



Anti- Discrimination, Diversity and Social Cohesion

Report of the study session held by
Human Rights Students' Initiative (HRSI)
in co-operation with the
European Youth Centre
of the Council of Europe



European Youth Centre Budapest
July 8th- 15th 2007



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



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Budapest, July 8th- 15th 2007

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Foreword

While contemporary states have to deal with the issues of diversity and social cohesion on a higher institutional and policy-making level, common citizens may face discrimination in person on a daily basis. In the diverse world we are living in, the gap of misunderstandings between different social and cultural groups can be filled only through mutual and mature discussion. This is why the issues of *social inclusion, non-discrimination and diversity* were chosen as the main thematic areas of the Study Session on “ANTI-DISCRIMINATION, DIVERSITY AND SOCIAL COHESION” held at the European Youth Center, Budapest on July 8-15, 2007.

The idea of holding this study session was proposed by the HUMAN RIGHTS STUDENTS’ INITIATIVE (HRSI) and supported by the COUNCIL OF EUROPE. HRSI is a human rights awareness-raising and capacity-building organization comprised of students and alumni of the Central European University (CEU) in Budapest (www.hrsi.ceu.hu). HRSI was established in 1999 in order to complement CEU students’ academic life with practical, hands-on experience in the field of human rights. As part of its regional networking programming, HRSI has already held three study sessions supported by the Council of Europe. The study session on “Anti-discrimination, diversity and social cohesion” was implemented by a diverse and dedicated team of experienced human rights activists and consultants coming from different fields and backgrounds.

The study session aimed to motivate the participants to be passionate human rights activists and promote the values of diversity and non-discrimination by sharing their personal experiences and knowledge.



Terms of Reference

Title of the Study Session:

Anti- Discrimination, Diversity and Social Cohesion

Dates:

July 8-15, 2007

Venue:

European Youth Center Budapest (EYCB)
Zivatar u. 1-3, 1024 Budapest, Hungary

Educational Advisor:

LYAMOURI-BAJJA Nadine

Preparation Team

ASIPOVICH Hanna (Course Director)
FALCHI Maria Emanuela
SIMMONS Michael
JENEY Orsolya

Participants: 22

Countries Represented:

ARMENIA (3), AZERBAIJAN (2), BELGIUM (1), BOSNIA AND HERZEGOVINA (1), BULGARIA (1), CZECH REPUBLIC (2) GEORGIA (1), HUNGARY (2), ITALY (3), MOLDOVA (1), NEPAL (1), PORTUGAL (1), ROMANIA (1), THE NETHERLANDS (1), UKRAINE (1)

Organizations Represented:

AIESEC, Amnesty International, BILITIS, CENTA, Chance for life, CNSIEM, Globalizing Partnership between youth Public Union, IQ Roma servis, Junior Achievement Azerbaijan, League of Human Rights, NATO, Student Society economy faculties, Ukrainian Youth Union, Yerjanik, YWCA of Georgia

Presenters and Resource Persons:

Mariana Berbec (Open Society Just Initiative)
Larry Olomoofe (European Roma Rights Center)
Agnes Kover (Clinic and Street Law Foundation ELTE School of Law of Budapest)

Report prepared by:

Orsolya Jeney



AIMS, OBJECTIVES AND METHODOLOGY

Aim of the Study Session:

The study session aimed at exploring and deepening understanding of the concepts of diversity, social cohesion and non-discrimination from the young people's perspective and its relevance for the newly extended European Union and beyond, as well as initiating intercultural dialogue and exchange of experience.

Objectives of the Study Session:

- To motivate young people to be passionate human rights activists;
- To explore the concepts and benefits of diversity and social cohesion and their meaning for young people in their everyday life ;
- To explore the connections between diversity, equality and human rights;
- To introduce participants to the meanings and principles of human rights;
- To raise participants' awareness and concern about civil rights and responsibilities;
- To analyze the roots and sources of xenophobia and discrimination in today's Europe;
- To analyze the social constructs of stereotypes, prejudices and mental representations and look for possible ways to challenge them;
- To give participants an opportunity to explore and reflect on their own discriminatory practices and experiences in daily life;
- To share participants' experiences on difficulties related to discrimination in their countries and also good practices in the field of promotion of social cohesion, diversity and non-discrimination;
- To analyze examples of actions that can be taken against discrimination with a special focus on non-violent resistance;
- To provide participants with the tools necessary in order to campaign against discrimination in their home communities;
- To assist participants in developing concrete action plans for their NGOs in order to promote non-discrimination and social cohesion.

Methodology of the study session:

The session mostly employed non-formal education methods, e.g. Open Space Forum, working groups, interactive exercises and reflection groups. All activities were aimed at sharing experience and building upon the ideas and input of every participant.

As resource materials for the session, the working team used of the Council of Europe's COMPASS Manual on Human Rights Education with Young People, T-kits, Domino pack and others.



INTRODUCTION OF HRSI AND THE DIRECTORATE OF YOUTH AND SPORTS AT THE COUNCIL OF EUROPE



HRSI is a human rights students' organization comprised of Central European University (CEU) students and alumni who come mostly from the countries of Central and Eastern Europe and the former Soviet Union. HRSI's mission is *to promote social engagement through awareness raising and capacity building*. We envisioned this study session to further this mission by engaging young people from throughout the Council of Europe region in an interactive examination of major challenges facing social equality in the current world.

Discrimination is experienced worldwide and it can be based on different aspects, like age, gender ethnicity or religion. HRSI strongly believes that youth campaigning can be successful and effective in the promotion of the ideas of non-discrimination and diversity. The study session brought together young NGO representatives from the region to establish *a network of multipliers* who now have the capacity of both spreading what they learned and to engage in a collective action on a Europe-wide basis. Based on the educational experience of training, we plan to involve the participants in developing and presenting *an action plan for an anti-discrimination campaign* that can be later on implemented by their organization.

Being located at CEU, an international university, and having been active in the field of human rights promotion for eight years thus far (e.g. HR awareness-raising campaigns, country presentations, round table discussions, public lectures and capacity building workshops for CEU students), HRSI has gained valuable experience in promoting an interactive and intercultural approach.

HRSI has to date carried out *three study sessions* in cooperation with the European Youth Centre Budapest on the following topics: "INTERNATIONAL HUMAN RIGHTS ADVOCACY"(2003), "UNIVERSALITY OF HUMAN RIGHTS IN NEWLY EXTENDED EUROPE"(2004) and "ESTABLISHING AND RUNNING A HUMAN RIGHTS STUDENTS' Organisation"(2005). In these sessions HRSI exposed young people from different countries and cultural background to intercultural, participatory and informal human rights education programs that were linked with practical skill building and project planning. Through its past experiences, HRSI is certain that the benefits that arise from intercultural exchanges of experience and perspectives in the context of human rights trainings are immense. HRSI regards its periodic study sessions as vitally important contributors to its overall mission to prepare youth to participate in the development of a vibrant civil society sector.

The **Council of Europe** is Europe's oldest international political organization. Founded in 1949 , it is composed of 47 member states and 5 observer states, and its work covers the fields of human rights, media, legal co-operation, social and economic questions, health, education, culture, heritage and sport, environment, local and regional authorities and youth.

The Council of Europe has 3 main aims:

1. to protect and promote human rights, parliamentary democracy and the rule of law,
2. to find continent- wide solutions to social problems and to standardize members; social and legal practices
3. to promote awareness of a European cultural identity based on shared values.



Given these aims the main goal of the **Directorate of Youth and Sports** in the field of Youth is to develop common European policies among its members to



promote youth participation responsible citizenship, better educational and employment opportunities. It encourages the participation of youth as actors in civil society, and thus supports the development of youth associations, networks and initiatives, and international co-operation between youth structures.

The Council of Europe established two Youth Centers in Strasbourg and Budapest in 1972 and 1995 to implement its youth policy. They are international training and meeting centers with residential facilities and most of the youth activities that take place in them are fully financed by the Council of Europe.



PROGRAM FLOW

We believed that dedicating more time to creating a familiar and trusted environment would exponentially increase the outcome of the activities. For this reason, we put special emphasis on team-building.

We then sought to dedicate one day to exploring each of the different concepts of *discrimination*, *diversity* and *human rights* through sharing experiences, lectures, presentations and COMPASS activities in order to dig up and offer as many aspects of these concepts to they very diverse groups of participants as possible.

In order to complement theory with practice we dedicated the last two days to empowering participants with the necessary skills to take action through workshops on *human rights campaigning and action planning*.

During the week and following the daily evaluation by the preparation team members we were always open and flexible to tailor the study session to the needs of the participants. This is also the reason why we included an *open space* section when participants could initiate and discuss their own topic, be it just a theoretical discussion or sharing good practices.

The reflection groups and reports prepared by these groups helped us to keep up- dated track of the flow of the study session.

The openness and availability of the preparation team members and their active socializing with the participants was also an added value with highly motivating effects.



OUTLINE OF SESSION OF PROGRAM

Day 0 (Sunday, July 8th)- Welcome Evening

Day 1 (Monday, July 9th) - Orientation, Group- building

9.15 – 11.00 Introduction

- Team and participants
- HRSI and the Council of Europe
- Program and its objectives
- Methodology
- Reflection groups and daily report

11.30 – 13.00 Fears, needs and expectations

14.30 – 16.00 Group-building

16.30 – 18.00 Sharing experiences:

- Which groups are being discriminated against? What are the ways to protect them?
- Plenary at the end

18.00 – 18.30 Reflection groups

Day 2 (Tuesday, July 10th) – Exploring Discrimination

9.15 – 11.00 Social constructs. Take a step forward.

11.30 – 12.00 Who am I? - Identity flower

12.00 – 13.00 How do we discriminate?

14.30 – 16.00 Analyzing discrimination and its roots. Problem Tree

16.30 – 18.00 Lecture: What is discrimination?

18.00 – 18.30 Reflection groups

Day 3 (Wednesday, July 11th)- Human Rights

9.15 – 11.00 What are Human Rights?

11.30 – 12.30 Awareness and concern on civic rights and responsibilities

AFTERNOON IN TOWN

19.00 – 20.30 *Dinner in town*

Day 4 (Thursday, July 12th)- Diversity

9.15 – 11.00 Lecture: What is social inclusion and citizenship?

Agnes Kover (Clinic and Street Law Foundation ELTE School of Law of Budapest)

11.30 – 13.00 What is diversity? How does it work? Part I



- 14.30 – 16.00** What is diversity? How does it work? Part II
16.30 – 18.00 Wrap Up: Connections between diversity, equality and human rights
18.00 – 18.30 Reflection groups

Day 5 (Friday, July 13^h)- Taking action, Human Rights Campaigning

- 9.15 – 11.00** Open Space Forum. Good practices
11.30 – 13.00 Examples of actions
14.30 – 16.00 Campaigning tools. Part I
16.30 – 18.00 Campaigning tools Part II.
Presentation on “All different – All equal”
18.00 – 18.30 Reflection groups

Day 6 (Saturday, July 14^h)- Taking action, Action Plan

- 9.15 – 11.00** Action Plan in the working groups Part I
11.30 – 13.00 Action Plan in the working groups Part II
14.30 – 16.00 Follow Up
16.30 – 18.00 Final evaluation of the study session
20.00 Farewell party in Baths

Day 7 (Sunday, July 15^h)- Departure



DAILY REPORT OF ACTIVITIES

Each day followed the same structure, regardless of content. Already during the preparatory phase, one person was assigned to lead each day. By doing so we secured a close monitoring of the well-running of the day.

The days were divided into morning and afternoon sessions. There were coffee breaks after every 2 hours. Daily work ended at 18.00, after which the reflection groups met. Participants were divided in 5 reflection groups on the first day. These groups remained unchanged during the study session in order

REFLECTION GROUPS

During the seminar, and especially after being involved in an intense learning situation, we gave participants a space where they were able to freely express their opinion on different elements of the program and reflect on how far the program fulfills their needs and expectations. These were also moments in which participants could openly express their opinion and criticism as well. They had the possibility to discuss the program and analyze its form and perspective. It was a frame for steaming off, talking about emotions etc...

The reflection groups served as a space of reflection and immediate feedback on the day instead of waiting for the last day to speak about general impressions. It also enabled us, the trainers to evaluate the impact of each session, to identify possible problems, frustrations or comments. Finally, these groups enabled participants to connect what they have learned during the course with the work they do at home. It was a space for sharing experience and discussing how to use the experiences gained in the course.

For all these reasons, the reflection groups were designed to have stability in their composition: the same groups stayed together without changes throughout the week.

The aim of the session is to provide participants with time and safe space to reflect daily on the program of the course and get immediate feedback and to discuss the relevance of different program elements to the participants' learning process and their work realities.

Thus, the objectives of the reflection sessions were:

- to discuss, evaluate and reflect on different elements of the program
- to share experiences
- to link the course experience with the participants' context
- to reflect on participants' needs and expectations
- to share feelings, frustrations or contentment
- to give the team suggestions for improvement of the course

Day 0 (Sunday, July 8th)- Welcome Evening

After the participants arrived, an informal *Welcome Evening* started at 20.00 on the top floor of the EYCB.

Having welcomed the participants, we started with an interactive NAME GAME. Participants were given 3 matches each. After telling their names, participants were supposed to say something unique about themselves that would not be true for the others. However, when that unique information





applied to someone else as well, the speaker had to give a match to the other person with whom they shared that characteristic. The game ended when somebody ran out of matches. The person with the most matches was awarded a chocolate.

Point of the activity:

- know each others' names
- learn more about each other

Now that the names were more or less known, we aimed to further acquaintance. The PERSONAL INFORMATION ABOUT PARTICIPANTS activity involved the division of the participants into groups of three. One person was asked to sit between two others and listen to both simultaneously what they were telling about themselves, then present this to the whole group.

Point of the activity:

- to learn more about each other
- to laugh by being confused of who says what

We thwww.wolvesen concluded the team- building part of the evening with a very funny activity we called the ANIMAL GAME involving the whole group. We stack a post it with a name of an animal on their foreheads. All together there were 4 different types of animals. All the same animals then had to find each other by walking around and asking the others to act out what they were. Once all members of all 4 animal groups found each other, together they had to shout out loud what that animal "says" in their own language.



After the programs the party started with the food and drinks kindly provided by the venue, the EYCB and with already a lot of laughter. The mood was set for the session.

Outcome:

We got to know each other's names and some background information about each other. We managed to create a familiar environment and a level of confidence and built the team.

Day 1 (Monday, July 9th) – Introduction, Orientation, Group- building

9.15 – 11.00 INTRODUCTION

- Team and participants
- HRSI and Council of Europe
- Program and its objectives
- Methodology
- Reflection groups and daily report

The course director, Hanna Asipovich formally opened the session and welcomed the 22 participants. After the introduction of team members, participants also briefly introduced themselves saying their names, organization and country they come from and finally their interest in taking part in this study session. These introductions were followed by presentations on





both the Human Rights Students' Initiative and the Council of Europe Directorate of Youth and Sports.

11.30 – 13.00 FEARS, NEEDS AND EXPECTATIONS

In order to make truly successful study session it was very important to assess the fears and needs of the participants. We distributed paper “sweaters”, “trousers” and “boots” and asked the participants to write on them their fears, needs and expectations and to symbolically hang them on a clothes line. The clothes lines stayed in the room until the end of the study session.



14.30 – 16.00 GROUP-BUILDING

We dedicated a session to group and trust building not only to set the cheerful environment for the duration of the study session but also in order to form a team from the individuals so that we can increase the degree of the outcome and of personal development.

Starting with the ice- breaker knots, participants were invited to stand in a circle, close their eyes and start walking towards the center of the circle and find 1-1 hand to hold on to. After they opened their eyes and realized that they all formed a huge knot their task was to untie the knot, the whole time not letting go of each others' hands.

The next ice- breaker was intended to encourage participants to find out more about each other. They had to form a line based on their date of birth, eye color and their country of origin *without* being allowed to say a word. This again caused much laughter and hence catalyzed the feeling of comfort of the participants.

The last ice- breaker was the *People's Machine*. The small groups had to act out a domestic machine like e.g. toaster or blender etc. We had a lot of fun. The mood was well prepared for the next activity.

Point of the activity:

- to learn more about each other
- to increase their communication skills by having to communicate without words
- to create a more comfortable environment
- to raise curiosity about the other participant's culture

When picking the team-building activity we did not only consider an activity that would enhance their formation as a team, but we also wanted to introduce them to the topic of intercultural (mis)understandings and the need for tolerance in order to understand each other.

16.30 – 18.00 SHARING EXPERIENCES: WHICH GROUPS ARE BEING DISCRIMINATED AGAINST? WHAT ARE THE WAYS TO PROTECT THEM?

Our aim was to give participants an opportunity to assess what different discriminative phenomena, like racism, sexism, homophobia, xenophobia and religious fundamentalism meant to them, to make participants realize how different approaches to various issues people can have.



18.00 – 18.30 REFLECTION GROUPS

“The opening day of the Study Session was very dynamic, professional, full and unique. Altogether there were 22 participants, 2 guests and 5 organizers present. It started with an introduction of the organizers followed by a short presentation of the participants.

The HRSI and the Council of Europe were presented by Hanna and Nadine respectively. Michael Simmons talked about aims and objectives of the Study Session. His talk was inspiring.

We were very excited to learn about other people, cultures, understandings and be a part of a multicultural group. There was confusion, frustration and revelation as a result of the tribe simulation.

The idea of having small groups is rather beneficial and good for introduction because we had space to discuss our expectations. The presentation of the Hope and Fear, Expectations exercise was quite creative.

The silent discussion turned out to be of great interest, and despite the lack of time there has been a clear desire and initiative for further dialogue and sharing.

It is a great idea to have a reflection group because it creates a less formal space with an opportunity to reminisce about the thoughts and feelings of the day.

We are all looking forward to the intercultural evening where the participant will share a part of their space”.

- prepared by Nadine's Group: Petr, Christina, Francesco, Jayhun, Kiki

At the end of the first day an intercultural evening was held, so that participants could tell about their countries and share foods and drinks. It was a LONG evening! At the first part of the evening participants presented their country in audiovisual forms or by acting out the stereotype about their countries or making a quiz on her country and awarding the public with national sweets.



By the end of the intercultural presentations, the atmosphere soon became very friendly and the group of participants was transformed into an international team.



Outcomes:

- Participants became familiar with HRSI and the composition and motivation of the preparatory team members
- The preparatory team became familiar with the fears and expectations of the participants so that planned activities could be tailored to them
- Team spirit
- awareness of several human rights related issues was raised



Day 2 (Tuesday, July 10th) – Exploring Discrimination

In the morning participants already entered the plenary room as team members and chose to have a more informal setting, shown by their decision to sit on the floor for the rest of the study session.

9.15 – 11.00 SOCIAL CONSTRUCTS. TAKE A STEP FORWARD.

After creating a calm atmosphere with soft background music, trainers gave the participants random role cards:

You are an unemployed single mother.	You are the president of a party-political youth organisation (whose "mother" party is now in power).
You are the daughter of the local bank manager. You study economics at university.	You are the son of a Chinese immigrant who runs a successful fast food business.
You are an Arab Muslim girl living with your parents who are devoutly religious people.	You are the daughter of the American ambassador to the country where you are now living.
You are a soldier in the army, doing compulsory military service.	You are the owner of a successful import-export company.
You are a disabled young man who can only move in a wheelchair.	You are a retired worker from a factory that makes shoes.
You are a 17-year-old Roma (Gypsy) girl who never finished primary school.	You are the girlfriend of a young artist who is addicted to heroin.

Participants were given a few minutes to think about their given role and try to imagine the following:

- What was your childhood like?
- What sort of house did you live in?
- What kind of games did you play?
- What sort of work did your parents do?
- What is your everyday life like now?
- What do you do in the morning, in the afternoon, in the evening?

After this reflection participants were asked to get in a line next to each other and reply to questions by taking one step forward if their answer to the question was yes. Here are some examples of the situations:

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone line and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.

After all the questions were asked one could see how great the difference was between different roles. Some of the participants were very much ahead, whereas some of them were left far behind. The activity ended in a plenary and participants tried to guess what the role of the leaders was and of those who were



left behind. We also talked about how it felt to be in that role and with a thorough debriefing we hoped to fulfill our aims, which was for the participants to experience what it was like to be someone else within society. We analyzed the social constructs of stereotypes, prejudices and mental representations in the debriefing part of the activity. We also wanted to point out that the source of discrimination is social.

11.30 – 12.00 WHO AM I? - IDENTITY FLOWER

Our next activity meant to help the participants to reflect upon their own identity and to find out more about themselves. We first wanted to make sure that they understand which aspects of their personalities are stronger than others and then realize what different factors are there that shape our identities.

Michael Simmons gave a short introduction to notion of identity in the context of diversity and the concept of multiple identities.



The participants were asked to drawing a flower, the core of and the petals were different emotions and things that were important for them and expressed what kind of person they are.



self reflect through which was their name characteristics,

After participants designed and drew the flower they shared their thoughts in buzz groups. The flowers were then exhibited and were posted at the back of the room, so that the participants could continuously see that human beings are complex and also realize how their perception may differ from others'.

12.00 – 16.00 HOW DO WE DISCRIMINATE? - ANALYZING DISCRIMINATION AND ITS ROOTS.

After role play when the participants had the opportunity to experience how it feels to be disadvantaged and reflected upon their identities, we also wanted to closely examine different discriminative practices. We decided on the methodology of a role-play because we believe that this way we could bring them the closest to how and why people discriminate in real life.

Using the EuroRail activity from *Domino*, we listed 25 different personalities that cover 5 major groups the members of which often suffer discrimination: race (racism), sexual orientation (homophobia), gender (sexism), ethnicity/religion (ethno-religious) and marginalized groups. The situation was the following: *You are going to travel for 3 weeks with these people on the train. You individually have to pick the 3 persons you want to share your compartment with the most and the least.*

1. Racism
 - a. Roma, North African refugee in Spain
 - b. Albanian in Italy
 - c. Turkish guest worker in Germany
 - d. Jewish in Hungary
 - e. Fascist Danish
2. Homophobia [party at someone's house]
 - a. Hetero male
 - b. Hetero female
 - c. Gay
 - d. Lesbian
 - e. Orthodox Christian
3. Sexism/Gender
 - a. Muslim man from Iran



- b. Roma man
 - c. African man
 - d. Western European feminist
 - e. Spanish housewife
4. Ethno-religious
- a. Serbian orthodox
 - b. Bosnian Muslim
 - c. Moroccan Muslim woman
 - d. Polish Jew
 - e. Kosovo Roma
5. Marginalized [build a community home]
- a. Homeless
 - b. Wheelchair
 - c. Teenage mother
 - d. Drug addict
 - e. HIV/ AIDS

After the participants made their individual choices, they were divided into 4 bigger groups and discussed it in a group who are the 3 people they all would want to travel with and the 3 with whom none of them would. Since they had to come up with these two lists, participants were forced to voice their opinions for or against one personality or another. Through this activity we could easier identify what stereotypes each of us had, and how we sometimes consciously or subconsciously are guided by our stereotypes in everyday life situations.

16.30 – 18.00 EXPERT'S LECTURE: WHAT IS DISCRIMINATION?



The day ended with an expert's lecture by MARIANA BERBEC on *What is Discrimination*.

Mariana Berbec is the Associate Legal Officer for Legal Capacity Development program with the Open Society Justice Initiative. She coordinates the legal aid and community empowerment clinics sub-program and focuses on human rights education, law teaching methodology, strategic litigation skills development and non-discrimination. She has a pedagogical degree from Cahul Pedagogical College (Moldova), a law degree from the State University of Moldova

and an LL.M. in Comparative Constitutional Law/Human Rights from the Central European University (Hungary).

Mariana completed an intensive course on teaching methods at the American University Washington College of Law (USA), a practical training on anti-discrimination litigation organized by the INTERRIGHTS and Netherlands Helsinki Committee, and a training course on public service lawyering organized by the Central European University and the New York University School of Law (USA). She has coordinated and was actively involved in setting up and developing university legal aid and "street law" clinics, as well as participated in and conducted teacher training and other capacity development workshops in the field of CLE since 2003.

Mariana first spoke about the importance of equality and non-discrimination, then clarified these concepts. She provided a very clear definition of discrimination, with which participants were able to realize its true meaning. She also started an interactive game without telling its rules to the participants. The participants were not aware about the game-they only saw that she was treating certain people differently. They then realized this was in order to see how discrimination can work on a small scale. They were also given a questionnaire on discrimination that they had to answer on the spot. The correct



solutions were then discussed in a plenary to make sure participants have a precise concept of discrimination after the lecture.

Among other topics of the lecture there were different types of direct and indirect discrimination also including harassment. The audience learned about existing international sources and legal standards to fight discriminatory practices. Importantly, Ms. Berbec also talked about affirmative action, which is sometimes wrongly referred to as positive discrimination. She distinctly pointed out that there is no *positive* discrimination, and no forms of discrimination should be accepted.

18.00 – 18.30 REFLECTION GROUPS

The structure of the discussion was categorized into two parts:

1. *What did you like about the programs of the day?*

We agreed that the "Euro-rail" was meaningful and engaging exercise to assess stereotypes inherent in us. To make the exercise more meaningful and far-reaching two points were identified as being viable for its incorporation into the activities in future.

Multiple-identity: *The group also emphasized the issue of multiple- identity and its prioritization in the reasoning individuals pursue to be included in a meaningful and creative way in the discussion following the activity.(do not understand this sentence) It was recognized that it received a little opening during the discussions but had to be cut short due to time constraint.*

Values incorporation: *One participant suggested that the roles assigned in the activity require adoption of value systems that are diverse and inclusive. For instance, it was pointed out that the group was largely European and based on the western value system.*

2. *What did you like less about the events?*

The presentation on discrimination was felt to be excessively heavy. It was also felt that the presentation was overwhelmingly legal, although it was recognized that the definition of the term required such a treatment. Overall, the group felt that the presentation was helpful in understanding the definition of discrimination from a legal perspective".

- prepared by Hanna's Group (Sagar, Matthew, Hanna, Mariangela, Moujan)

Outcomes:

- Participants realized that other realities exist
- Participants became aware of the importance of the different factors that affect the formation of one's identity and became clearer with their own identity.
- Participants reflected on how it feels to be discriminated against
- Participants became empowered to understand the nature and real concept of discrimination



Day 3 (Wednesday, July 11th)- Human Rights

9.15 – 11.00 WHAT ARE HUMAN RIGHTS?

It was important that while we were organizing a study session about anti-discrimination, diversity and social inclusion, we also dedicated some time to clarify what exactly human rights are. Many people know that *I have the right to...* but when it comes to precisely using it, they can get perplexed. One of our aims was to empower young people by clarifying certain basic concepts to them, then giving a deeper introduction to human rights.



We wanted participants to reflect upon the nature of human rights and to familiarize them with the different generations of the concept. Orsi, a recent Human Rights MA student at the Central European University held this introduction. She talked about the origin and philosophy of human rights, their principles and outlined the international human rights system to provide participants with a correct skeleton of human rights upon which they could insert their knowledge on the issue. Introducing the Universal Declaration of Human Rights, the two major Covenants (ICCPR and ICESCR) and the other major important conventions aimed to orientate participants and help them match their previous knowledge with the UN and international human rights system.

Human rights belong to people simply because people are human beings. For this reason these rights are sometimes called "natural rights". No one can have their rights taken away on the basis of the color of their skin, where they are born, the religion they practice, their sexuality etc.

Human rights cannot be bought, earned or inherited – they are "inalienable", which means that no one has the right to take them away from anyone else for any reason.

People still have human rights even when the laws of their own countries do not recognize them. Just like the ground rules we covered earlier, there are documents that define human rights standards. Just as we have said that we will take responsibility for these rules, governments and individuals also have to respect human rights and follow the standards set out.

11.30 – 12.30 AWARENESS OF AND CONCERN FOR CIVIC RIGHTS AND RESPONSIBILITIES+ I AGREE/ DISAGREE ACTIVITY

Based on extensive experience of civil rights activism, Michael Simmons gave a presentation on human rights. He pointed out that it is not arguments that we want to win, it's the change of behavior that we want to see



An activity followed, where participants were divided in two major groups and the activity was facilitated simultaneously. Our aim was to challenge participants' opinion on very difficult issues and to give a chance to observe both their own and other people's attitude and argumentation. Our methodology was again adapted from COMPASS. We drew a line on the floor and stated our questions for e.g. :

"Homosexual men should not be allowed to adopt a child"
"Application of torture should be allowed in the war on terror"



Participants then had only a few seconds to stand on either the “I agree” or “I disagree” side of the line (standing in-between was not allowed), and then briefly defend their position. It was a very good activity not only because it covered very sensitive issues, but also due to the fact that participants had to agree or disagree and then voice their opinion. This activity provided one of the most stimulating outcomes, because it awakened many thoughts and different approaches from participants. The participants continued discussing this activity through out lunchtime and some were still discussing certain issues into the evening. It was also a good activity for the facilitators to check their facilitation skills as discussions were sometimes heated.

Outcomes:

- participants became familiar with the concept of human rights as well as with their basic system
- through the I Agree/Disagree activity participants had an insight of people’s different approaches towards controversial issues.

AFTERNOON and DINNER IN TOWN

Since the study session was held in Budapest, one of the gem cities of the Central Europe, we wanted to make sure that participants could discover the city on their own and have some informal communication outside of the youth center. We allocated one afternoon for sightseeing and an evening for a prearranged dinner out in the city. The EYCB kindly provided city maps, and HRSI prepared an information sheet with places to see and practical advice.

We met at 8 pm for a common dinner in a local Hungarian Restaurant, *Kis Pozsonyi Vendéglő*.





Day 4 (Thursday, July 12h)- Diversity

9.15 – 11.00 LECTURE: WHAT IS SOCIAL INCLUSION AND CITIZENSHIP?



Agnes Kover, managing director of Clinic and Street Law Foundation ELTE School of Law of Budapest held a lecture on “*Fighting discrimination in EU*”, touching upon: the history of the EU integration and the evolution of EU legal framework on anti- discrimination, the importance of education in the EU and the Bologna process that lead to the effective legal education. She also had a short presentation on “*Learning from Practice and Promoting Access to Justice*” after which she also provided participants with cases from anti-discrimination clinic of the past year.

The presentations were very rich in content, however it was realized that they were too long and too legal for the majority of the participants.

11.30 – 16.00 WHAT IS DIVERSITY? HOW DOES IT WORK? PART I AND PART II

Thursday was dedicated to exploring the topic of *diversity*. We divided participants in small groups and provided them with stationary and magazines. They were asked to discuss in their groups what diversity meant to them and to prepare a presentation, accompanied by a collage. At the end of the activity, we gathered in the plenary and each group presented their collage on diversity. The collages were very colorful and amusing, some of the groups showed their non-conventional interpretations on diversity. General discussion followed.



16.30 – 18.00 WRAP UP: CONNECTIONS BETWEEN DIVERSITY, EQUALITY AND HUMAN RIGHTS

The previous days were dedicated to exploring the issues of discrimination, human rights and diversity. We spent the last session of Thursday on connecting these topics and discussing their importance.

18.00 – 18.30 REFLECTION GROUPS

“The group was convinced beyond reasonable doubt that both sessions were very challenging. Yet while the session on Wednesday began and ended on a high note, Thursday’s session with the guest speaker Agnes Kover failed to directly engage and challenge the participants. However the case we were satisfied that both sessions exceeded our expectations but yet triggered an unquenchable thirst in us that found us wanting and seeking answers to challenging issues.

Wednesday began with Orsi’s session which was precise and delivered with such simplicity, explaining basic and important issues.

The group felt that the “I AGREE” or “I DISAGREE” game enabled us to voice our opinions yet taking into consideration the opinions of others and examining an issue from their own point of view.

Michael’s presentation was practical, challenging, and motivating and helped us re-evaluate our own ideals and beliefs.

The last task for Wednesday enabled each participant to be much more involved and it



was interesting for each and every one of us to hear and constructively criticize each other's opinions and views.

The first session on Thursday arguably fell below our expectations but activities following the first session specifically the collage and Nadine's lecture reinvigorated us"

- prepared for both days of July 11th -12th by Michael's group: Aliona, Elizabeth, Luis, Konstantin

Outcomes:

- participants connected the issues of equality, diversity and human rights

Day 5 (Friday, July 13th - Taking action, Human Rights Campaigning

9.15 – 11.00 OPEN SPACE FORUM. GOOD PRACTICES

In order to provide participants with a chance to contribute to the content of the study session, we decided to have an Open Space Forum. Open space is a very good methodology to find out and organize discussions on the topics that participants want to talk about (www.openspaceworld.org).



Our aim was to share knowledge and methods in the field of promotion of social cohesion, diversity and non-discrimination

BASIC PRINCIPLES:

1. When it's over, it's over.
2. Be prepared to be surprised.
3. Whatever happens, is the only way it can happen.
4. Whoever comes are the right people.
5. Whenever it starts it the right time.

or on any other topic they wanted to discuss. We split the available time slot into two and placed 6-6 empty sheets on the wall. Participants were invited to suggest topics and locations for discussion.

The following 11 topics were initiated:

- Human Rights: can all states afford right to health, education even if they ratify major conventions?
- Life without prejudice?
- Death penalty
- Gender Bender
- Incitement to violence vs. freedom of speech
- Media in our daily life
- Democracy
- Abortion
- Developing and development of human rights
- Cultural Relativism v. Intercultural Dialogue
- Cultural events as social cohesion

11.30 – 13.00

EXAMPLES OF ACTIONS



In this session we wanted to create a space where we share our experiences in activism. First HRSI talked about their activities and described some of highlights of human rights awareness raising campaigns. Kiki, a participant from Bulgaria, shared her pilot project idea about women in safe spaces. Luis talked about a project in Portugal he is working with that aims the integration of Roma children through art and craftwork.

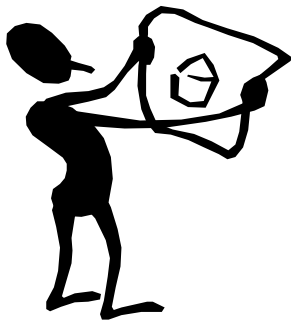
Once again, it was a very useful session, because not only did participants hear about different types of action but could encourage each other with positive experiences and point out possible drawbacks.

14.30 – 18.00 **CAMPAIGNING TOOLS. PART I AND PART II.**

Nadine started the session with presenting the Council of Europe's All different, All Equal campaign.

With the Campaigning Tools session, the empowerment part of the study session began. Our aim was to provide participants with the tools necessary in order to campaign against discrimination in their home communities. Our objective was to explain to the participants the difference between campaigning and activism, the principles of a good campaign, and what strategic campaigning is.

The session started off with a more theoretical part, where Manu interactively brought participants to the realization of the differences between campaigning and activism. Manu described campaigning as an organized course of actions to achieve change, whereas activism as an intentional action to bring about social or political change. She also talked in detail about strategic campaigning and of its principles, namely: focused objective, clarity, credibility, relevance, good timing and strong commitment.



STEPS FOR DEVELOPING A STRATEGY:

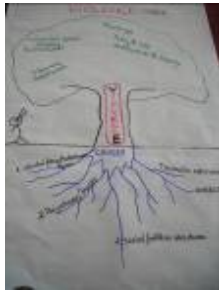
1. Comprehend the issue
2. Situation analysis (SWOT)
3. Objectives (Set objectives)
4. Tactics (Identify the critical steps in your campaign; Identify target audiences and approaches)

In the second part of the session we provided participants with the opportunity to plan their own strategic campaign while working in small groups. They first had to decide on a topic and to a SWOT analysis.

SWOT analysis is a process for looking at the existing and potential strengths, weaknesses, opportunities and threats in an organization, of an issue and/or both. It can help to define the existing situation and the problems that need to be addressed so that objectives and strategy can be agreed upon.

STRENGTHS	WEAKNESSES
Are Positive Factors That Might Be of Particular Importance in Different Campaigns or Actions.	Are Factors That Inhibit the Organisation's Ability to Act Generally or on Particular Issues.

OPPORTUNITIES	THREATS
Are Factors About Your Society Which Might Benefit Your Campaigning.	Are Factors in Your Society That May Have a Negative Impact on Your Ability to Contribute to a Campaign or Action.



Strengths and weaknesses are mostly internal questions and relate to the organization. Opportunities and threats are external and relate to the campaigning environment.

After the SWOT analysis each group had to draw up a “**Problem tree**”. A problem tree is an analysis method that seeks to identify major problems related to the issue and their main causal relationships. The output is a graphical arrangement of problems differentiated according to ‘causes’ and ‘effects,’ joined by a core, or focal, problem. This technique helps to understand the context and interrelationship of problems, and the potential impacts when targeting projects and programs toward

specific issues.

The ‘problem tree’ is often followed by a ‘**solution tree.**’ The problems are converted through simple rewording into specific objectives, and the chart then shows a ‘means-ends’ relationship. These objectives then provide a basis for project and program definition.

These objectives should be SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Time bound

1. What was the outcome of the Problem/ Solution Tree exercise?
2. Who are you trying to influence?
3. Think about what you want them to do or think as a result of your action.
4. Think about the type of thing that is likely to influence your target group.
5. Think about the different forms of action plus any other ideas of your own.
6. What are the most appropriate methods to use in the circumstances?

We also exposed participants to certain campaigning techniques:

- Letter writing, petitions
- Speaking tours
- Public events, protests
- Contacting embassies





- Celebrity support
- Lobbying
- Street action
- Organizing a "hearing"
- Improving local environment
- Cleaning up communal areas, planting trees
- Offer assistance to groups or members of the population in need
- Etc.

18.00 – 18.30

REFLECTION GROUPS

"1)open space

The participants were suggested to think on a certain issue they would like to discuss about, they think it was not during the previous days of the Study session. They topics were the following: media in our life, democracy, gender, prejudice, death penalty, social cohesion, intercultural dialogue, human rights affordability, freedom of speech, violence, abortion etc. During the two terms given by the organization team 10-10.45 and 10.45- 11.30 the participants were given the chance to chose any group they were interested in and to discuss. It was a unique example of practicing the brain storming, personal involving etc techniques. We were also free to move as much as we want and join more than one group, depending on what we wanted to know and to share with all the others. After the ending we were discussing the positive and negative aspects of the action, and also figuring out what exactly was done during the open space practice.

2)good practices

The participants were sharing their personal examples of actions they were involved in personally and consider worth being known by all the others. The HRSI organization was the first to talk about the human rights calendar and particularly the anti Semitism and anti fascism manifestation held by them. Some of the other ideas were: the woman in safe spaces pilot project presentation, global network for non-violence, Raday salon evening, cultural events as a part of human rights movements in Italy, ETP, Roma exchange, working with the artistic education for children in Portugal etc. Everyone was welcome to share the experience they might consider to be a constructive and challenging experience.

The afternoon session started with the presentation of All different all equal campaign, held by Nadine (CoE representative and organize). The participants were sharing their attitude towards the main characteristics of the campaign.

After it the Campaigning tools were presented by Manu. The participants had to brain storm with their own understanding of what the Activism and Campaign basically are. All together we were discussing what does an efficient and strategically based campaign really is, coming with their thoughts, reflections and ideas of how to formulate and perform a challenging campaign.



During the whole day we were generalizing and concluding on what was done during the week and what has to be figured out. Reflecting on the whole day activities, we'd like to mention it was a balanced session with the opportunity for both learn and contribute, discuss and share, involve and promote the main and basic values the Human Rights consist of. One of the main characteristics of the activities was team work principle, respected in every event held.

Then "Market of Ideas" took place. The various proposals appeared. The most interesting of them gained majority of supporters, so far 4 groups were formed. Within these groups participants continued to work on Action planning. SWOT analyses was applied to identify main strength, weaknesses, opportunities and threats of each initiative. The main strengths of many groups were strong commitment and good contacts with other NGOs and media. Groups presented their ideas to others and decided to go on with developing of these projects and cooperating furthermore".

- prepared by Manu's group: Jenai, Gayane, Mariann, Chiara, Famil

Outcomes:

- participants became equipped with campaigning tools

Day 6 (Saturday, July 14h)- Taking action, Action Plan

9.15 – 13.00 ACTION PLAN IN THE WORKING GROUPS PART I AND PART II

We wanted to equip participants with the last important tool before taking any action: -- writing an Action Plan, keeping in mind the following:

You should write everything down to keep a check on how your plans are going.
 Make sure everyone is clear what the topic is that you are discussing.
 Brainstorm a list of all the jobs that need to be done
 If you are organising an event, think it through, imagine what is going to happen on the day and double-check that you have thought of all the jobs.

We also distributed Action Plan templates from Compass p. 279. and let participants continue working in their small groups of the previous day. Before their final presentations, we spent some time in a plenary to talk about the importance of monitoring and evaluation and emphasized that for an effective campaign this should be the last step and not the action itself. We asked the groups to consider the following questions while preparing their final presentation.

*Did you do what you set out to do?
 Were the right objectives and activities chosen?*

Did you make a difference?

What was the immediate result (outcome) of your activity? What effect did this have on the target? Were your objectives achieved?

Were there unexpected outcomes?

What other factors

influenced the target?



14.30 – 16.00 FOLLOW UP

After intensive group work and brain-storming on potential future projects, groups presented their ideas. At this point in time, we do not know if any of the presented projects were implemented

16.30 – 18.30 FINAL EVALUATION OF THE STUDY SESSION

The final evaluation was designed to employ different approaches in order to correspond to the different learning styles of the participants. That is why a combination of written and oral evaluation was proposed to the participants. The aim of this session was to receive reaction and feedback from the participants and enable them to reflect on the process they went through during the week.

Participants were asked to evaluate the process, the content, the group dynamics, the



methodology, the team of facilitators. etc.

The main objectives of the evaluation were:

- to prepare participants to go back to their own realities after a week full of emotions and reflections,
- to encourage participants to start to think what they will do with all the new things they have learned once they are back at home, at their NGOs,
- to look back at the whole week and assess what they learned, what will allow change, what can be improved.

We started with an introduction to the concept of evaluation and of its importance. Following this, Nadine told the “Story of the Week.” Participants were asked to take a comfortable position, close their eyes and listen to Nadine’s summary of the different activities, feelings we experienced, the jokes we made and our new acquisitions.



Participants were then given 30 minutes to be alone, reflect and write a letter to themselves in which they explained what this week changed for them, what feelings they had, what concrete plans they had for the upcoming months etc. The letter was posted to them 3 months later.

We then handed out evaluation forms where they were asked to give their opinion and comments on the study session in 30 minutes. These were anonymous evaluations by which we hoped to encourage their constructive criticism.

Finally the reflection groups were given 30 minutes to prepare a two-minutes’ show in a given form that they had to present to the others. These forms were: Greek drama, soap opera, a comedy show, ballet and a hip-hop song. There is no need to detail how much fun we all had ending the very intensive and unifying week with such an activity.



At 18.30, with much sadness, we officially closed the study session. Everybody- especially the preparatory team- was very tired, but full of the emotions that were new to some and usual for others, especially the feeling of leaving each other with the possibility of never meeting again.

Comments from Participants’ Evaluation:

“It was more than a Study Session”

“I’ve learnt many things from this study session. I learned and improved my knowledge about Human Rights. I learned discrimination and how to solve these problems. During the study session I improved my listening skills, my activity and etc. The study session helped us to know ourselves.”



"I don't have any criticism, but I have a little one but maybe it's just my desire, it's my wish...that more like such study sessions be organized. And maybe not for just one week, maybe for two or more weeks. Because really we were so closer to each other, that we don't want to go home. We got great experience here and be sure that your trainings and your works on us will be very fruitful. I am very thanks to you."

Participant's answer to the question: In general, to which extent has this program responded to your initial expectations? Not at all 0.....5 Fully. Answer: *"5 fully, even more than I expected"*.

"I have expected more information, concrete topics and experiences."

"Passion was one of the main features of the study session"

"Good proportion of theory and practice"

"The working team members were really supportive, everybody felt involved."

"You should really go on because you are perfect organizers. Nadine – to talk about so difficult issues so easy is a great skill. Michael- really full of wisdom and thoughtfulness. Hanna- she was so inspiring! Orsi- I never met better lecturer! Manuella- bright, smart, unforgettable."

"I've learnt how to deal with people of different nations, cultures, geographical areas, backgrounds. We were able to create debates on specific themes that bothered us more. I also learned new techniques and instruments of non- formal education (games, open space, creative approaches). People of sometimes contradictory opinions got to work together and cooperate and it was very interesting and challenging."

"I consider this study session to be absolutely useful, because we can implement many of the techniques back home."

"I liked the way the study session was running on. I think that we have to keep on working together with same people maybe on even higher levels, I mean we can organize other training and not start with the same basic knowledge, but having the background work of higher levels (enhance till we can become trainers by ourselves). Thanks for the support of the organization team (Nadine- you were very nice, Hanna, Orsi, Michael, Manu!!!)

"[The study session] went beyond my expectations. It made me question my own prejudice, understand why difficulties of communication occur and gave me tools to create effective campaigns for human rights".

20.00 DISTRIBUTION OF CERTIFICATES

It must have been the enormously motivating atmosphere and the incredibly personable personalities of the people that affected the preparatory team to take over the bar counter at the nearby bar and distribute certificate to each person in the form of an award winning ceremony.

We all gathered in the bar next to the EYCB that throughout the week served us after the official activities. The environment was already very familiar, the bar tender almost knew



everyone by name by then and hence overtaking the counter was no problem. So the members of the preparation team went behind it and everyone said some closing words regarding the study session. We then started distributed the certificates with attaching 1-2 sentences, comments, memories from the week before telling the actual name. The rest would always guess the name and shout in a choir. We ended with a common dance and the informal party started with intensive sessions on emotion-confessions, promises to meet next year, many pictures and endless laughter.



Day 7 (Sunday, July 15h)- Departure

Room nb	Date of flight	Time of flight	Airline
313	15.07.07	06:50 am	LH
317	15.07.07	11:40 pm	Aeroflot
310	15.07.07	19:30 pm	MA
316	15.07.07	15:05 pm	Plata
310	14.07.07	15:15 pm	Wizz
314	15.07.07	09:30 am	Keleki

Last report arrived in an email:

"He you all!!

The action plan was great it was nice to work on something concrete although it wasn't for real. Good exercise. Although again time management wasn't all that good, it got a bit stressy towards the end. The follow up was really nice and the evaluation was oke but a bit the time was a bit to short to evaluate the whole week. I loved doing the soap opera with Michal!!

It was great meeting you!! Take care!

Franca"

- Prepared by Orsi's group, via email



PARTICIPANTS:



Claudia Babescu,
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Chance for Life



Michal Cermak,
Czech Republic
League of Human Rights

Moujan Memar,
Armenia (Iran)
AIESEC



Famil Mammadov,
Azerbaijan
Junior Achievement



Chiara Sgaramella,
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Cristina Beglaryan,
Armenia
Yerjanik NGO



Sagar Gurung,
Nepal



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Franca Rosielle,
The Netherlands



Christian Daneva
(Kiki),
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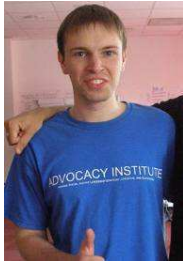


Mariann DÓSA
Hungary





COUNCIL OF EUROPE CONSEIL DE L'EUROPE



Kostyantyn
PERTSOVSKYY,
Ukraine
Ukrainian Youth
Union, Union for
Jewish students



Gayane AYVAZIAN,
Armenia
AIESEC

Luis FERREIRA
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CENTA



Nino PEIKRISHVILI
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Petr KUBACKA
IQ Roma servis



Aliona GROSSU
Moldova,
CNSIEM

Jenai Afokoghene
TOWURU,
Hungary,
Amnesty
International



RESULTS FROM EVALUATIONS/ LESSONS LEARNT

- Start writing the report right after the study session- otherwise your memories will fade;
- During the study session, archive everything electronically (taking pictures of the flipcharts, saving copies of documents, audio-visual files etc.);
- Ask participants to bring their laptops if they can. This will allow you to ask them to work on the computer and send everything by email;
- Keep all the flipcharts until you submit the report;
- If inviting guest lecturers, make sure to see a copy of their planned power point presentation and make sure they keep the coffee breaks;
- We had preparatory team meeting every night. It was very tiring, but very useful and enabling us to tailor the content of the study session to the needs of the participants, as well as it served as team building and conflict management for the Preparatory Team;
- Have a “boss of the day” – somebody in charge of the day. One person for the whole week would be too exhausting for that person;
- Reflection groups are very good and usually needed. Pay attention however no to over- reflect;
- Ask participants to bring some national food and music;



...and never loose your enthusiasm because it is REALLY worth it!!!



ANNEX 1: PROGRAM

Day 0 (Sunday, July 8th) - Welcome Evening
Day 1 (Monday, July 9th) - Orientation, Group- building
9.15 – 11.00 Introduction
<ul style="list-style-type: none"> • Team and participants • HRSI and the Council of Europe • Program and its objectives • Methodology • Reflection groups and daily report
11.30 – 13.00 Fears, needs and expectations
14.30 – 16.00 Group-building
16.30 – 18.00 Sharing experiences:
<ul style="list-style-type: none"> • Which groups are being discriminated against? What are the ways to protect them? • Plenary at the end
18.00 – 18.30 Reflection groups
Day 2 (Tuesday, July 10th) – Exploring Discrimination
9.15 – 11.00 Social constructs. Take a step forward.
11.30 – 12.00 Who am I? - Identity flower
12.00 – 13.00 How do we discriminate?
14.30 – 16.00 Analyzing discrimination and its roots. Problem Tree
16.30 – 18.00 Lecture: What is discrimination?
18.00 – 18.30 Reflection groups
Day 3 (Wednesday, July 11th) - Human Rights
9.15 – 11.00 What are Human Rights?
11.30 – 12.30 Awareness and concern on civic rights and responsibilities
AFTERNOON IN TOWN
19.00 – 20.30 <i>Dinner in town</i>
Day 4 (Thursday, July 12^h) - Diversity
9.15 – 11.00 Lecture: What is social inclusion and citizenship? Agnes Kover (Clinic and Street Law Foundation ELTE School of Law of Budapest)
11.30 – 13.00 What is diversity? How does it work? Part I



14.30 – 16.00 What is diversity? How does it work? Part II
16.30 – 18.00 Wrap Up: Connections between diversity, equality and human rights
18.00 – 18.30 Reflection groups
Day 5 (Friday, July 13^h)- Taking action, Human Rights Campaigning
9.15 – 11.00 Open Space Forum. Good practices
11.30 – 13.00 Examples of actions
14.30 – 16.00 Campaigning tools. Part I
16.30 – 18.00 Campaigning tools Part II.
Presentation on “All different – All equal”
18.00 – 18.30 Reflection groups
Day 6 (Saturday, July 14^h)- Taking action, Action Plan
9.15 – 11.00 Action Plan in the working groups Part I
11.30 – 13.00 Action Plan in the working groups Part II
14.30 – 16.00 Follow Up
16.30 – 18.00 Final evaluation of the study session
20.00 Farewell party in Baths
Day 7 (Sunday, July 15^h)- Departure