groups				
Individual Consultations				

Comments:

III. Methodology

Please comment on the appropriateness of the methodology and methods of the seminar.

IV. Your contribution to the course: How do you evaluate your own contribution to this course so far?

Totally satisfied					Totally disappointed				

Comments:

V. The contribution of the group to your learning in the seminar:

Training of Trainers in Human Rights Education 2009

Totally satisfied Totally disappointed

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Comments:

VI. The contribution of the team to your learning process and in the learning of the group?

Totally satisfied Totally disappointed

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Comments:

VII a. What are the chances of success for your follow-up project?

Totally satisfied Totally disappointed

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Comments:

VIIb. Which will be your next steps to realise your follow up project?

VIIc. Which are your expectations and needs for the on-line follow up phase (content and method)?

VIII. How far did the Training Seminar meet your expectations?

Please put a cross on the line in order to express your opinion

100% 0%

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VIII. What was missing in the seminar?

IX. Any other comments, suggestions, criticisms

Your name: _____
 THANK YOU!

19- REFLECTION GROUPS

Title	Reflection groups
Date	Almost every day of ToT-HRE, usually:18.15.-18:45/19h
Background	Each training course has a strong dimension in looking back in what has been learnt during the day and how that can be transmitted in participants' reality. This programme element provides the necessary space for the evaluation of the contents of the programme and their potential transfer into the participants' organisations and realities. It will address both individual and collective learning.
Aims	To reflect on the learning achievements and participants' roles as HREducators and Trainers
Objectives	<ul style="list-style-type: none"> • To reflect on and to evaluate the programme of the day • To link the daily experience and learning with the participants organisations' reality and context • To deconstruct learning • To give space to participants to discuss any open/urgent issues
Competences addressed	<ul style="list-style-type: none"> • ability to work co-operatively • ability to network with other people and organisations/institutions involved in HRE • knowledge and understanding of human rights principles, associated values, as well as history and philosophy of human rights • ability to develop new activities and adapting existing ones, together with different educational approaches in HRE, taking into consideration local realities, different contexts and target groups • knowledge on different instruments for the protection and promotion of human rights and skills in using them in the practice of HRE • understanding of current situation and challenges to human rights, with the special focus on local level • ability to set long-term objectives for HRE in own context, taking into consideration the impact of human rights education on local, regional and national levels • knowledge of educational approaches in HRE and ability to apply them into educational programmes in HRE • understanding of human rights based approach and its applicability in education and youth work • understanding of the key principles of non-formal education and its links with HRE • understanding of the role of facilitator of HRE processes and ability to competently plan own learning • ability to translate human rights value framework into personal, social and professional actions • ability to mainstream human rights education in youth work and youth policies
Methodology and methods	<p>The participants meet regularly in fixed groups at the end of each working day. A team member facilitates the reflection group.</p> <p>The programme, experience and the outcomes of the day are used as basis for learning. Some of the methods and approaches used by facilitators in</p>

	<p>these groups are related to evaluation methods, others to extended learning from the topics or processes of the day. Methods used will enable both individual and collective reflection</p> <p>The sessions will vary very much depending on the personal working style of the facilitator/trainer, in general re-groups will encompass the following:</p> <p>To do the feedback of the day (use creative methods)</p> <p>To provide everyone with the opportunity to share and participate</p> <p>To talk about experiences, impressions, feelings; and the learning process of pax;</p> <p>To have some individual and shared reflection about the learning of the day and how this can be transferred/implemented within participants' training activities, organisations and realities</p> <p>To continue interesting discussions (if not enough time in the plenary), to take care of special needs/individual problems, etc.;</p> <p>To think about possible elements/contents for the HR Club</p>
Programme	<p>The team decided to focus on:</p> <ol style="list-style-type: none"> 1. Individual reflection on learning (sheet) – afterwards: shared reflection 2. Feedback on the day, message to the team 3. Learning and transfer: to own training activities <p>approx. 30-45 minutes. Re-groups were held almost each day (whenever it was possible), at the end of the daily programme.</p> <p>The duration varied from day to day depending on the previous programme elements and the remaining time until dinner (at 7 pm).</p>
Outcomes	<p>The reflection group was extremely important for participants, to share their feelings about the day, their personal learning, to clarify open questions and discuss on a meta-level about various sessions/methods/trainers' team decisions, etc;</p>
Evaluation	<p>Participants evaluated the reflection groups, in their written course evaluation especially, as being very useful, fruitful and important for their personal learning process. Some participants mentioned that they missed the reflection groups on those two evenings when (due to programme changes) they did not take place – this highlights the importance of this programme element and the need of participants to share and learn together within a small safe group environment.</p>
Follow-up	<p>The outcomes of the reflection groups were followed up in the preparation team meetings each evening:</p> <p>in a few cases the programme for the next day was adapted or totally changed according to the needs and feedback expressed by participants;</p> <p>pax needs and learning were discussed and monitored by the team;</p>
Materials and hand-outs	<p>PAX got a handout/reflection sheet for each day</p>

20 – HUMAN RIGHTS CLUB

Title	Human Rights Club
Date	Every day (besides 3 and 4 April)
Background	HR Club is an informal space that takes place in the evening. This is not only a place to continue discussions but most of all network, practise creativity skills and have fun. The Club is open after dinner and is managed by the participants together with one member of the team of trainers. Each evening has a theme or method to be used in order to make it a bit structured. But the structure is not the most important; it is rather a moment when participants' needs can be addressed, other than the ones in the formal programme.
Aims	To provide a space for socialising and networking between participants
Objectives	<ul style="list-style-type: none"> • to socialise with the others • to develop and practise artistic and creative skills • to have fun • to share ideas and continue discussions from the day • to deepen the reflection of different aspects of human rights and human rights education • to share experience of training and youth work
Competences addressed	<ul style="list-style-type: none"> • ability to translate human rights value framework into personal, social and professional actions • ability to work co-operatively • ability to network with other people and organisations/institutions involved in HRE • creativity in planning and implementing HRE activities
Methodology and methods	<p>The HR Club is an informal space after dinner each day (besides 3 and 4 April). The Club will be managed by a club manager (one of the participants) together with other participants with possible participation of one team member (probably a different one for each day). The programme for each evening is prepared and all participants are asked to contribute to the development of the Club each day.</p> <p>In order to manage the Club well, the group of participants (some 6-8) should be nominated the first day to be responsible for co-ordination all activities of the Club.</p>
Programme	<p>30 March Welcome Evening in the HR Club</p> <p>31 March The “World Mix Evening” at the Human Rights Club</p> <p>1 April Film evening at the Human Rights Club</p> <p>2 April Networking evening at the Human Rights Club</p> <p>5 April</p>

	<p>Time for ACTION! At the Human Rights Club</p> <p>6 April Project time at the Human Rights Club</p> <p>7 April Farewell party in the HR Club</p>
Required from participants	<p>A co-ordination group should be nominated (volunteers) in order to manage the programme of the club each day. Participants are asked to bring food and drinks from their countries that follow certain criteria (described in the invitation to the Club (attached to this unit) as well as information about their organisations.</p>
Outcomes	<p>It is difficult to talk about the outcomes of the Club as it was supposed to be an informal space for the participants. However, participants had a chance to get to know a bit the culture of the countries other participants were coming from. They also shared the information on their organisation and work they do, especially in relation to human rights education with young people.</p> <p>The Club was also used to discuss the follow-up projects and network.</p>
Evaluation	<p>The Human Rights Club was evaluated quite positively by the participants. However, some of them mentioned that it was an extra burden as it required full participation in the late hours, even if it was mentioned that it is voluntary. Some participants mentioned in their evaluation forms that it was not an informal space, as announced, and they had a feeling that the training still continues after the official closing of the day.</p>
Follow-up	<p>No follow-up required. However, when this element of the programme is planned for the next training course, the comments from participants should be taken into consideration. The Club should stay an informal space for sharing; it should not turn into another training session.</p>
Materials and hand-outs	<p>-paper (different colours), scissors and other standard office equipment - balloons</p>
Appendices	<p>Message to participants – invitation to the Club</p>

I have the great privilege of inviting you all to join the Human Rights Club at European Youth Centre Budapest as well as its grand opening at 30th of March 20:30.

The Human Rights Club is intended to be a space for informally addressing issues related to human rights, human rights education and the training course in an atmosphere that is relaxing, possibly fun and might even contribute to sorting out some thoughts in a good company, without stress but with care, concern and a bit of passion (if possible) Nice time with nice people, if you allow me to venture a guess. The Club will provide us an opportunity to gather together with very little stress about time or tasks.

The planned program of the Rights Club includes so far:

World Mix Evening

Please bring with you something descriptive to your country/region; food to taste, music to listen and anything you think might help the other participants get a more concrete feeling of the region you are from.

Please note that it is not possible to cook anything at the EYCB. There is merely a microwave oven to use in case you wish to warm up something. Plates, glasses etc. will be available though.

Items that you are not allowed to bring to this evening:

Duty free items

Items manufactured by children under the age of 14

Items manufactured in companies forbidding trade unions

Items manufactured in companies where women are paid less than men for similar work

Items that do not respect sustainable development

Items prepared by your mother or grandmother, unless they were prepared with your active involvement

Movie night

This much is decided. Now remains the difficult task of choosing the film to watch. All suggestions will be accepted with gratitude! Feel free to bring your own documentary or film. Films should be related to human rights (or human rights education) matters if possible. Otherwise I'll resort to Hungarian films no one has ever heard about.

Please bear in mind that the working language is English, but some participants may also understand many other languages (including Finnish, Hungarian and Spanish).

Networking

Come prepared to present all the participants what your organisation does, why it exists and how it works. Even other questions may be relevant or even more relevant than these. Do share them with all.

Brochures, posters, publications etc. can be helpful in the presentation and aiding others visualise the work in your organisation.

You can also prepare your materials at the EYCB.

It would be great if you could bring pictures, documents and other materials of the Human Rights Education activities you have carried out. This can be helpful even in other parts of the program. and plenty of other fun that you can help creating!

The Club will be open only during the evenings, i.e. from 20:30 onwards. Anything you bring to club is welcome: music, drinks, snacks, jokes, performances, questions, traditional dances, skills to share, etc.. It would also be great if you could bring some music (i.e. popular songs) that is related to the issues we are addressing in our training seminar.

We would also like to invite all to consider your wishes for the Rights Club and share them. Like all clubs, this one also relies on volunteers to get the best out of the opportunity the Club presents us. Please, don't hesitate to be a volunteer and help us in running the club!

21 – SUPPORTING LEARNING

Title	Supporting learning
Date	The whole duration of the course
Background	<p>The ToT HRE with its 3 phases implies that participants go through an intensive learning process. They start to know each other to interact and to approach the themes of the training seminar already in the preparation phase, throughout the ACT-HRE platform.</p> <p>During the training seminar, the residential dimension of the activity reinforces the interaction the intensity of the learning journeys of each participant as well as of the experiences which may be transferred to the realities of the participants, once back home.</p> <p>The third phase it is the “consolid-action” phase in which the participants have the chance to consolidate what they’ve learnt and to start to act in their realities.</p> <p>During the whole process, it is necessary that the team supports the learning paths of the participants with different tools and methods corresponding to different learning styles which participants may have.</p>
Aims	To support participants in their learning processes
Objectives	<ul style="list-style-type: none"> • To develop/improve participants “learning to learn” competences • To develop/improve participants' critical thinking ability • To encourage participants to give and receive feedback • To encourage and support participants to transfer their experiences and to act in their realities
Competences addressed	This unit being transversal to the whole process embraces the whole set of competences defined at page 5-6 of the prep meeting TOHRE report.
Methodology and methods	During the whole course, a variety of methods has to be set up in order to support adequately the individual and group learning (see section below).
Programme	<p>During the preparation phase: Online units in the platform have been launched by the team members (each trainer proposed one unit and was responsible for it, encouraging participants to act and use this learning opportunity)</p> <p>Training seminars: During the training seminar different activities to support the learning processes of the participants has been realised.</p> <p>In particular it has been organised the following: individual consultations; re-groups; informal time in the HR CLUB;</p>

	<p>project work/Follow up phase (see related units) “Consolid-action” phase: Self-assessment: the participants are asked to revise their self-assessment and to post the revised version to their RE-GROUP forum; PLP: each participant is also asked to fill in a personal learning plan as a tool to plan his/her own learning and also to facilitate the support of the Personal trainer and of the other “re-group” colleagues Personal trainer: each participant will have the chance to have a personal trainer (see detailed information in attachment) for the whole duration of the follow up; Project forms: should be posted in the re-groups FORUMS;</p>
Outcomes	<ul style="list-style-type: none"> • Participants' learning processes continue after the end of the training seminar • The community will be kept alive after the end of the training seminar • The participants support each other in the follow up phase • Participants are able to learn from the experiences and from their projects • Participants provide reports on their projects and plans and also on their further learning achievements
Materials and hand-outs	<p>PLP Self-assessment INFO on RE-groups INFO on personal trainer role</p>
Appendices	<p>Appendix 1: PLP Appendix 2: Self-assessment form Appendix 3: Info on personal trainer role</p>



**Training Trainers in Human Rights
Education with young people 2009**



Dear participants

the “personal learning plan (PLP)” is meant to be a tool to support you while planning your learning paths during the follow up of the ToT HRE.

More in details, the PLP will allow:

a constant self-evaluation (from the participants' point of view)

a constant monitoring of the personal learning plans and achievements (from the participants' point of view and also from the personal trainer)

the support and feedback from the Personal Trainer and the other Re-groups' colleagues

We would like to ask you to fill in the form until the 25th of April and to post it in your Re-group forum.

For any other information and clarification, please don't hesitate to contact me.

Thanks for your work

Silvia
volpi@aefonline.eu
Name:

What do I need to learn?	How ?	With whom?	When?	Achievements at the end of the follow up phase	Still to be achieved
I. Improve my competences as team worker	Working as team member in the training course on HRE in...	With the other team members with the participants with the organisers	During the realisation of the training course...		



Self-assessment after the course

Dear participant,

This unit will help and assist you in assessing your competencies as a trainer in Human Rights Education. It has the same form as the one you were asked to fill in before the course.

This questionnaire is meant to help you to assess your competences. It will also help the team of trainers to support you during the follow up phase and to elaborate the final evaluation of the course.

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

We appreciate if you can take some of your time to reply to the questions and to complete it and post in the platform before 26 April. You do not need to write a lot, but you should try to answer all the questions.

Note: this document is prepared as a form. Simply type in the shaded fields or click on the box of your choice.

human rights education on local, regional and national levels

Not really able 1 2 3 4 5 6 7 8 9 10 Very able

It Makes no sense to me Example of a recent practice of this competence:

8. knowledge of educational approaches in HRE and ability to apply them into educational programmes in HRE

Non knowledge 1 2 3 4 5 6 7 8 9 10 Very knowledgeable

It Makes no sense to me Example of a recent practice of this competence:

10. Understanding of the key principles of non-formal education and their links with HRE

Very poor understanding 1 2 3 4 5 6 7 8 9 10 Very high

It Makes no sense to me Example of a recent practice of this competence:

11. understanding of the role of facilitator of HRE processes and ability to competently plan own learning

Very poor understanding 1 2 3 4 5 6 7 8 9 10 Very high

It Makes no sense to me Example of a recent practice of this competence:

12. ability to network with other people and organisations/institutions involved in HRE

Not so able... 1 2 3 4 5 6 7 8 9 10 Very able

It Makes no sense to me Example of a recent practice of this competence:

13. creativity in planning and implementing HRE activities

Creativity is not my strong point 1 2 3 4 5 6 7 8 9 10 Very creative

It Makes no sense to me Example of a recent practice of this competence:

14. knowledge on the Council of Europe and its work in the area of human rights and human rights education

No knowledge 1 2 3 4 5 6 7 8 9 10 Very knowledgeable

It Makes no sense to me Example of a recent practice of this competence:

15. ability to work co-operatively

Not really able	1	2	3	4	5	6	7	8	9	High ability	10
<input type="checkbox"/> It Makes no sense to me	Example of a recent practice of this competence:										

16. ability to translate a human rights value framework into personal, social and professional actions

Not really able	1	2	3	4	5	6	7	8	9	High ability	10
<input type="checkbox"/> It Makes no sense to me	Example of a recent practice of this competence:										

17. ability to mainstream human rights education in youth work and youth policies

Not really able	1	2	3	4	5	6	7	8	9	High ability	10
<input type="checkbox"/> It Makes no sense to me	Example of a recent practice of this competence:										

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

No experience	1	2	3	4	5	6	7	8	9	Highly experienced	10
<input type="checkbox"/> It Makes no sense to me	Recent example of this experience:										

III. How do you see yourself as a trainer now?

Beginner	1	2	3	4	5	6	7	8	9	Highly experienced	10
<input type="checkbox"/> It Makes no sense to me	Recent example of this experience:										

IV. How able and confident are you in communicating in an international environment?

Poor communicator	1	2	3	4	5	6	7	8	9	a successful communicator	10
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Please describe briefly the aspects that you feel to have difficulties with

Any other comments?

Your personal trainer can/will:

- support and advise you on your project, learning, self-assessment, professional issues
- support your learning in the 3rd phase
- be a resource person
- consult you on issues relevant to the course

can't/won't:

- be there for you 24/7
- be a personal counsellor
- do the learning instead of you

22 - INTERNATIONAL SYSTEM OF HUMAN RIGHTS PROTECTION

Title	International system of human rights protection: UN system
Date	Phase 3: 26 April – 30 April 2009
Background	<p>One of the aims of human rights education (HRE) is to provide an understanding of human rights issues and equip people with the skills to articulate their rights, and communicate this knowledge to others, as well as to take action to stop and prevent human rights violations (Based on Amnesty International definition of human rights education). Therefore every person who is involved in a human rights education process needs to have a thorough and comprehensive understanding of the key principles, norms and standards on human rights, such as their universality and indivisibility.</p> <p>In addition to this it is important to acknowledge the political and legal dimensions of human rights. International human rights law and Intergovernmental organizations are essential for accountability and monitoring processes. Legal and political human rights language can be seen as “dry”, complicated and unapproachable for young people. Therefore, trainers in HRE have to be capable not only of clarifying human rights terminology, but also of showing the connection between international human rights law, intergovernmental institutions and the everyday lives of ordinary people.</p> <p>This unit takes into consideration the varying levels of experience and theoretical foundation the participants have in the field of human rights. In order to complete the assignment, it is not necessary for participants to have prior knowledge of the subject matter because each concept that is addressed in the human rights encyclopaedia will include a short reading list to refer to. Although the overall unit is intensive in terms of the amount of information provided, individual assignments will be short and manageable. The unit aims to identify and clarify how UN system on human rights protection functions and to explain why this knowledge may be important for young people.</p>
Aims	To increase knowledge and understanding of human rights and to encourage use of human rights language.
Objectives	<ul style="list-style-type: none"> • To clarify how UN system on HR protection works; • To equip participants with skills to articulate complicated, political and legal human rights concepts in clear and simple way; • To raise awareness that understanding of human rights protection machinery is essential for the protection and enjoyment of human rights. • To relate human rights language to the lives of young people.
Competences addressed	<ul style="list-style-type: none"> • knowledge and understanding of human rights principles, associated values, as well as history and philosophy of human rights; • knowledge on different instruments for the protection and promotion of human rights and skills in using them in the practice of HRE; • ability to work co-operatively;

Methodology and methods	<p>The methodology consists of a combination of individual work and co-operative group work. Participants are encouraged to choose one of the concepts (that refers to UN system on HR protection) to make research on it and to discuss it with their colleges in the special forum. After having a discussion every small group is encouraged to write a clarification of the concept in Human Rights Encyclopaedia.</p> <p>Method is similar to <i>A Glossary of Globalisation</i> from COMPASS; however it is performed on the wiki page.</p>
Programme	<p>Timetable of the actual programme proposed / implemented.</p> <p>10 minutes – to read introduction to the unit and to choose concepts from the list; 1 hour – to discuss with group specific questions; 30 min – to prepare and post clarification on encyclopaedia;</p> <p>Total length: 1 hour 40 minutes;</p>
Outcomes	<p>The participants discussed different concepts related to the International system of human rights protection in designated forums and prepared short descriptions to the Human Rights Encyclopaedia. The majority of the working groups focused on aims and functions of the chosen human rights protection mechanism. One group focused on a way the human rights protection mechanism can be explained to young people and compared the Committee on the Elimination of Racial Discrimination with The School Club. In one discussion forum participants showed a particular interest in how human rights education is addressed by the Human Rights Council. Another group not only described how the Universal Periodic Review functions, but also questioned the effectiveness of it.</p>
Evaluation	<p>In the end of the assignment participants are asked to evaluate the unit by filling out a feedback form.</p> <p>Level of participation in numbers: - 22 participants have chosen the concept to be clarified; - 16 participants participated in a forum discussion; - 5 groups out of 11 completed the assignment; - 6 participants provided feedback to the unit.</p> <p>Feedback given by participants shows that:</p> <ul style="list-style-type: none"> • Three participants found the unit quite interesting (two- interesting; one- very interesting); • Two participants found the unit very useful, two- useful (one participant found it not very useful, and another one - not useful at all). • Two participants found this unit very important for their own learning process (one found it important; one- quite important and another one - not important at all). • Four participants found the instructions easy to understand; • Four participants found the background reading helpful; • One participant found the activity to be very complicated; • Two participants spend more than two hours to complete the activity;

	<ul style="list-style-type: none"> • One participant would have preferred different form of activity.
Follow-up	The human rights encyclopaedia can be used as a supporting material for the following units in the ToT HRE 2009.
Materials and hand-outs	<p>In order to support research on the UN system of HR protection essential reading lists will be provided. Participants are encouraged to consult the recommended reading list and/or to take initiative to make further research on their own.</p> <p>Note: All documents in the reading list are in English language and accessible in electronic format.</p>

23 – ADVOCACY AND CAMPAIGNING

Title	Advocacy and campaigning
Date	12 March – 25 March
Background	Taster (a quick insight into the theme, issue or approach) Should human rights education motivate others to take action for human rights? Is human rights education activism in itself? How should we advocate for human rights and human rights education? How to organise a simple campaign on human rights? Many questions, many answers... let's explore these things together!
Objectives	<ul style="list-style-type: none"> • To explore the meaning of advocacy for human rights and human rights education • To discuss how human rights education can motivate learners to take action for human rights • To learn how to prepare a campaign that addresses different human rights issues • To develop skills of co-operation
Contents / Learning areas	Advocacy for human rights and human rights education Campaigning – designing an human rights campaign
Key competences to be developed	<ul style="list-style-type: none"> • understanding of current situation and challenges to human rights, with the special focus on local level • ability to translate human rights value framework into personal, social and professional actions • creativity in planning and implementing HRE activities
Course objectives addressed	<ul style="list-style-type: none"> • To deepen participants' understanding of key concepts of human rights in Europe today • To motivate participants to advocate for human rights education • To support participants in further developing their potential as learners and facilitators/trainers in human rights education
Unit structure	<p>The unit is constructed as a simulation activity. It includes the following elements:</p> <p>Call for experts – introducing participants to the content of the unit and putting them into the roles of experts who are going to work on preparation of 4 campaigns on: homophobia, environment, immigration and access to information.</p> <p>Where do you stand - an activity that allows participants to explore the meaning of advocacy for human rights and human rights education. This is done on the forum.</p> <p>Choice – participants are asked to choose one campaign the will be working on</p> <p>Wiki – a place where participants will put the content of their campaign</p>

	<p>and will have a possibility to edit it Forum to discuss campaign strategy – in groups participants will discuss the content of their campaigns and later on they will put it in the wiki Some resources (links to the web sites) on campaigning and advocacy.</p>
<p>Outcomes</p>	<p>In the “Where do you stand” activity participants discussed different notions related to advocacy and campaigning through controversial or debatable statements. It turned out that only one statement brought all participants to an agreement - Campaigns are only effective when they are short. All responded NO giving basically one argument that the effectiveness of the campaigns does not depend on their duration, it rather depends on a set of very different elements – if the target group was chosen right, if the means and messages of the campaign were clear, etc. Other statements brought a lot of disagreement. In the first one - Campaigning is not about educating people, it is about bringing real change to the issues you are campaigning for – participants mostly disagreed stating that education is about bringing real change as it consists of learning, changing behaviour and attitudes and taking action. Some participants argued that campaigning is more than education, some claimed it is less. The second statement - Doing human rights education is already advocating for human rights – brought a very heated discussion. Some participants very strongly claimed that doing HRE is about supporting human rights, otherwise it does not make sense, therefore it is advocating for human rights. Those, who stood on the opposite side argued that advocacy usually involves political activity, which education should not be as then it can be considered indoctrination. Other statements brought as well a lot of disagreement, but stimulated a very interesting discussion.</p> <p>In the second part of the unit participants were asked to create a campaign choosing one of 4 different topics. All campaign contents were very much discussed but only one group managed to develop the campaign idea (environment).</p>
<p>Evaluation</p>	<p>The participation in the unit was quite high – 24 participants contributed to the discussions and development of the campaigns. The first activity created a lot of debates on such notions as education, campaigning, advocacy and lobbying. The arguments presented by the participants were supported by different definitions of those notions that were later discussed by the whole group. This definitely allowed for exploring the meanings of these concepts, which create a lot of disagreement in the human rights world. Through discussion participants learned different approaches to advocacy, which is sometimes seen as a part of campaigning and sometimes as a concept that includes all – education, lobbying and campaigning. The work on the development of the campaigns was very interesting and many participants took an active part in it. However, only one campaign was developed and participants reached an agreement what should be in there. This shows that working on the campaigns is not an easy task and involved a lot of negotiations. The unit, in general, was quite interesting for the participants, and the high participation shows it. However, it included a lot of elements and therefore, the time given to do all tasks in the unit was too short to fulfil them all.</p>

Follow-up	The Unit could be used in the residential seminar and a part of it only on-line. This will allow for more interaction on exploring especially the concept of advocacy, which created the greatest controversy.
Appendices – on the platform:	<p>Call for experts – an introduction to the simulation activity</p> <p>Questions for “Where do you stand?” activity</p> <p>A table to be used when preparing the campaign</p>

24 – HUMAN RIGHTS ISSUES IN THE WORLD TODAY

Title	Human Rights Issues in the world today – unit online
Date	7th May until 16th May 09
Background	<p>This unit was based on the needs of the participants, expressed during the evaluation and follow up session of the residential seminar. During the training seminar in Budapest a specific session on HR issues and challenges in the world was held, provoking reflections and thoughts among the participants and trainers.</p> <p>The influence of the global issues in our local contexts and in the educational field was still a question to be explored as also the question related to how to deal with emerging HR issues in the educational work.</p> <p>The unit aimed at giving participants an opportunity to elaborate a practical workshop in cooperation with their colleagues, while reflecting on the main HR issues in the world today which are affecting their work.</p>
Aims	<p>This unit should allow participants to deepen the discussion on "Human rights issues in the world today" and more specifically to give them the chance</p> <ul style="list-style-type: none"> • to share about the Human rights issues they think are burning topics in the world, influencing their work and lives; • and also to give them, as trainers and/or multipliers, the possibility to design a workshop for a specific target group in a specific setting in order to practice their trainers' competences.
Objectives	<ul style="list-style-type: none"> • To motivate and empower the participants to actively use information and communication technology as part of their own learning before, during and after the training course. • To deepen participants' understanding of key concepts of human rights in Europe today. • To enable participants to develop activities and programmes for training multipliers in human rights education at national or local level, including national training courses and pilot-projects (supported by the European Youth Foundation);
Competences addressed (as described in the pre-course description)	<ul style="list-style-type: none"> • ability to translate human rights value framework into personal, social and professional actions • skills in developing and delivering HRE activities taking into account the needs and concerns of young people • understanding of current situation and challenges to human rights, with the special focus on local level • creativity in planning and implementing HRE activities
Methodology and methods	Group work and individual reflections were foreseen for this online unit.
Programme	<p>The programme elements were:</p> <p>Instructions</p> <p>division of the participants in Re-groups (with specific tasks) designing a workshop on Human Rights Issues in the world today sharing the final results and sharing impressions, comments,</p> <p>feedback</p>

<p>Outcomes</p>	<p>further readings and source of inspirations</p> <p>We expected that:</p> <ul style="list-style-type: none"> • Participants share opinions on HR issues in the world today, in relation to their contexts, local realities • Participants feel more comfortable to run activities related to the issues, thanks to the unit • Participants are motivated to take actions <p>Despite the fact that the unit was not so participated, the ones that took the chance to participate and contribute, were completely satisfied and learnt a lot (see the comments in the evaluation paragraph).</p>
<p>Evaluation</p>	<p>In the end of the assignment participants were asked to evaluate the unit by filling out a feedback form.</p> <p>Level of participation, in numbers: 1 re-group (Justina's Re-group) succeeded to elaborate a workshop description a specific HR issues. The issue chosen is Corruption: HR at stake</p> <p>The other regroupes started a discussion to find the issue and the way to cooperate, but they were not able to produce a concrete final result.</p> <p>The feedback given by 8 participants shows that: 100% found the unit interesting (between highly interesting and interesting) 100% found the unit very useful for their daily work (between highly interesting and interesting) 100% found the unit useful for their personal learning process (between very useful and useful) 50% were satisfied of their contribution, the other 50% were not so satisfied.</p> <p>Among the notes/comments: feel sorry, but personally I learnt well it was a joyful unit</p> <p>The overall evaluation of the unit it is very positive. Unfortunately the unit was not so highly attended and only 8 persons gave their feedback. For the future we can imagine that the personal trainers assume a more facilitating role of the session in order to kick off the work and to motivate the participants to work cooperatively.</p>
<p>Follow-up</p>	<p>The unit remains valid, especially if it is seen as a continuation of the work started in the training seminar in which HR issues were approached and presented by a keynote speaker.</p> <p>What is still important to underline is the fact that the unit should help the participants to make a link between HR issues in the world today and their local contexts and their daily realities.</p>

25 – DIVERSITY AND MINORITIES

Title	Diversity – unit online
Date	20 May -15 June 2009
Background	The online unit has been created upon the requests of the participants who, after the workshop on diversity during the residential seminar in Budapest, wanted to explore more the concept of diversity and also continue to share their experiences in relation to topic.
Aims	To deepen participants’ awareness, knowledge and understanding of the concept of diversity in order to develop competences to deal with this issue in their training and youth work practice.
Objectives	<ul style="list-style-type: none"> • To understand the concept of diversity • To identify the elements and characteristics of diversity • To share experiences and point of views in relation to the topic and on how to approach it in training sessions • To reflect on possible actions that have to be carried out to reach equality and to value diversity
Competences addressed	<ul style="list-style-type: none"> • Ability to develop new activities and adapting existing ones, together with different educational approaches in HRE, taking into consideration local realities, different contexts and target groups • Skills in developing and delivering HRE activities taking into account the needs and concerns of young people • Creativity in planning and implementing HRE activities • Ability to translate human rights value framework into personal, social and professional actions
Methodology and methods	The methodology is a combination of individual and group work. The participants had the chance to choose to work individually or in group to organise their presentation and also to create the 10 golden rules while delivering sessions on diversity. The unit allowed the participants to interact and to give and start a discussion in relation to the topic.
Programme	The programme elements were the following: - Instructions on the unit 1st activity “Diverse Sunday” 2nd activity “10 golden rules” 3rd activity “further exploration of the topic”
Outcomes	<p>We expected that:</p> <ul style="list-style-type: none"> • Participants have acquired more competences on diversity • Participants feel more comfortable to run activities related to diversity and equality issues • Participants are motivated to take actions to promote equality and value diversities in their realities <p>The work on preparing a presentation of diversity was very creative and very interesting. Some presentations stimulated discussions and feedback from the participants.</p>

<p>Evaluation</p>	<p>In the end of the assignment participants are asked to evaluate the unit by filling out a feedback form.</p> <p>Level of participation, in numbers: 7 participants uploaded their presentations on diversity the same number of persons took part in the second activity, defining the 10 golden rules to take in mind while planning an activity focusing on diversity More than 10 persons gave feedback to the presentations 10 persons contributed to the evaluation</p> <p>The feedback given by 10 participants shows that: 100% of the participants found the unit interesting (between highly interesting and interesting) 90% of the participants found the unit useful for their daily work 90% of the participants found the unit useful for their personal learning process 60% of the participants were quite satisfied of their contribution, while the rest didn't feel so satisfied Among the notes/comments: someone worked cooperatively someone felt guilty someone found the unit difficult but learnt well</p> <p>We may think that the participation to the unit wasn't so high because 12 participants attended the workshop on diversity during the residential seminar and they may have dedicated their energy to other units and other subjects.</p>
<p>Follow-up</p>	<p>For the future, instead than having 2 units on diversity (one during the residential seminar and the other one online) we may think to approach in the online phase only specific issues related to diversity such as minorities issues or disabilities to deepen the discussions and stimulate the participation.</p>
<p>Appendices</p>	<p>Instructions: This unit is an opportunity to explore and reflect on Diversity and how to deal with this concept in educational settings.</p> <p>To start the unit:</p> <ol style="list-style-type: none"> 1) Go the first activity, complete your individual work and upload it 2) Once you are finished the first assignment, if you are still motivated to work on Diversity, go to the second and last step 2) Work it out as described inside and upload it 3) Additionally, if you have still energy and curiosity, I suggest to have a look on the report on research seminar on Diversity-Human Rights-Participation, elaborated by Gavan Titley and Alana Lentin <p>Enjoy!</p> <p>For any questions please contact Silvia Volpi volpi@aefonline.eu</p> <p>Instruction for the first activity: 1) Your organisation is very late in preparing the activities for "Diverse-Sunday", the event that once a year is used to organise in your local community. The event will take place tomorrow and you, as one of the most experienced volunteer in the issue of Diversity, you are in charge to</p>

prepare a short, creative presentation of Diversity using Multi-Media (preferably photos, cartoons, texts,...).

You may want to prepare one or two presentations considering that you will work with two different target groups:

Children between 3 and 5 years old

Adults between 70 and 85 years old

Once your work/s is/are ready, please upload it/them there!

Enjoy and be creative!

Instructions for the second activity:

2)After having prepared your presentation on Diversity, please list here the 10 (or less) golden rules (or quality criteria) we should take into consideration while designing a session on Diversity.

Once you are ready with your rules/criteria, please write them down and write your name.

Thanks a lot

Info on further reading related to Diversity:

3)http://youth-partnership.coe.int/youth-partnership/research/Seminars/Diversity_2006

26 - DILEMMAS IN HUMAN RIGHTS EDUCATION

Title	HRE dilemmas
Date	After the seminar in Budapest, opened on 27 th May 2009
Background	Following discussions from the seminar and the previous on-line units, there was an identified need to deepen the reflection on principles and personal values associated to HRE practices. We have thought that this might be done through discussing some challenging real life cases in HRE.
Aims	To deepen understanding of personal values and principles associated with HRE in challenging situations
Objectives	<ul style="list-style-type: none"> • To support reflection on own values as HRE educators and how these are reflected in HRE practice • To discuss practical value-based dilemmas in HRE • To elaborate list of recommendations and guidelines for HR educators
Competences addressed	<ul style="list-style-type: none"> • Knowledge and understanding of human rights principles, associated values, as well as history and philosophy of human rights • Ability to translate human rights value framework into personal, social and professional actions • Understanding of human rights-based approaches and their applicability in education and youth work • ability to work co-operatively
Methodology and methods	Case studies, followed by sharing opinions and discussion Whole group work on creating the list of recommendations
Programme	<p>There are two steps in this unit:</p> <ol style="list-style-type: none"> 1. Please, read the 3 case studies from the attached file and share your opinions and reasons in the 3 respective forums 2. Go to the Wiki and contribute to development of joint HRE Manifesto - set of recommendations and guidelines HRE practitioners should follow when confronted with challenging situations.
Required from participants	Anything that the participants need to do or to bring with them in view of this session.
Outcomes	<p>The case studies sparked inspiring discussions and sharing of opinions on value-based dilemmas in HRE. The participants shared their reflections as well as quite some practical solutions and strategies on how to deal with similar situations.</p> <p>In addition to that there were very few guidelines submitted to the HRE manifesto in the WIKI, such as:</p> <ol style="list-style-type: none"> 1. be able to translate human rights values into your personal life. 2. be able to be a person "without borders". 3. Discuss HR issues while they are "hot" (topical) - rather now than later.
Evaluation	<p>Level of participation, in numbers: 17 participants took part in the discussions about the Case studies (including 1 participant who finished 33% of the task and 4 others with 66%)</p>

	<p>only 3 responses in the Wiki</p> <p>Evaluation: Despite the medium participation level (49%), the quality of responses in the forum was very good and applicable in reality. It seems also that for most of the participants working in the Wiki in the last part of the unit was not needed and most of the comments were already shared in the forum. Due to the fact that this unit was one of the last ones in the whole course, it has possibly affected the motivation to participate more in it. At the same time, having in mind quality of the discussion in the forum, it might be a good idea that this kind of unit could have been better to happen during the seminar, providing participants with opportunity to have living discussions on this important issues.</p>
Materials and hand-outs	Case studies – HRE dilemmas
Appendices	case studies

Case study 1:

You have arranged to run 3 day HRE training for teachers in the local secondary school, who seem to be very enthusiastic about the course. However, coming to the school just before the course, you have noticed large swastika graffiti along with some Nazi statements on the main school wall.

What would you do?

Case study 2:

During the session on social rights with local youth workers, you have decided to run “Take a step forward” activity from Compass. In the debriefing of the exercise one of the participants becomes extremely Romaphobic, saying: “They...I mean, the Gypsies are the ones who are to blame for their own situation. They don’t want to go to school, prefer to stay in the streets and beg at every corner. It is their culture and we cannot change it!”

What would you do?

Case study 3:

After passing the HRE Training of Trainers in Budapest, you and your organization were very motivated to run several HRE activities for young people from your community. However, you have faced quite many difficulties in getting funds for your project. Due to the economic crisis, the public funds for youth projects were seriously cut and several international donors have already distributed their funds for this year. Suddenly, you have find out that the local tobacco company would be interested in financially supporting your project as part of their “corporate social responsibility strategy”.

What would you do?

27 – OVERALL EVALUATION

Title	Unit 24 – Overall evaluation
Date	During & after the course, including 12 th October 2009
Background	<p>“What can’t be measured can’t be managed”. This laconic phrase describes the essence of evaluation; of any evaluation.</p> <p>The ToTHRE concept has been realized several times and its success has only been possible due to persistence in integrally evaluating the courses and drawing conclusions according to meticulous - almost scientific - processing.</p> <p>For this edition of the course, there is a novel characteristic that greatly influences the way evaluation should be carried out; the e-learning platform. The e-learning platform has two distinctive phases: before the residential course and after the residential course. Those two phases serve different purposes (“setting the tone” for the first and consolidating the experience for the second, in general) and that is to be taken into consideration when designing the evaluation process.</p> <p>Moreover, elements of evaluation are met in the residential course: “reflection groups” (U21) and “final evaluation” (U20). In the structure below they will be mentioned, once they are integral parts of the overall evaluation, but their analysis can be found in the respective outlines.</p> <p>The works of Donald Kirkpatrick, Leslie Rae but also T-Kit No 10 “Educational evaluation...” has been of inspiration to the design and consequently execution of the methods therein.</p>
Aims	To measure the impact of the overall educational activity towards improvement of quality for the future editions of the training concept and other concepts implemented under the aegis of the Council of Europe’ DG Youth and Sport
Objectives	<ul style="list-style-type: none"> • To allow participants to express themselves with regards to the process, the content, the context and the outcomes of the training course. • To systematize and facilitate sharing and exchange among the training team • To produce concrete recommendations that will inform the design and implementation of future, similar, activities • To provide the Institution with concrete data that will demonstrate the efficiency and effectiveness of the course (and consequently to help its bodies decide upon the possible repetition of the concept
Competences addressed	ability to set long-term objectives for HRE in own context, taking into consideration the impact of human rights education on local, regional and national level
Methodology and methods	Small group discussion, on line and “off line” reactionnaires & questionnaires, daily team meetings, main evaluation meeting, trainers’ reviews (written or oral)
Programme	<p>Online units’ evaluation (done as described in Annex 1)</p> <p>Seminar evaluation feedback report. Done by (1) Mr Marios Antoniou and (2) by Silvia Volpi.</p> <p>Daily reflection groups. As described in the outline of Unit 2</p> <p>Trainers’ evaluation</p> <p>Daily team meetings.</p>

	<p>Final evaluation meeting, done the 12/10/2009. A report is available.</p> <p>On the spot/final evaluation. As described in the outline of Unit 20. Final evaluation questionnaire of the residential seminar is available in Annex 4.</p> <p>After course participants' evaluation (Donald Kirkpatrick's four levels of training evaluation)</p> <p>End of the course "reactionnaire" (Based on Leslie Rae's several works). Measuring the "surface"; the likes and dislikes of participants. Open until the 30th of August 2009. Suggested format as in Annex 2.</p> <p>Post evaluation. An online questionnaire with questions corresponding to 3 dimensions: Learning, Behaviour, Results. Measuring the deeper impact of the course on participants' performance, development and influence in their organizational culture. Open from 05/11/2009 – 19/11/2009 (decided during the evaluation meeting, 12/10/2009). Suggested format as in Annex 3.</p> <p>Summary of the final, on-line, evaluation of the course. Done by Athanasios (Sakis) Krezios.</p>
<p>Outcomes</p>	<p>Online units evaluation</p> <p>An indication how satisfactory was each different exercise for the participants.</p> <p>An introduction of a tool/activity ("feedback") that automated the synthesis of the evaluation activities.</p> <p>A symbolism that online units are as important and thus need to be evaluated and further improved.</p> <p>Daily reflection groups.</p> <p>Outcomes given in the respective Unit. In general, the reflection groups played the role of a compass for the continuous improvement of the course.</p> <p>Seminar evaluation</p> <p>Outcomes given in the respective Unit and the respective documents (by Mr Marios Antoniou and Mrs Silvia Volpi) created.</p> <p>Trainers' evaluation</p> <p>A detailed report has been made available.</p> <p>Overall course evaluation</p> <p>The outcomes have been described in an exclusive document. It's crucial to mention here that the outcomes of the "post evaluation" will only be made available around two months after the finalization of the current document.</p>
<p>Evaluation</p>	<p>The evaluation of the course was consisted – as seen above – of several activities either implemented online or during the residential seminar. This combination had a positive effect on the way the course evolved because among others it symbolized that both dimensions of the educational activity are equally important.</p> <p>The reflection groups helped a lot the trainers to understand the needs,</p>

	<p>wishes, concerns and aspirations of the participants; they were especially crucial because: 1) the training was comparatively long and 2) the “2nd part” of the course was focused on the development of training activities/projects and the reflection groups had a direct and/or indirect positive impact on their refinement.</p> <p>The final evaluation of the seminar illustrated the things that worked well and those that needed improvement; moreover it gave an indication of things to be tackled (to an extent possible) in the post-residential seminar e-learning phase.</p> <p>The final evaluation of the course (consisted of two parts, see above) has and will shed light to greater depths of impact it had in participants’ daily work as human rights education trainers. Although the first part was responded by 22 participants (62, 8 %), it is very much desired by the trainers’ team that the post-evaluation questionnaire will draw the attention of an equal or bigger number of participants.</p>
Follow-up	<p>The post evaluation questionnaire was initially planned for the end of August 2009 but due to several reasons was not made available. The trainers’ team decided during its evaluation meeting (12/10/2009) that this should be made available the beginning of November.</p>
Appendices	<p>Appendix 1: Online units evaluation Appendix 2: Reactionnaire Appendix 3: Post evaluation questionnaire Appendix 4 : Residential seminar evaluation questionnaire</p>

Appendix 1 – Online Units Evaluation

Those responsible for the development of the outlines take over the responsibility also to draw on participants' feedback and extract outcomes according to the following topics:

Summary of outcomes
Level of participation
Learning points summary
Open issues
Feedback on feedback.

It has been agreed that the text to be created should be as concise as possible. As well it has been decided that it is made available on the e-learning platform, according to the following schedule:

Unit	Evaluation open	Evaluation closed
Unit 1 – Getting into the moodle	1 st April	15 th April
Unit 2 – Getting to know each other and building the group	31 st March	15 th of April
Unit 3 – Self assessment of competences	1 st April	15 th April
Unit 4 – Getting to know CoE and DYS	5 th April	19 th April
Unit 5 – Non formal education and training basics	3 rd April	17 th April
Unit 6 – Human rights basics	31 st March	15 th April
Unit 7 – Human rights education basics	9 th April	23 rd April
Unit 8 – Human rights at home	9 th April	23 rd April

Appendix 2 – Reactionnaire

Write your name here (optional):

For every item, put an “X” in the scoring box that most closely represents how you feel about the programme. It will be very useful if you also comment briefly on each item about your reasons for giving this score.

The overall course:

6	5	4	3	2	1
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1) was Stimulating								was Boring
Comments:								
2) was Very useful to my work								was Useless to my work
Comments:								
3) was Highly interactive								was Poorly interactive
Comments:								
4) was Very well conducted								was Poorly conducted
Comments:								
5) was Very challenging								was Not challenging at all
Comments:								
6) had a Flexible structure								had a Rigid structure
Comments:								
7) was Well spaced out								was ill-spaced out
Comments:								
8) was Very well balanced, in terms of action-reflection, theory - practice								was Badly balanced, in terms of action-reflection, theory – practice
Comments:								
9) enabled me To achieve my objectives								didn't enable me To achieve my objectives
Comments:								
10) I would definitely Recommend it to others to attend								I would definitely Not recommend it to others to attend

Comments:

11) IN THE ONLINE PLATFORM THERE WAS NO "COMMENT" OPTION FOR EACH ITEM, JUST ONE "COMMENT ON THE ABOVE" TEXT AREA WHERE PARTICIPANTS COULD COMMENT ON ALL OR ANY OF THE ABOVE RATINGS

12) What did you like most about the course?

13) What did you like least about the course?

14) Was there something that you expected to learn in the course and didn't?

15) Was there something that you would never expect to learn it in the course and did?

16) What do you think should be definitely maintained in the course?

17) What do you think should be definitely dropped out of the course?

18) Please let us know what you think about the use of e-learning as an integral component of the overall course. *

19&20) Are you satisfied by your participation and contribution in the overall course?:

YES PARTLY NO

Please comment:

21) Are you satisfied by your achievements through the course:

22) If "YES", can you give us some concrete examples of what has been learnt/achieved?

23) If "PARTLY" or "NO" please let us know what we could or you could have done differently?

24) Are there any other comments about the course that have not been covered and that you would like to make?

Write your name here (optional):

Please answer as clearly as possible. In the questions below, number “1” represents the least in each given question while number “6” represents the most.

1) To what extent do you feel you have learned from the course? (Please cross the score number that you feel most closely represent your views)

1 2 3 4 5 6

If you have rated 6, 5 or 4 please describe:

What have you learned (as concise as possible)?

What have you already done and/or what do you intend to do with this learning in your work/organization?

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating (What has prevented you from learning? What would have been necessary for you to learn more?).

2) To what extent do you feel you have had previous learning confirmed and elaborated?

1 2 3 4 5 6

If you have rated 6, 5 or 4, please describe:

What has been confirmed and elaborated?

What have you done or do you intend to do with this learning in your work?

If you rated 3,2 or 1, please state as fully as possible the reasons why you gave this rating.

3) What have you not learned that you needed to/expected to/now realize that you should have learn/ed during the course? Please describe fully any items.

4) Has it been a noticeable and measurable change in your activity and performance as a trainer as a result of the course?

5) Do you see any significant change within your organization as a result of your participation in the course?

6) Have there any concrete a) projects, b) co-operations, c) initiatives been pursued by you/your organization as a result of your participation in the course?

7) Write one thing that you do now and it is directly or indirectly related to the course.

8) At this point, after having had time to digest, try and use what you've learned in ToT-HRE, do you feel more positive about it now or were you more positive about it at the end of the residential seminar in Budapest?



1. Welcome and opening of the meeting

The meeting was opened by Rui Gomes and the team adopted the agenda for the meeting.

Present:

Rui Gomes, Dariusz Grzemny, Sabine Klocker, Athanasios Krezios, Darko Markovic, Justina Pinkeviciute, Silvia Volpi,

2. Participants, their projects and follow up

The team members informed one another about latest news and projects they have been involved in. News were exchanged about the participants.

During the follow up phase, most of the participants submitted their self assessment (SAF), as well as their personal learning plan (PLP) and their project plan. Some participants have been in contact with the trainers as they were interested in organising training courses both at national and international level. Some others contacted the team looking for support and feedback regarding other educational activities they are organising or in which they are involved in while others were looking for relevant materials and information.

Some participants used the online re-groups and the forum to share information about their projects and work as well as to discuss about relevant topics in their work and in their daily life, in relation to HR and HRE.

In the follow up phase, the unit on Advocacy was the most "participated". As for the other units, the team presumes that most of the participants participated in those units which mostly corresponded to / fulfilled their needs.

Most of the participants are still active in the youth field and especially in the HRE field locally and internationally. Most of them followed up the training seminar, participating to the platform and to the activities/units, relevant for their personal and professional development. Eight of them will attend the HRE Forum.

3. Review of the participants and trainers' evaluation of the training seminar

The team based itself on the much-appreciated compilation of the participants evaluation done by Marios Antoniou during his traineeship in the centre.

a) aims and objectives

The objectives were fulfilled to a great extent. One of the main achievements was that the participants felt motivated to act in their local context and also internationally.

The team noticed that the objective "To mainstream HRE in youth work and non formal learning", in the future should be part of the aim of the course, because of its general nature. If it stays as a separated objective, we should elaborate specific indicators and criteria in order to evaluate its achievement.

In further details, it is also possible to state that:

The training seminar succeeded to deepen participants understanding of key concepts of HR in Europe today

Despite the fact that 71% of the participants believe that they were familiarised with Compass, still a group of 5 persons think that there is a need to deepen the way of using it and to reflect on possible adaptations of the activities. We believe that the participants had the chance to get familiarised with Compass and its adaptations during the workshops and to reflect and share about the manual and its methods informally during the training seminar and in the follow up phase, in local or international contexts.

100% of the participants felt motivated to advocate for HRE. We think that the training seminar succeeded to empower participants in “acting”, provoking changes in the context in which they live and work.

86% of the participants believe that they reviewed and improved their competences as trainers/facilitators in HRE in non formal learning settings. The team noticed that in the next ToT-HRE it may be useful to be more explicit since the preparation phase - stating clearly what sort of course it is going to be, how much the participants are going to experience/practise their trainers competences and receiving feedback from the trainers’ team and colleagues. If there is a need from the participants to experience and run activities, receiving feedback, it can be suggested to run a workshop online in the follow up phase, in cooperation with a team member. The team noticed also that sometimes there is a trend for participants to focus on their performance and not on their learning processes. There should be found a way to clarify this issue, to explicitly discuss about it and to set priorities in this learning context.

88% of the participants believe that the training seminar made them able to develop activities and programmes for training multipliers in HRE at national or local level. This perception has been confirmed by the fact that the majority of the participants, during the follow up phase, planned and realised activities related to HRE at local and international level.

94% felt associated with the priorities and work of DYS-COE. To confirm this perception, we can say that 8 participants have been selected to participate in the HRE Forum and some of them are facilitating the workshops.

Despite the fact that 88% of the participants felt that the networking and further cooperation was facilitated during the training seminar, the team believes that both during the training seminar and in the follow up phase the participants cooperated only occasionally.

94% of the participants believe that the training seminar served to mainstream HRE in youth work and non formal learning. The team underlines that there were no precise indicators to evaluate this point in detail and that the main achievement is that the participants got motivated to act in their local contexts.

Most of the participants got motivated and empowered to use ICT during the training course. For some of them, the online units were the best part of the overall course. In general they were very positive, despite some criticisms for the follow up phase and also for the very beginning phase of the online units. The team agrees that the online phase was a very important part of the course.

Most of the participants felt to have been supported in their development as trainers and learners. A demonstration of this perception is that after the training seminar, some of them organised national training courses, facilitating sessions, others organised workshops and local activities, some others will facilitate workshops even during the HRE Forum.

b) profile of the participants

The group was balanced and very diverse in term of experiences, background, competences related to HR and HRE. Only occasionally the group used the full potential of this diversity, because of the attitudes of few persons. The majority of participants felt that some were disrespectful and not in line with the role of HR educators and multipliers, that each of the participant was supposed to play. This said, we should also mention that in general the perception of the participants in terms of group dynamics was very positive, with few exceptions. One participant mentions in fact “That the problem was with some people who consider themselves experts and they were always bothering me”. On the contrary, another participant says that “The tendency of the group was below my level of experience and knowledge. The input was therefore quite weak”.

It was extremely important to have non European participants, who contributed a lot to the whole training course, bringing different perspectives and experiences considerably enriching the discussions and the sharing sessions. It is important to continue to invite non European participants to the next ToT HRE in order also to develop certain values of HR such as solidarity, understanding of other contexts and working methods.

The team underlined that among the participants only 2 persons were coming from the formal field and all the rest from the non formal education field. For the future if the intention is to involve also representatives from the formal education sector, it is important to spread out the information of the training course and the call for participants via other channels (for instance through the Directorate of Education).

c) thematic focus and contents of the programme

The programme elements and the topics chosen were successful thanks to the external experts, to the commitment of the participants and also to the fact that the team adapted since the beginning every single unit in accordance to emerging needs of the participants.

The participants evaluated very positively all the practical sessions and activities run during the training seminar. Among the most positive elements of the training seminar, we can mention: thematic workshops, workshops on trainers competences, working groups on designing a programme of a human rights training activity, reflection groups, individual consultations, meta-reflection on “access to medicaments” exercise. The team confirms the evaluation of the participants and believes that also the input from the external experts contributed a lot to the learning process of the participants.

As far as for the Human Rights Club, the team suggests to consider, for a future ToTHRE, to hire a professional animator (as it was in the previous editions) in order to kick off the Club and to motivate and involve the participants in the management of the Club. The fact that an animator cares about the Club, supports also the team and the participants to continuously identify a connection between what has been proposed in the programme and the activities run in the Club.

The team suggests to introduce a session on advocacy during the residential seminar and to devote more time to project planning and networking in the next ToTHRE.

In order to have the chance to prepare the workshops in advance and in accordance with the real needs of the participants, avoiding to change programme and topics at the last moment (which required a lot of flexibility and energy from the current team), the participants - in a future ToTHRE - may be asked to choose among a provided list with guidelines of topics and themes, in the pre-course questionnaire.

In the overall training course, a central role was played by the online phases which supported the participants both to enter in the process and, after the residential seminar in Budapest, to follow up their projects and their learning processes. The participants too, in their evaluations, stated that the online parts even if it was, in some cases, challenging, they were crucial and well organised.

d) methodology and working methods

Among the participants, some persons appreciated the balance of methods proposed by the team, some others complained about the used methodologies and methods (it was the case of the complaint of some persons for having used power point presentations especially during the first part of the training seminar).

The first 3 days were very directive and conceptual. Although the inputs, delivered during the first 3 days, were very diverse in content, style, methods used, some participants didn't appreciate the concentration of conceptual work/learning.

For the future, the team should reflect on the variety of methods to be used since the beginning of the training course, in order to reach all the participants and to actively involve them in the process.

The team believes that, despite the fact that the level of quality was quite high during all training seminar and during the overall training course, more passion should be used to manage the sessions in order to involve the participants and to empower them, especially during the residential seminar, in order to develop a learning community.

A last suggestion from the team is that, in the future programme of the residential seminars, the initial focus should be on WHY the participants do what they do in HRE and not on WHAT they do. Making explicit the motivation and the values which are promoted by everyone, may help to create a stronger feeling of learning community.

e) cooperation with and among trainers

The team was various and diverse, bringing together different profiles and also different competences and experiences from the HRE field. The team demonstrated a lot of flexibility and patience in designing and revising several times the units and the entire programme, according to the needs of the participants.

The size of the team (7 persons in total) was quite large. For future ToTHRE, we suggested that among the 7 trainers, 1 should be animating the HRCLUB, caring about group dynamics and supporting the team in creating connections between the formal sessions of the seminar and the optional parts delivered in the frame of the HRCLUB. Another person may play the role of web administrator, harmonising the online units, editing them, facilitating the contacts among people.

From some trainers, the presence of the Institution (3 persons representing COE-DYS) was very strongly felt, especially in the preparation phase.

The presence of former participants, such as Justina Pinkeviciute and Sakis Krezios, was appreciated; they brought new inspiration and competences to the team. In the future we suggest to maintain the diversity in the team and to invite ex-participants in the team.

Evaluation of the e-learning dimension of the course

The e-learning dimension of the course was very much appreciated by the participants. The pre-phase worked very well both to create the ground for the training seminar and for motivating people to enter the learning process. The only concern for the online pre-phase, was that the last two units appeared with a very short notice and not all the participants had time to fulfill their tasks and benefit from the units. For the future it may be useful to revise the duration of the pre-phase and to extent its length to 5 weeks in order to allow participants to benefit from all the units.

The follow up phase, worked very well if we consider that most of the participants revised their self-assessment, elaborated his/her Personal learning plan and prepared his/her project description. The Advocacy unit was the most successful and interesting one for the participants, corresponding to a need expressed during the training seminar. The other units, even if tailored to the needs of the participants, were not so "participated".

The team tried to figure out why the follow up phase, in general, was "less participated" than the pre-phase and a combination of reasons were found:
the participants, once back home, were very busy with their work and could devote less time to the learning process

the participants used only the units they felt a strong personal need for
the team produced too many units in a very short time, in response to the needs of the participants
the energy of the team in the follow up phase was lower than in the pre-phase
the participants didn't feel part of a learning community and they didn't use the full potential of the platform

The team agrees that it may be interesting to check with the participants that didn't answer to the 3rd phase WHY they didn't participate, in order to have a clear picture and clear recommendations for the future.

For the future, it is also important to verify and clearly define the role of the follow up: coaching, continuation of learning, introducing new issues and topics.

Documentation of the course

The documentation should be available online and it should include: an introduction, the list of participants, the programme, the units outline (including the outcomes and evaluations).

All the appendices such as power-point presentations, templates and also the seminar evaluation feedback report as well as the Overall training course evaluation report, will be available online for the participants of the ToTHRE 2009 and, if requested, for all the trainers interested in the results of the TC.

Conclusions and follow up

The course has confirmed its central role in the field of training trainers in Human Rights Education and continues to play a very important role within the Council of Europe's programme. The course continues to be very popular among trainers and multipliers in Europe, and among human rights and youth organisations.

The course significantly developed the competences of participants and motivated them to follow it up with different activities, such as National and Regional Training Courses and other local and international activities.

The combination of the e-learning dimension with the residential one, was very much appreciated by the participants and contains a big potential to be developed in future training courses.

Proposals for follow-up:

The report of this meeting should be sent to all participants of the course

An evaluation of the follow up to check on the changes and the impact of the training course in the personal and professional development of the participants, should be sent to all the participants by the 5 November 2009

The units of the overall course have to be revised in order to have the final documentation ready by December 2009

The seminar evaluation feedback report and the overall evaluation report should be sent to all the participants of the course

The future ToTHRE should:

- have the same format: only the preparation phase should last 5 weeks in order for all the participants to get used to use moodle and to benefit from the proposed units
- continue to focus on emerging issues related to HR
- introduce an unit on Advocacy during the training seminar, as essential for HR and HRE
- foresee the facilitation, with the support of a professional animator, of the HRCLUB
- continue to use Compass and also other materials and manuals and adapt the activities to the needs of the participants
- continue to invite ex-participants to be members of the team
- continue to invite non European participants
- continue to have a diverse group, with different experiences and competences
- facilitate the group dynamics since the beginning and let the participants explore since the beginning why they are involved in the HRE field and only later on sharing what they do
- propose a variety of methods since the beginning of the residential seminar
- ask the participants in the pre-course questionnaire to choose the workshops they would like to attend during the training seminar, providing a list/guidelines



Introduction

The 2009 edition of the Training course for trainers in human was the first one to explicitly adopt a “blended learning” approach, consisting of a series of on-line (e-) learning units that prepared participants to the residential seminar (held at the end of March 2009 at the European Youth Centre in Budapest) and, after the seminar, served to consolidate and deepen the learning process developed in the seminar. The course was thus organised in 3 phases:

Phase 1: e-learning (preparing for the course), between February and March 2009;

Phase 2: residential training seminar at the end of March;

Phase 3: e-learning (consolidation and deepening) from 15 April to 30 June.

The course was formally “closed” on 30 June, although the final evaluation of the course by participants was concluded only in September.

The evaluation of the course by the team of organisers and trainers was held in October, it based itself extensively on the participants’ evaluation of the residential seminar and and of the overall course.

Furthermore, it was decided to introduce an ex-post evaluation questionnaire (a learning unit, in the course jargon). This unit was open in the e-learning platform from the 5 to the 19 of November 2009. Due to low turnout, the deadline was extended to the 14 of December 2009. 1 informative message and 1 reminder were posted in the “News forum” of the e-learning platform of the course. The questionnaire consisted of 8 major questions plus 3 sub-questions for each of the 2 first major questions. Replies were anonymous.

Eleven participants responded to the questionnaire and that is 31,4% turn out rate. Moreover, this is half the turn out for the “online final evaluation of the course” (62,8%) that took place several months before this date (effectively, when the course online units were closed). Eight participants responded within the initial deadline and three more did it after it was extended.

It should be emphasised that this was the first attempt, in such courses, to open an ex-post evaluation which would provide information about the potential practical impact of the course on the participants and their organisations.

Overall, the results are very positive and encouraging; they effectively complement the information provided before.

Finally, this evaluation was made possible by the availability of the e-learning platform (<http://act-hre.coe.int>) which made its preparation, response process and analysis significantly easier.

It is hoped that this experience will be repeated and improved, for the benefit of training courses and of human rights education in the Council of Europe's youth sector.

Summary of responses

From the data presented below, the following points can be drawn.³

There has been significant learning with regards to human rights education theory and practice and also the way these are promoted through CoE-related institutions and programmes. There has also been a significant development of training skills. All this learning assisted participants to realize activities not possible to be realized before their participation. One participant out of eleven (9,09%) expected more experiential-based methods that would have led him/her to more learning.

A significant development of knowledge and skills, attitudes and values related to human rights education and training that were already possessed before the course, has been achieved. That led to more effective continuation of work already done within this field or the triggering of relevant action.

The complexity of the 3rd question (What have you not learned that you needed to/expected to/now realize that you should have learned during the course?) doesn't allow for safe assumptions to be made. Though, the words "practice" and "practical" (also, "tools") are mentioned several times, showing, probably, a desire for more "hands-on-work" educational approach. There is an evident appreciation for the second part of the residential seminar that was purposefully more "practice-oriented" than the first part.

Changes have occurred as a result of the course both in terms of increased number of courses delivered by the participants (some cases) but also in terms of higher quality and breadth in their performance. There are 2 "No" answers to the question (that is 18,18%). One of the two "No" answers is coming from the same participant that had a negative response to "question No1" (see point 1)).

Five out of eleven participants (45,45%) see no significant change, up to the moment, within their organizations as a result of their participation in the course. The rest, have seen their organizations putting an emphasis on HRE-related activities.

Several projects and initiatives have been or will be implemented as a result of participants' participation in the course. This is a very positive message and it shows that it has rather been a change in the represented organizations making the outcome of the previous question (see above) partly oxymoron⁴ There is one "No" response and another one that expresses disappointment on the reaction the organization had in the participant's initial ideas (although, s/he states that s/he is remaining active in the field). Lastly, there are 2 clear references of cooperation between participants (and participants' organizations) from the course.

It's very encouraging that all of the 11 participants are now doing something that is directly or indirectly related to the course and their participation in it. The activity described is either project-related or involvement in organizations/networks (beyond the ones represented during the course's time).

Participants generally feel more positive now than they felt about the course after the end of the residential seminar. There is one case though, where the "organization's reality" has hindered the participant's ideas to become reality and that has naturally (and unfortunately) brought some disappointment to the person. However, in several cases there is an increase in positiveness and a more realistic approach to project management and training.

It was unfortunate that the turn out of the evaluation has not been higher. Suggestively, the reasons that led to that should be discussed and explored further in the future editions of the course. Nevertheless, there are some clear messages that should not be underestimated on the grounds of lack of "scientific validity" or inappropriateness to generalize. It is also recommendable that the "post-evaluation" system is maintained in the future.

Compilation of the Responses

The data below have been extracted from the online evaluation form. Some adjustments have been made, only for aesthetic purposes. Orthography and grammar remained intact.

1) To what extent do you feel you have learned from the course?

6 - A lot:  2 (18.18 %)

5:  7 (63.64 %)

4:  1 (9.09 %)

3:  0

2:  1 (9.09 %)

1 – Nothing at all:  0

a) What have you learned?

- conceptual framework of non-formal education and especially HRE;
- knowledge about CoE and the mechanisms for promoting HRE;
- knowledge, skills and values on discrimination and diversity (thematic workshops) ;
- skills on debriefing and evaluation as well as on simulation activities;
- skills on designing educational program.
- I have learned a lot regarding the methods. I also have learned how to use the Compass on my daily work;
- A lots of things... e.g. how to organize activity/ workshop, the attitudes as a participant as well as a facilitator, the way to learn with not only brain but also heart and mind, human rights situation of the country which participants come from and so on.
- The course widened my perspective concerning HR, HRE, and improved my team-leader competences. I learned about the international organisations and tools for promoting HR, and since ToTHRE I follow the global events concerning HR.
- training methodologies & methods, ideas behind non-formal education
- Structurisation of the up-coming course, analysis of the needs of participants, use of electronic tools for the training course and basics of course design.
- I learned: more about HRE and how to use non-formal education tools for HRE; new perspectives of how to use Compass; importance of training and facilitating different HRE events.
- How to better use CoE tools in HRE with young people;
- How to manage a diverse group, and how to adapt the agenda to the current events in the world;
- How to benefit best from online units, and use the platform to discuss issues, as a part of learning and practising process at the same time.
- some differences HR educators, HR activists of HRE;
- HRE in the world (especially in Pakistan, Uganda, Japan);
- principles
- I have learnt how to evaluate and reflect from the trainer\'s perspective: choice of the approach / methods, performance of being the trainer, what would I do differently and how can I take the knowledge / competences I gained in ToT and apply to my courses / trainings / projects.

b) What have you already done and/or what do you intend to do with this learning in your work/organization?

- Try to find partners for HR projects through ToTHRE network.
- This summer I have been the trainer in 2 international training courses about conflict management and peace-building, where I could used my competences to feel group dynamics, adapt the program and methods, and also to speak about the philosophy of CoE and EYF.

Nevertheless, within my organization we are planning to have some little campaigns to work on awareness of HR and HR institutions in our country.

- organize some local projects but also some international one on HRE
- Since the end of the residential seminar until now I was a trainer at two international seminars; organized on international training for local campaigning for promotion of intercultural understanding; was a trainer at 6 in-country seminars (time and space in intercultural environment; gender roles in different cultures; youth participation and volunteerism; HR and youth participation). I've used the gained learning and inspiration in all these.
- I participated in a Compass Seminar this July [...] and I took a little presentation on the experiential learning theory by Kolb. I'm going to do it again on next February. I'm going to attend and take a presentation at the Compass Seminar more times and more involved way next year.

I also took a presentation on the methodology of Compass and HRE at the meeting of the [...] Society for the Study of Education, this August.

- we're planning to hold a national training course in 2010. Moreover, trainers in our trainers pool have become aware of the CoE methods and methodologies, where to find Compass, and use it as inspiration
 - It helped me a lot in adaptation of the Compass in my mother tongue, also I already organized few small workshops on HRE for members of our and partner organizations, also at the moment we are preparing ongoing TC on Compass [...]
 - During all phases of the training I was internalising this learning, or compressing inside, while when back to work I started extracting this learning in the shape of practising. One thing that I am using extensively is designing trainings based on experiential learning.
 - I have already organized one training in HRE, directly after the ToT-HRE, and I'm going to organize the second Training one in HRE in the end of November. The second training I'm going to organize course on HRE is supported by Council of Europe.
 - I am providing a training course on multiple discrimination in a few weeks time for an NGO
- If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating (What has prevented you from learning? What would have been necessary for you to learn more?).

- the training didn't improve significantly my knowledge in HR, HRE or non-formal education; the whole concept of the training was more knowledge/mental orientated and less experiential and it missed a lot of benefits because of it.; It was necessary for me : real experiential learning process...real TOT ...with feedback session and meta approach real need evaluation and not satisfying only the low level moving from surface and go deep in everything-process, content, expectations, etc...

2) To what extent do you feel you have had previous learning confirmed and elaborated?

- 6 - A lot:  1 (9.09 %)
- 5:  4 (36.36 %)
- 4:  6 (54.55 %)
- 3:  0
- 2:  0
- 1 – Not at all:  0

a) What has been confirmed and elaborated?

- I have been confirmed that HRE doesn't have a different interpretation regarding COE as I understood through my organisation.
- The feedback what can I give to myself have been elaborated, I can be more constructive and realistic in my reflection on performance and also to give others more constructive feedback. Taking the risk on responsibility on the action has been confirmed.
- This TC confirmed me that I really have a passion on being trainer and also it helped me to elaborate some knowledge and attitude that is necessary for trainer, such as being specific as possible, it's OK if trainers don't have all answers to all questions etc.
- feedback and some basic tools for exploring subjects; Knowledge of methods and methodology about Human right education, and related skills a bit to implement it.
- the value of NFL and experiential learning (when you don't have it "properly" you value it better)
- my own value as Trainer and HR Educator

- the importance and emergency of Global Education as part of HR
- theoretical knowledge I had on HRE
- some examples
- I had a lot of previous learning of course, but I think the ToT-HRE was a great way to have it structured.
- interactive, participatory and experiential methods work wonders.
- Many themes, e.g. non-formal education, have been structured in my mind.
- methods

b) What have you done or do you intend to do with this learning in your work?

- continuously promoting HRE and apply it in my work
- I am intending to apply and adapt those specific tools for my own training courses
- I've organized a 5-hour workshop/working group at a UNICEF conference in my country last 20th November. Participants were around 60 young students and professionals. We've used experiential methods to enable all participants to participate fully and equally. Without this course I would have never felt so comfortable using these methods (also because our client, UNICEF, initially was against anything different than an ordinary conference of experts and passive listeners). And in the end the workshop was a great success, both the interaction between professionals and youth, the energetic flow and our young but professional trainers.
 - I would like to introduce the Compass approach and methods, and elaborate them to fit our situation.
 - I wish to develop it
- Constructive feedback and self-directed reflection are the elements that keep to bring the development. During the trainings that I have lead after ToT, I can more easily evaluate and make the necessary judgements, changes and adaptations, be more flexible and working with the group dynamics in a fruitful way.
- I'm using all the methods learned during the ToT-HRE in our trainings of my organization and it's great, young people are enjoying very much.
- focus on global education and don't repeat mistakes that I saw in this training
- prevent myself from becoming less passionate, passive and careless about this field....; I have a responsibility and I should act consciously about it;
- I don't divide the learning I gained before and after the training when using it. However, I consider the designing of the educational program one of the themes that I've improved.
- I started to work more as a trainer (before I used to work as project manager more); at the moment I am working with some member organizations, sharing with them all things I got during TOT-HRE; we also organize different projects with our partners on HRE - there I work as a trainer.
- I have already started to incorporate these better structured themes into my work as a HR Educator

If you rated 3,2 or 1, please state as fully as possible the reasons why you gave this rating.

- N/A

3) What have you not learned that you needed to/expected to/now realize that you should have learn/ed during the course? Please describe fully any items.

- It is quit a tricky question, because I got something from each of the aspects I expected. But probably, I did not use the opportunity to learn more about HR institutions and documents that protect HR, I am still lacking the theoretical basis on HRE to be able to link the experiential learning with the real life and applying the learning aspects.
- I can not think of anything
- When we had to choose the thematic workshops, I had a big hesitation whether to choose such I am experienced at or the opposite. I choose the first and I still wonder whether I made the right decision. In particular, I wanted to have learned more about gender and social rights. But it is not true that the training didn't provide it, I just didn't get it. Generally, I expected to gain some knowledge and skills from all group workshops which was not possible.
- There should have been more practical seminars in specific fields, or special competences could have been improved as we did on the last days. I think the second half of the residential seminar was more useful. But I admit that it is pretty hard to cover all the needs in one week.

- Well, I feel I couldn't fully catch the approach and have not understand the way to implement the Compass methods well. I think I should have taken more and more notes of learning after the activities in the course. I also think I should have taken photos of the things written in flipchart and showed by PowerPoint so that I could review them later - to deepen/go beyond the surface in what matters HR concepts, values, principles, cases, studies, etc; in what matters HRE to have the chance to have some sort of (personal-as trainer) evaluation/feedback based on a practical approach in the training ...; to be challenged by a deep experiential learning process; to have a base for developing new educational activities in HRE;
- Adaptation of specific tools to individual needs
- how to use compass and adjust the tools for specific needs
- don't have a clear picture on that now
- Perhaps more practical skills and practicing with the other participants of the course.
- During the training course I missed more practice, most of theoretical parts I already new, and Compass wasn't a surprise for me, so I expected more practical things that we would act as a trainer, in order to get comments and suggestions from the team and other participants.

4) Has it been a noticeable and measurable change in your activity and performance as a trainer as a result of the course? Please explain.

- This is really subjective. An indicator might be the number of trainings and seminars I led
- it definitely went up. It has however more to do with my increased self-confidence after the training; I've received positive feedback from both colleagues and participants.
- For sure. I try some methods used during the ToT in my work
- NO
- There has been a noticeable change, I was very keen on organizing a training course, however my home organization did not show a great interest in my initiatives due to bureaucratic reasons. However, I am trying to find other ways and means to fulfil my desires.
- Yes. Before I was a former teacher at university and a coach for young people in an NGO. Combining both made me realize being a human rights education trainer really suits me. Now I consider myself more of a trainer.
- Yes, I have noticed that my performance as the trainer has been improved in the group-dynamic feeling and reflection aspects. I may give more constructive criticism in the activities. As well, I can argument with other facilitators / trainers for the projects why and how to use / not to use the activities from Compass.
- No
- Yes, I got more competence and credibility in my work as a trainer.
- Yes, I organised a training on HRE after the ToT-HRE, and it was quite useful what I learned, because I used all the methods, some exercises, and this make me feel more comfortable.
- Certainly. I consider adaptability as a strong part of me. It is much more emphasized now, after the training.

- Sorry, I can't see what "it" means in the question.

Well, I personally feel my performance have changed after the course. I have become more active. I feel the most important change within me was to be able to understand the meaning and significance of the experiential learning and Compass approach, not only by my brain but also by my heart and mind. This let me have more confidence about what I am doing and want to do; to emancipate experiential HRE.

5) Do you see any significant change within your organization as a result of your participation in the course? Please explain.

- Not yet
- Well, now they know about the possibilities the CoE offers, our national trainers are aware of the publications and methods such as Compass and in 2010 were planning to organize a National Training Course. I'm not sure if you consider this change to be significant, but its definitely a start.
- In my organization HRE become a priority for all of us.
- I am easily spreading the spirit of CoE, HRE tools and methodology among my colleagues. The organization is also trying to involve some more young people, who will in the near future be able to carry many HRE activities.

- As I mentioned, I feel more confident to lead trainings and seminars. As a result we organize more trainings and involve less outside experts.
- having the chance to be part of a TOT HRE at COE is always benefiting the organizations I work with but of course this is just an image... beyond that I have contacts that are already activated for joint projects !
- No, my NGO did not get a positive change
- on the contrary it just helped me realize how difficult it is to get through with initiatives which hopefully will change within time.
- No
- Within my organization I do not see any significant change.
- Well, I must say a negative answer. I don't belong to HR related organization so far. But I would say at least my short presentation at the Compass Seminar [...] was, to some extent, appreciated by the participants and the organization.
- Yes, we are more focused on HRE activities and trainings.

6) Have any concrete a) projects, b) co-operations, c) initiatives undertaken by you/your organization as a result of your participation in the course? Please explain.

- No.
- There is a project we are currently implementing. We are in charge of providing HRE with children, and I have adopted many activities from Compasito, Compass and other resources.
- My organization has been a partner, and me as the trainer, for the international training course in Georgia. In September, about conflict management and HR. Also, in middle of November me and representatives of my organization will take part in the international training course on peer-education and HR, where one of the organizers is the participant of ToT. We will have the focus on different methods could be used on local level within HR framework.
- Yes. Two projects on HRE done in my region and some are still to come
- Training courses in LT after presenting Compass; Several TC and seminars with other participants from TC; More campaigns in my organization on the topics of HR, like "For tolerance"- production of postcards with slogans created by youth on HR importance.
- By myself (in the name of my organization) in cooperation with another participant and we will deliver a TC together next year... I also provide them with all the materials I had from Budapest and they are used for all the educational activities we are implementing
- Yes, we have 2 training on HRE, one is supported by Council of Europe, and the other one by European Commission.
- Organizing a National Training Course is included in our working plan for 2010.
- 1. The course inspired me to apply for a big project called Youth Against Racism, which was approved by the European Commission with a budget of 300 000 EURO. I consider it my follow-up project and its implementation starts in January 2010. It envisage a lot of trainings with young people on HRE, especially diversity and non-discrimination. 2. I've partnered with three fellow-participants for a youth exchange on positive peace. It was approved and we are having the exchange this December. 3. I've built very good partner relations with with one fellow-participant and his organization. We have a few other pending projects in partnership.
- An initiative that my organisation should start a project in cooperation with an other participants' organisation.
- I am providing a training course in 2 weeks time to an NGO on multiple discrimination, I am also intending to get involved in a few international training courses and maybe organize my own. My initial ideas got blocked by my own NGO which I find very disappointing.

7) Write one thing that you do now and it is directly or indirectly related to the course.

- I am planning to apply for the CoE trainers pool to become a 'real' European human rights education trainer :)
- We are running the project supported by Council of Europe, which is Training on Human Rights Education. We have set up also a regional Human Rights Network, part of the project "Promoting respect of Human Rights through networking and capacity building" supported by European Commission"
- In addition to my research and participation in Compass Seminar mentioned above, I would like to tell that I have participated in the small society for the study of Restorative Justice and its working group, which aims to do some educational implementation of RJ, since about two months ago. The working group will try to implement any activity in a meeting of NPO, University, or Church etc. Though RJ approach is a little different from the HRE, they have a lot

of points in common. I'd like to try to implement some activities there with the members. This will be precious experience for me as a future HRE facilitator and researcher

- Preparation for Compass presentation in LT and ongoing TC on Compass together with municipalities for youth workers, trainers, teachers and etc.
- I have prepared a training program and training materials for students
- members of the Childrens' rights School Committees, based on the philosophy of Compass and Composito.
- After the course I have been elected to the central committee of a great European Organisation, dealing partly with migrants, and other Human Rights issues. Due to this position I suspended my activities in the youth organisation.
- I am preparing a training for multipliers in global education that will happen in February in Romania!
- I am involved in the ToT organized by the NA of my home country to develop the capacity and competences of the trainers. At the moment we are planning the 2nd phase of local projects to implement within our small groups we prepared during the meeting in October. As well, I am engaged with the session's outline development for the peer-to-peer HR training development in Germany.
- I do talk about HR every day making reference sometimes to some feedbacks/inputs I've got during the ToT-HRE.
- I am a member of the Board of an international NGO which I hope will help me get involved in more international training courses as a facilitator.
- Today I'm leaving for Poland to meet three fellow-participants for preparation of the youth exchange mentioned above.

8) At this point, after having had time to digest, try and use what you've learned in ToT-HRE, do you feel more positive about it now or were you more positive about it at the end of the residential seminar in Budapest?

- More positive: it has introduced me a world combining both of my passions: human rights advocacy(substance) and working with young people (process).
- I feel more positive now, I have developed many ideas I wait to be financed, thus I am fully motivated to continue working on HR protection and promotion.
- I feel equally positive now, as I felt in the end of the residential seminar. The fact is that I feel more confident now.
- After the residential seminar in Budapest I had lot of ideas to realize, I was more enthusiastic about cooperation with other partners and idealistic on applying ideas to the local level. At the moment I am more realistic to analyze the needs of the local community, and what are the real possibilities to act, as well as to ensure the quality aspect and meet the expectations. I am more positive to find the right resource people at the moment that may implement the activities in the coming months / year.
- Of course, I feel more positive about it now. I have been affected by it. As my perspectives have become wider, I can understand the meaning of it even better.
- The euphoria is of course gone. However, it allows me to be more objective when saying that I consider this training a significant part of my professional and personal development. Thanks!
- Now I see it more positive from my work perspective, as after it I felt more positive emotionally.
- I was more positive at the end of the seminar, than now, because over this time I realized how difficult it is to get through my own NGO with initiatives.
- I felt and I feel positive about this experience
- strange but I feel more positive NOW and not then...because I was too disappointed at that time about the whole process.... after some time I became less selfish/self centred in this aspect and I saw the impact and benefits on the groups and overall and I've changed my opinion...is still not very positive BUT more than then!!!
- I was and still am positive about the course. :) It was a station, in the learning process but not the end yet.

Drafted by Athanasios (Sakis) Krezios
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LIST OF PARTICIPANTS

ALBANIA

Name : Rifat Demalija

Organization's name : \"Youth in Free Initiative \" Organization
Address : Qendra Rinore, Prane Hotel, Gjalica, Kukes, Albania
Tel : 00 355 24223113
Website: www.rsl-al.org

ARMENIA

Name : Hranush Shahnazaryan

Organization's name : International Center for Intercultural Research, Learning and Dialogue (ICIRLD)
Address : 52/20 Andranik, Yerevan 0064, Armenia
Tel : 00 374 10280741
Website: www.ICIRLD.net

AZERBAIJAN

Name : Javid Mustafayev

Organization's name : Azerbaijan Human Rights Foundation
Address : Bulbul street 18, Baku, AZ 1001, Azerbaijan
Tel : 00 994 124936638
Website: www.human-rights-foundation.az

BELGIUM

Name : Ann Daniels

Organization's name : Youth Network for Peace
Address : Italielei 195 bus 1, 2000 Antwerpen, Belgium
Tel : 00 32 498768078
Website: www.youthnetworkforpeace.com

BULGARIA

Name : Vladislav Petkov

Organization's name : Bulgarian Network for Human Rights Education
Address : Igljika Str. 5, 4004, Plovdiv, Bulgaria
Tel : 00 35 9897837265

CYPRUS

Name : Georgina Christou

Organization's name : Mediterranean
Institute of Gender Studies (MIGS)
Address : 46 Makedonitissas Avenue, Box
24005, 1703 Nicosia, Cyprus
Tel : 00 357 22351274
Website: www.medinstgenderstudies.org

FINLAND

Name : Petra Erkkilä

Organization's name : Council of
Europe Directorate of Youth and Sport
Address : European Youth Centre
Budapest
1024 Budapest, Zivatar u. 1-3., Hungary
Tel : 00 36 1 438 1060
Website: www.coe.int

Name : Noora Penttinen

Organization's name : International
Federation of Hard of Hearing Young
People - IFHOHYP
Address : Vainamöisenkatu 11 D 164,
33540, Tampere, Finland
Tel : 00 1712822307
Website: www.ifhohyp.org

GEORGIA

Name : Gvantsa Khizanishvili

Organization's name : YouAct -
European Youth Network on Sexual and
Reproductive Rights
Address : Vinkenburgstraat 2A, 3512
AB, Utrecht, The Netherlands
Tel : 00 31 302393862
Website: www.youact.org

GREECE

Name : Aristodimos Paraschou

Organization's name : "United Societies
of Balkans"(U.S.B.)
Address : Alamanas 9, Agios Pavlos,
Thessaloniki, 55438, Greece
Tel : 00 30 2310215629
Website: usbngo.wordpress.com

Name : Paschalis Valsamakis

Organization's name : Youth Information
Center of Evosmos
Address : monastiriou 326 (opisthen
Ast.Megarou), GR-54628, Greece
Tel : 00 30 2310703702
Website: www.evosmos.gr
,www.evosmos-youth.gr

HUNGARY

Name : Krisztina Rajos

Organization's name : Ecumenical
Youth Council in Europe (EYCE)
Address : Rue du Champ de Mars 5, B-
1050, Brussels, Belgium
Tel : 00 32 25106171

Website: www.eyce.org

Name : Rita Sztás

Organization's name : Helvécia
Kultúrájáért Közhasznú Alapítvány, HKA
(Foundation for the Culture of Helvécia)
Address : Kiskőrösi út 71, Pf.13.,
Helvécia, 6034, Hungary
Tel : 00 36 76709873

ITALY

Name : Gabriella Patriziano

Organization's name : VIS - Volontariato
Internazionale per lo Sviluppo,
International Volunteer Service for
Development

Address : via Appia Antica, 126 Rome,
00179, Italy

Tel : 00 39 06516291

Website: www.volint.it

JAPAN

Name : Tomoki Haraguchi

Organization's name : The Centre r
Human Rights Affairs
Address : 2-0-12,
Shiba-daimon, Minato-ku, Tokyo, 105-
0012, Japan

KOSOVO⁵

Name : Veton Sylhasi

Organization's name : Kosovar
Association for Human and Children's
Rights (KAHCR)

Address : Xheladin Hana 13, 23/4,
Pristina, 10000, Kosovo

Website: www.kahcr-ks.org

LATVIA

Name : Santa Grinberga

Organization's name : Association
Youth for Society

Address : Sencu iela 2 Ergli, LV-4840,
Madonas rajons, Latvia

Tel : 00 371 29377094

Website: www.youthforsociety.org

LITHUANIA

Name : Jolita Kiesaitė Beciene

Organization's name : Culture center
"In Actio"

Address : Gedimino pr. 28-806, LT-
01104, Vilnius, Lithuania

Tel : 00 370 52123584

Website: www.in-action.eu

MOLDOVA

Name : Natalia Cojohari

Organization's name : National Youth
Council of Moldova
Address : Puskin 22 street, Press
House, of 518, MD-2012, Chisinau,
Republic of Moldova
Tel : 00 373 22235175
Website: www.cntm.md

MONTENEGRO

Name : Milena Karisik

Organization's name : NGO Community
Development Center Montenegro
Address : 33 Jovana Tomasevica St,
81000, Podgorica, Montenegro
Tel : 00 382 20237027
Website: www.cdc.cg.yu

NORWAY

Name : Ragnar Eggesvik

Organization's name : The Norwegian
Children and Youth Council
Address : LNU, Övre Slottsgate 2b,
0157 Oslo, Norway
Tel : 00 47 23310582
Website: www.lnu.no

PAKISTAN

Name : Qamar Iqbal

Organization's name : National Council
for Human Rights (NCHR) Institute of
Research and Social Development
(IRSD)
Address : 106, Allama Iqbal Law
Chambers, District Courts, Faisalabad,
38000, Pakistan
Tel : 00 92 412640086

POLAND

Name : Agnieszka Byrczek

Organization's name : The Polish
Students' Association (PSA)
Address : "Palacyk", pok. nr 4 ul.
Kosciuszki 34, 50-012 Wroclaw, Poland
Tel : 00 48 717994561
Website: www.zsp.wroc.pl

Name : Bastian Küntzel

Organization's name : Incontro
Education - Communication -
Development
Address : ul. Slowianska 35/11, 50-234
Wroclaw, Poland
Tel : 00 48 717838886
Website: www.incontro-training.org

ROMANIA

Name : Ion Marian Ancuta

Organization's name : Youth and
Regional Development Association
Address : Lotrului, 2, 1400, Targu Jiu,
Romania
Tel : 00 40 726199289
Website: www.atdr.ro; www.yrda.org

Name : Andreea-Loredana Tudorache

Organization's name : Service Civil
International (SCI)
Address : Service Civil International Str.
Aviator Darian 9 Bloc 11B, apartament
3 RO-011715, Sector 1, Bucuresti,
Romania
Tel : 00 40 723295655
Website: www.sci.ro ; www.sciint.org

RUSSIAN FEDERATION

Name : Anna Dobrovolskaya

Organization's name : Autonomous
organization of non-formal education
"Free University"
Address : Tsyurupy str. 34-303,
Voronezh, 394000, Russian Federation
Tel : 00 747 32545529
Website: www.freeun.ynnnet.org

Name : Irina Fedorenko

Organization's name : Primorsky region
public youth organization "Trainers
Union of Primorsky Region"
Address : Far Eastern National
University, Oktyabrskaya 25 - 124,
Vladivostok, 690650, Russian
Federation
Tel : 00 742 32426048
Website: www.st-prim.clan.su

SERBIA

Name : Snezana Baclija

Organization's name : BalkanIDEA Novi
Sad (BINS)
Address : Stevana Milovanova 6a,
21000, Novi Sad, Serbia
Tel : 00 381 63597991
Website: www.balkanideans.org

SLOVAKIA

Name : Miroslava Klecková

Organization's name : Gymnázium J. M.
Hurbana v Cadci
Address : Ulica 17. novembra, Cadca,
02201, Slovakia
Tel : 00 421 414322330
Website: www.gymcadca.sk

THE NETHERLANDS

Name : Kim De Vos

Organization's name : Dutch National Youth Council
Address : Kromme Nieuwegracht 58,
3512, HL Utrecht , The Netherlands
Tel : 00 31 302303575
Website: www.jeugdraad.nl

TURKEY

Name : Orhan Salih Cubukcu

Organization's name : European Educational Exchanges – Youth for Understanding (EEE-YFU)
Address : Chaussée de Wavre 214d,
1050, Brussels - Belgium
Tel : 00 32 25083035
Website: www.eee-yfu.org

UGANDA

Name : Donantus Orikiriza

Organization's name : National Foundation for Democracy and Human Rights in Uganda (NAFODU)
Address : NAFODU Plot 6, Bwankosya Road, P.O. Box 977, Kabale, Uganda
Tel : 00 256 382276169
Website : www.nafodu.org

UKRAINE

Name : Mariya Yassenovska

Organization's name : Kharkiv Regional Foundation "Public Alternative"
Address : Lenin Avenue, 72/48, Kharkiv, 61103, Ukraine
Tel : 00 380 504023456
E-mail: public.alternative@gmail.com

UNITED KINGDOM

Name : Laurynas Pluskys

Organization's name : Tolerantisko Jaunimo Asociacija (Tolerant Youth Association)
Address : J. Jasinskio 9-13, 01111, Vilnius, Lithuania
Tel : 00 370 52312296
Website : www.tja.lt

TRAINERS

Dariusz Grzemny

Council of Europe
European Youth Centre Strasbourg
30, rue Pierre de Coubertin
67000 Strasbourg, France

Sabine Klocker

Council of Europe
European Youth Centre Strasbourg
30, rue Pierre de Coubertin
67000 Strasbourg, France

Silvia Volpi

Justina Pinkeviciute

Darko Markovic

Athanasios Krezios

Rui Gomes
Course Director

Council of Europe
European Youth Centre Budapest
1024 Budapest
Zivatar utca 1-3.,Hungary

LECTURERS

Ellie Keen

David Cupina

Council of Europe
Directortate General of Human Rights
and Legal Affairs
1, quai Jacoutot
67075 Strasbourg, France

SECRETARIAT OF THE DIRECTORATE OF YOUTH AND SPORT

Dariusz Grzemny

Council of Europe
European Youth Centre Strasbourg
30, rue Pierre de Coubertin
67000 Strasbourg, France

Sabine Klocker

Council of Europe
European Youth Centre Strasbourg
30, rue Pierre de Coubertin
67000 Strasbourg, France

Antje Rothmund
Executive Director

Council of Europe
European Youth Centre Budapest
1024 Budapest
Zivatar utca 1-3.,Hungary

Katalin Zsitva
Programme Assistant

Council of Europe
European Youth Centre Budapest
1024 Budapest
Zivatar utca 1-3.,Hungary

Rui Gomes
Course Director

Council of Europe
European Youth Centre Budapest
1024 Budapest
Zivatar utca 1-3.,Hungary

¹ Complete figures have been prepared for the survey “Encompassing human rights education with young people”, available at www.coe.int/youth

² The pilot projects in human rights education are financially supported by the European Youth Foundation. General conditions and application procedure are available at:

http://galadriel.coe.int/fej/portal/media-type/html/country/null/user/anon/page/default.psm!?js_language=en

³ Each point represents one question of the questionnaire

⁴ This brings us to the consideration of the effect the word “significant” had in participants response to question no 5.

⁴ All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolutions 1244 and without prejudice to the status of Kosovo.