



Generation Europe “All Different All Equal”

Report of the study session held by
World Association of Girl Guides and Girl Scouts
in co-operation with the
European Youth Centre
of the Council of Europe

European Youth Centre Strasbourg
26 November – 3 December 2006



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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Executive Summary

31 young Guide and Scout leaders who were currently working or wanted to work on Human Rights issues in their Associations participated in the WAGGGS' Study Session Generation Europe – All Different All Equal, which was organized in the framework of All Different - All Equal campaign of the Council of Europe on Human Rights, diversity and participation.

The participants came from 17 different countries from all Europe (see Appendix 1).

The aim of the study session was to raise awareness of Human Rights issues and to equip young leaders with the knowledge and tools to implement projects related to this theme at grass roots level. The objectives were:

- to deepen knowledge of Human Rights and understand the new challenges in the context of Europe and an increasingly globalised world;
- to discuss how culture, traditions, and religion interrelate with Human Rights, to discuss racism, gender-based discrimination and intolerance, and how to overcome violations of Human Rights;
- to share experience and knowledge on the practical aspects of Human Rights Education at grass roots level, particularly in the context of the “All Different - All Equal” Campaign organized by the Youth and Sport Directorate of the Council of Europe;
- to develop skills and attitudes needed in securing global solidarity and helping to develop a more inclusive and equal European society;
- to encourage and motivate participants to make them believe that they can make a difference;
- to provide a networking opportunity for young leaders, and encourage new partnerships amongst young leaders who are interested in Human Rights Education;
- to develop projects on the topic, which can be implemented in their Associations and enable participants to develop partnerships and become multipliers in relation to Human Rights Education.

Through role-plays, mime, presentations, and exhibitions, the participants were able to deepen their knowledge and develop understanding of individuals affected by Human Rights violations.

In small group discussions in the Human Rights Café they were able to discuss the relationship between culture, traditions and religion and Human Rights and the contribution they can make to protecting their rights and the rights of others.

They shared best practice on Human Rights education projects which had been organized in their associations and also outside guiding and scouting, and gained knowledge on the different tools available.

New partnerships were developed amongst Guide and Scout leaders working in Human Rights and Human Rights Education throughout Europe, and networks have been established which remain in contact and support each other.

16 projects have been developed to raise awareness of Human Rights within their associations and in their local communities. The projects which include training other leaders on the issues or introducing Human Rights issues to children and young people in the local groups will have a multiplying effect at national and local level in the participants' home countries. The enthusiasm

and openness with which they developed their projects during the study session reflected their motivation and belief that they can make a difference.

Based on the evaluation of the participants and the planning team, the seminar was considered to be a successful event. The organizers of the study session are confident that these aims were achieved by the end of the session, and that the participants were empowered to become multipliers on Human Rights issues in their associations. The participants were very enthusiastic and committed to ensuring that their projects are completed, and some projects have started already, while planning has begun for those events foreseen to take place in 2008.

Introduction

The World Association of Girl Guides and Girl Scouts is an international youth organization providing non-formal educational programmes which aim to enable young people, particularly girls and young women, to develop leadership and life skills so they can make a positive contribution to their local and wider communities.

As we welcome an increasingly diverse Europe, WAGGGS recognizes that it must ensure that young people are equipped to respond to the changes in their communities and be empowered to be active within them. One of the keystones of enabling young people to be active citizens is that they develop an understanding of their rights and those of other people, and are empowered to claim these rights for themselves and for others.

Human Rights Education is about educating young people to respect each other, and to develop positive attitudes such as tolerance, honesty, respect and caring for others, and working to create an inclusive environment where all young people have equality of opportunity to achieve their potential.

In 2001, WAGGGS developed a three-year project in rights education called “Our Rights, Our Responsibilities”, (the WAGGGS’ Triennial Theme), which focuses on these issues (extended until 2008). “Our Rights, Our Responsibilities” raises awareness about basic universal rights amongst Girl Guides and Girl Scouts, and through a range of activities enables them to develop the skills and attitudes which assist them to take responsibility for claiming rights for themselves and others, and to be participative and active citizens.

Through this study session, WAGGGS was able to build on this work. The study session was an opportunity to educate young leaders in these issues and to empower them as multipliers to take action in their local communities through projects related to the themes.

The aim of the study session was to raise awareness of Human Rights issues and to equip young leaders with the knowledge and tools to implement projects related to this theme at grass roots level. The objectives were:

- to deepen knowledge of Human Rights and understand the new challenges in the context of Europe and an increasingly globalised world;
- to discuss how culture, traditions, and religion interrelate with Human Rights, to discuss racism, gender-based discrimination and intolerance, and how to overcome violations of Human Rights;
- to share experience and knowledge on the practical aspects of Human Rights Education at grass roots level, particularly in the context of the “All Different - All Equal” Campaign organized by the Council of Europe’s Directorate of Youth and Sport;
- to develop skills and attitudes needed in securing global solidarity and helping to develop a more inclusive and equal European society;
- to encourage and motivate participants to make them believe that they can make a difference;
- to provide a networking opportunity for young leaders, and encourage new partnerships amongst young leaders who are interested in Human Rights Education;
- to develop projects on the topic, which can be implemented in their Associations and enable participants to develop partnerships and become multipliers in relation to Human Rights Education.

The participants were active young volunteers or professionals who were already working on Human Rights issues within their Associations, or were interested in working in this field in the future.

The study session followed a process whereby the participants shared their existing knowledge about Human Rights issues and developed common understanding of key words and concepts such as “Human Rights”, “xenophobia” “tolerance”, “discrimination” “stereotype”. Presentations on the development of the concept of Human Rights, and role-plays and drama methods were used to deepen their knowledge and understanding, while through World Café and Open Space methods, the participants had the opportunity to discuss what they had learnt in more depth and exchange their views on these issues. Through these methods they were able to elaborate their own ideas for projects to carry out in their home countries individually, or in partnership with other participants at the study session.

The main issues which were discussed during the study session were as follows:

- The experiences of the participants in relation to the topic;
- Why young people should work on Human Rights issues;
- The development of the concept of Human Rights;
- Human Rights violations in Europe (examples of discrimination, homophobia, xenophobia, the situation of refugees, domestic violence against women and children, trafficking);
- The theory of Human Rights education and the materials available (such as Compass, Domino, T-Kits)
- The All Different - All Equal Campaign by the Council of Europe, and other relevant institutional programmes and activities of WAGGGS and the Directorate of Youth and Sport of the Council of Europe;
- Presentations of good practice inside and outside Guiding and Scouting;
- Project Management;
- Networking and follow-up;
- Evaluation.

PROGRAMME

The programme started with a Welcome Evening and some intercultural games designed to help the participants get to know each other and the different members of the planning team. The Study Session began the next day with the opening session, which included a presentation on WAGGGS and an informal introduction to the Council of Europe. As part of the opening ceremony, the participants heard the story of “the Elephant and the Giraffe”¹ which described what happens when one group tries to fit in the “house” belonging to another. The house has been developed with the giraffe in mind and when the elephant tries to live there, the doors are not wide enough and the stairs are not strong enough. Even though the elephant receives a warm welcome, the giraffe suggests that the elephant should change to fit the house when what is required that the house should be changed. This story was a symbol for the themes of the study session – through Human Rights Education, the need to find a “house” which meet everybody’s needs.

The first programme sessions were designed to enable the participants to develop a common understanding of the words which would be used during the study session, including words such as “discrimination”, “tolerance” “equality” and “exclusion”, as these words are key to developing greater understanding of Human Rights issues. Through such methods as pictorial and mime, the participants developed an appreciation of what these words mean, and how they can be interpreted in different ways, depending on one’s own preconceptions. In the final session of the day, the participants took part in an exercise designed to increase their awareness about their own individuality and identify the characteristics and experiences made them individual and what were the characteristics or experiences which were different or they had in common. Despite coming from different cultures and backgrounds, many of the participants were able to identify either shared experiences or characteristics they had in common.

The main purpose of the sessions on the next day was using different methods, to increase the participants’ knowledge and understanding of the concept of Human Rights and the many Human Rights violations which are taking place on a daily basis in Europe and throughout the world. A session on Human Rights theory was introduced by a “human treasure hunt” in which participants had to find someone from the group who had particular experiences such as: having voted in an election, was married, had a passport, or had particular interests such as attending a religious service or who liked to act or sing. This was designed to show that there are many aspects of daily life (which many of us take for granted) which are related to Human Rights, and was followed by a presentation on the history of the development of the concept of Human Rights, and an introduction to the different global and European Conventions and Charters which exist to protect our Human Rights, and how these can be enforced. Through two activities during the day the participants gained some individual understanding of what it is like to be someone else in their society, and to suffer discrimination and prejudice.² In both exercises, the participants were assigned fictitious roles of individuals living in different situations, and many found it to be a very insightful exercise, by being able to see the world through the eyes of others, often in less favourable circumstances than themselves. Some of the participants realized that even people from what they might consider to be less disadvantaged backgrounds faced discrimination – for example the daughter of the local bank manager studying at university did not feel that she was consulted or listened to.

It was also interesting for them to see the different ways people in similar situations were treated in different countries. Even though refugees have certain rights, in the role-play, “Can I Come In” these were not respected, and the participants were able to get some understanding of the situation faced by refugees and the discrimination they face when trying to seek help.

¹ Extract from “Building a House for Diversity” R Roosevelt Thomas

² Take a Step Forward and Can I Come In – exercises from COMPASS – A Manual on Human Rights Education with Young People Council of Europe May 2002

The most overwhelming experience for many of the participants was a Silent March on Human Rights. Displays on the different forms of Human Rights violations experienced by individuals on a daily basis had been prepared, and the participants were asked to walk round the room in silence looking at the exhibition. The juxtaposition of photographs, articles and personal testimonies related to such issues such as trafficking, immigration, homophobia, Romaphobia, domestic violence, the right to food, and violence against children were quite shocking for many of the participants, and some of them hadn't been aware before that such problems existed, particularly in Europe. In the discussions which followed the Silent March, the participants wanted to discuss some of the issues in more detail, and to find out more about what they could do by protesting or taking action personally to raise awareness of these issues.

Although there were discussions on the issues raised during these activities, at the Human Rights Café which took place on Thursday morning, participants were able to discuss many questions which had been raised during the course of the first two days. The room was arranged with tables and chairs and decorated with plants to create a relaxing atmosphere. On each table there was a menu with a topic for discussion which was facilitated by one of the participants. The topics and some of the main outcomes of the discussions were:-

Individual Rights and the Conflict when these affect/infringe the Rights of Others;

The discussions centred around the border between individual and group rights and were focused on religious and security issues. The recent decisions by certain countries to ban the wearing of expressions of faith such as the burkha or a crucifix in schools was hotly debated, as was the tensions between being able to move freely between one country and another and the implications for national security and economic balance. Participants' views were mixed:- one the one hand there was a feeling that people should be free to wear what they liked, but on the other a feeling that there should be an effort to conform to the social norms of the country – reflecting the wider debates currently taking place.

The question of whether some rights are more important than others was discussed – for example is one person's right not to be offended superceded by another's right to freedom of speech. Possible ways to overcome this conflict between the rights of one person over another were identified:- compromise, respect for diversity and greater awareness of cultural differences – and the need to legislative change if one group was being particularly discriminated against.

Gender and Human Rights;

The topics discussed here were:

- Expectations of culture and society
- The role of the media in perpetuating gender stereotypes
- Lack of confidence and self-esteem
- How the role of women in society is affected by individual perception of traditional gender roles and stereotypes
- The role of women in the workplace, and how this is seen to conflict with traditional child-care roles

There were strong arguments related to the traditional roles assigned to women and men especially with regard to child-care and how women's position in the workplace, and, for example, the ability to gain promotion was affected by their traditional role as child-carers. There is still also a perception in many southern European countries that women should stay at home and prejudice and stereotypes are still being reinforced by the media and the advertising industry.

Other possible solutions identified were the education of both men and women to overcome these attitudes and changes in legislation to promote gender equality.

The relationship between Human Rights, law and religion

Participants visiting this table discussed the relationship between Human Rights, law and religion – the role of religion in society and the Human Rights issues this can lead too. Education again was seen as a possible solution to overcoming conflicts and building tolerance and respect.

The relationship between culture and Human Rights

At this table, participants discussed the relationship between culture and Human Rights – even though different cultures consider Human Rights to be important, this is interpreted subjectively according to the regional or local situation.

For example, in some cultures, there is significant differences in the way which women are treated compared to men, in the opportunities which are available to them:- for example, in some cultures it is not considered important to ensure girls are educated. It was discussed how major social or political events such as war can bring about change – but it was considered that the most effective way to bring about change in attitudes was to involve communities from the beginning of the process.

To what extent it is our responsibility to take care about sustainable living and future generations;

Discussions at this table centred round why it was important to take care of the environment, and there was a consensus that everyone had a responsibility in some way and that governments should be taking harder decisions to ensure the well-being of future generations.

The discussions centred around individual actions that people could take such as

- using renewable energy sources;
- recycling;
- education and promotion of environmental issues;
- working for sustainable development based on Human Rights.

The following session, led by Sabine Klocker (the Educational Advisor assigned to the study session by the Council of Europe), explained the purpose of Human Rights Education as defined by the Council of Europe:

“to promote equality in human dignity, in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities”.

She went onto describe the process of Human Rights Education (HRE) for young people– how HRE leads to greater knowledge and information and awareness raising/prevention, which can lead to young people taking action through advocacy, which can lead to personal development for the individual and changes in society. She also described the materials available from the Council of Europe on HRE, particularly COMPASS, and the T-Kits, produced in the framework of the Partnership Programme between the Council of Europe and the European Commission in the field of youth worker training. Many of the participants had not been aware of these materials before, and welcomed the opportunity to hear more about them.

As well as the opportunity to discuss these issues so that participants could develop their own opinions, the study session was also an opportunity to share best practice in implementing Human Rights projects, which would help the participants to develop their own projects towards the end of the session. To this end, there was an opportunity to hear from Iris Bawidamann about the work of the Youth and Sport Directorate of the Council of Europe, focusing on the current “All Different All Equal” campaign with information about how the participants and their associations could become involved, at the different levels on which the campaign is operating.

The next day it was the turn of the participants to share information about the projects they were already working on in their associations. Before the start of the study session, participants were asked to bring posters and leaflets with them about projects on Human Rights education on which their associations had been working to share with each other. This was displayed in the meeting room, at a Best Practice Market and after a short presentation of each project, participants could visit the displays and ask more questions about the projects. A range of projects were presented, including camps in Hungary and Poland on Human Rights issues, a diversity bus in Denmark, some of which had been implemented in the frame of the All Different All Equal campaign, while others had been carried out as part of the WAGGGS’ citizenship and HRE project “Our Rights Our Responsibilities” or WOSM’s Gifts for Peace project.

The next input on best practice in projects on Human Rights education came from the guest speaker for the study session - Rosa Puhakainen-Mattila. She represented the Finnish League for Human Rights, which is an apolitical and non-religious non-governmental organization which monitors and works to promote Human Rights in Finland. She described how Human Rights Education plays an essential role in the work of the League, producing materials for schools and organizing seminars for professionals and volunteers working in the field. The League of Human Rights also works with other NGOs such as the Finnish section of Amnesty International on these issues, so Rosa talked about the joint projects which had been developed such as an internet-based HRE manual for schoolchildren and some of the campaigns undertaken by Amnesty International on Human Rights. Many of the participants were first of all surprised that it was necessary to work on serious Human Rights violations like domestic violence against women and female genital mutilation in a “developed” society such as Finland. They welcomed her expert input on organizing campaigns and what could be achieved, but also that it was necessary to prioritize and decide which issues were most important, as it was impossible to focus on all of the issues all of the time. Rosa brought examples of the different HRE materials produced by her organization which were shared with the participants.

In the final session before the participants began work on their projects, the participants were given the opportunity to propose topics for discussion in an Open Space Session. The purpose of the session was to have a chance to talk further about questions which had arisen during the week, or discuss possible subjects for projects which they could develop in their home countries on Human Rights or Human Rights education. A number of topics were identified such as: religion in Guiding and Scouting; LGBT issues in Guiding and Scouting; environmental sustainability and Human Rights; Islamophobia; abortion; health and Human Rights, particularly childhood obesity; and developing international projects in Human Rights in Guiding and Scouting.

The Open Space session was an opportunity to go even deeper into the questions which had arisen during the week and was an important stage in the personal development of the participants and their understanding of the issues surrounding Human Rights. Many of the projects which the participants have undertaken were developed during the open space session.

Participants spent the last day of the study session developing their project which they would work on when they returned home, after a short introduction to project planning. Some participants chose to develop their project together, and they worked in small groups considering the needs, aims and objectives, methods, the different stages of implementation and how their project should be evaluated. Many of the projects developed focused on raising awareness on Human Rights issues in their association, focussing on leaders or on particular age groups, while others are concerned with the integration of different groups in society which are under-represented in Guiding and Scouting. A comprehensive list of the projects can be found on pages 14 and 15 of this report.

In the last session before the closing ceremony, the participants discussed different ways of supporting each other in the development of their projects. An internet-based discussion group was proposed, which is extensively used. Every participant also wrote a post card to themselves to be sent in three months time to remind themselves what they would have liked to have achieved. The participants were reminded of “The Elephant and the Giraffe” in the Closing Ceremony and how through the work they had done this week, and through their projects, they could also make their contribution to building a “house” which fits everyone in their own communities.

MAIN OUTCOMES OF THE STUDY SESSION

The aim of the study session was to raise awareness of Human Rights issues, and to equip young leaders with the knowledge and tools to implement projects related to this theme at grass roots level. The organizers of the study session are confident that these aims were achieved by the end of the session, and that the participants were empowered to become multipliers on Human Rights issues in their associations. Some of the participants identified as their main learning point, greater understanding and awareness of Human Rights in everyday life, and how Human Rights are violated in ways they were not aware of before. The range of methods used including the human treasure hunt, role-plays, coffee-tables, and open-space, and the introduction of COMPASS to the participants meant that many of them learnt new methods and tools for Human Rights education, specifically for young people, and this was particularly appreciated. It was also an excellent opportunity to raise awareness at grass-roots level of the All Different All Equal Campaign and the contribution which Guides and Scouts can make to fulfilling the aims of the campaign, the themes of which are at the heart of our Movement.

The study session has resulted in the development of an active internet-based network of Guides and Scouts working on Human Rights issues and helped develop the capacity of associations to work on these issues. It has also supported the personal development of the young people taking part to become active and participative citizens, committed to improving their local communities and the world around them.

However, the main result of the study session has been the creation of 16 projects using Guiding and Scouting methods on a range of Human Rights issues which will be implemented by Guides and Scouts at national or local level within associations across Europe. Some of the participants developed projects in partnership with other participants while others have chosen to work individually, and will be implemented either locally or nationally. The projects are as follows:

- To raise awareness amongst children (aged 7-10) of their Human Rights and how they relate to their everyday lives;
- To help children aged 7-11 overcome prejudice and learn to accept each other's differences
- To hold a national camp with the theme of Human Rights in 2008 for up to 150 participants to raise their awareness of some of the issues covered during the study session;
- To raise awareness of the situation of refugees in the Czech Republic amongst Czech Guide and Scout leaders;
- To develop a workshop on Human Rights issues for Danish Scout leaders, material on human rights education which can be used by Scout leaders, and a poster campaign to raise awareness amongst young people about Human Rights;
- To raise awareness about Human Rights issues amongst local Finnish Guide and Scout leaders, and the educational material available such as COMPASS, Domino, etc and produce an action pack giving practical ideas about introducing Human Rights issues to Scouts and Guides;
- To involve immigrants and disabled young people in guiding and scouting in local troops in Finland;
- To involve children from different religious backgrounds in Scouting and Guiding in Austria;
- To train leaders and Girl Scouts in Hungary in Human Rights issues relating to adolescent health, including sexual and reproductive health;
- To organize a library bus where people from different backgrounds can share their experiences of discrimination and raise awareness of Human Rights issues;
- In co-operation with LSGCO, organize a summer camp in Germany in 2008 on the right to food and other Human Rights issues related to food and health;

- Develop activities to promote integration between migrant worker communities and native Irish society through a number of fun local events;
- Develop a one-year project to train leaders and organize activities for young people to break down barriers between the native and immigrant children living in Malta.
- in partnership with Scouts et Guides de France, develop a project based on peace education, and intercultural activities for the integration of Roma children into Scouting activities in a Roma area of the Former Yugoslav Republic of Macedonia;
- To raise awareness of Human Rights issues amongst Polish Scouts and Guides and to promote the WAGGGS “Right to Food” resource in one Scout and Guide district in Poland, by translating the resource into Polish, and organizing competitions and activities for 7-10 year-olds on this theme;
- To raise awareness of the All Different All Equal campaign amongst teachers and Scout leaders in Serbia;
- To organize a meeting on diversity issues amongst Nordic Guide and Scout Associations in 2007, to exchange information and develop new projects between neighbouring countries on these issues.

In developing each project, the participants developed their projects, first examining the current needs in their association or local community, the aims and objectives of the project, the methods, the different stages of implementation and how the project should be evaluated.

FOLLOW-UP

The sending associations and the participants themselves are responsible for ensuring the implementation of the project developed during the seminar. However, at the end of the study session the organizers asked the participants to identify one goal they would like to have achieved three months after the end of the session, and WAGGGS will contact the participants at this time to see how they have progressed in achieving this goal. The results of the study session will be published in the international internal publications of WAGGGS and on the internet, as well as in some of the national publications of associations.

The Europe Region WAGGGS, with the support of the European Youth Foundation, is producing a tool-kit on diversity issues in Guiding and Scouting, bringing together training materials and best practice, and will continue to support associations’ work on Human Rights through the project “Our Rights, Our Responsibilities.”

FINAL CONCLUSIONS AND RECOMMENDATIONS

This study session was an excellent opportunity for WAGGGS to raise awareness about Human Rights issues amongst Scout and Guide leaders and contribute to the All Different All Equal campaign. Leaders from Guide and Scout Associations in different countries have been motivated to put more emphasis on Human Rights Education in their programmes and trainings, and have become more aware of the materials available from the Council of Europe which can support them in their work. A common theme from the discussions was the importance of education in raising awareness of Human Rights issues, and breaking down prejudice and stereotypes which can lead to Human Rights violations. The need for greater awareness of cultural differences and respect for diversity, was another common theme, highlighting the importance of such campaigns as “All Different All Equal, ” It is important for the Council of Europe to consider how work on these issues will be continued following the end of the Campaign.

We would recommend that the Council of Europe continues to find new ways to publicize these materials at national and local level as they are excellent resource for introducing the complex issues of Human Rights to young people.

Human Rights Education to enable young people to understand and take responsibility for their rights and the rights of others should be an essential part of what a young person needs to learn to become an active and committed citizen. We would recommend that the education of young people in Human Rights issues continues to be an important part of the work of the Directorate of Youth and Sport of the Council of Europe.

Appendix 1

LIST OF PARTICIPANTS

1	ASTGIK	ARMENIA	MKRTCHYAN	Ani
2	ASTGIK	ARMENIA	GALSTYAN	Gohar
3	PPO	AUSTRIA	WINDISCHBA	Susanne
4	ABG	BELARUS	KARULIUN	Alena
5	JUNAK	CZECH REPUBLIC	CIZKOVA	Jindriska
6	KFUM-SID	DENMARK	ROSLEV	Anne Julia
7	SP-FS	FINLAND	TIKKA	Karoliina
8	SP-FS	FINLAND	VALKONEN	Petra Henrikka
9	SP-FS	FINLAND	JYSMA	Tia Kateriina
10	EEDF	FRANCE	YAICHE	Nizar
11	VCP	GERMANY	DURSCH	Simon
12	SHO	GREECE	ZACHARIADO	Maria
13	MCSLSZ	HUNGARY	BEKESI	Réka
14	MCSLSZ	HUNGARY	BEKESI	Barbara
15	MCSLSZ	HUNGARY	SZALAI	Zita
16	IGG	IRELAND	O'BRIEN	Katy
17	LSGCO	LATVIA	KIRSFELDE	Madara
18	LSGCO	LATVIA	VALMANIS	Kristaps
19	SIM	FORMER YUGOSLAV REPUBLIC OF MACEDONIA	DIMKOVSKA	Marjana
20	SIM	FORMER YUGOSLAV REPUBLIC OF MACEDONIA	ZDRAVESKI	Nikola
21	SIM	FORMER YUGOSLAV REPUBLIC OF MACEDONIA	KARTOVSKA	Kristina
22	MGGA	MALTA	DARMANIN	Stephanie
23	SAM	MALTA	BALDACCHIN	James
24	SAM	MALTA	BORG BARTH	Simon
25	SAM	MALTA	FRENDO	Thomas J
26	ZHP	POLAND	PAWELCZYK	Eva
27	ZHP	POLAND	KASZCZYK	Anna
28	ZHP	POLAND	RUTA	Grzegorz
29		SERBIA	MLADENOVIC	Marko
30	SSF	SWEDEN	BILL	Markus
31	SSF	SWEDEN	BENGTSSON	Beatrice
32	COE	FORMER YUGOSLAV REPUBLIC OF MACEDONIA	NIKOLOVSKA	Jana
Planning team				
	WAGGGS	AUSTRIA	ROJNIK	Irene
	WAGGGS	UK	HINDLE	Rosemary
	SP-FS	FINLAND	HANNINEN	Anja
	COE Educational Advisor	AUSTRIA	KLOCKER	Sabine
	CNGEI	ITALY	FARRIS	Gianluca
		SERBIA	PETKOVIC	Nikola

Appendix 2

PROGRAMME : GENERATION EUROPE – ALL DIFFERENT ALL EQUAL

	Monday 27.11.	Tuesday 28.11.	Wednesday 29.11.	Thursday 30.11.	Friday 1.12.	Saturday 2.12.	Sunday 3.12.
08.30 - 09.00	Arrival of participants & Registration	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
09.00 - 09.15		Meditation	Meditation	Meditation	Meditation	Meditation	
09.15 - 10.45		Introduction	Why working on Human Rights	Human Rights Café	Best practise in HR within Guiding & Scouting?	Project Planning	Departures
10.45 - 11.15		<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	
11.15 - 13.00		Council of Europe/ WAGGGS/WOS M	Background on Human Rights	all different, all equal <i>Team- Meeting</i>	External Speaker: Best practice on HR	Project Planning	
13.00- 14.30		<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	
14.30 - 16.00		Getting into the Theme	Human Rights Violation	Free time - possibility to go town	Open Space	Project Presentations	
16.00 - 16.30		<i>Break</i>	<i>Break</i>		<i>Break</i>	<i>Break</i>	
16.30 - 18.00		Getting into the Theme	Discrimination		Project Management	Closing Ceremony + Evaluation	
18.00 - 18.30		Team Meeting	Team Meeting		Team Meeting	Team Meeting	
19.00 - 20.00	<i>Dinner</i>	20.00 International Evening + Dinner	<i>Dinner</i>	Dinner in town	<i>Dinner</i>	<i>Dinner</i>	
Evening	20.15 Welcome Evening	Citizenship	Movies		Farewell Party		

Appendix 3

LIST OF REFERENCES

COMPASS – A Manual on Human Rights Education with Young People Council of Europe May 2002

Our Rights Our Responsibilities - A Call to Action WAGGGS Triennial Theme 2002 – 2008
World Association of Girl Guides and Girl Scouts (WAGGGS)

Useful links mentioned in the study session:

Europe Region WAGGGS	www.europe.wagggsworld.org
European Scout Region	www.scout.org/europe
COMPASS	http://www.eycb.coe.int/compass/
Training Kits (produced in the framework of the Partnership Programme between the Council of Europe and the European Commission in the field of youth worker training)	www.training-youth.net
Overtures Network	www.overture-network.org

Appendix 4

LIST OF METHODS USED

Here is a selection of some of the methods used during the study session. Other sessions were taken from COMPASS - A Manual on Human Rights Education with Young People

Getting into the theme - Understanding keywords

Objective;- to develop common understanding of the key words and phrases used when describing Human Rights issues, so that these are understandable to people of different languages or who come from different cultures. Identify the words which should be discussed by the participants, such as 'tolerance' 'equality', 'discrimination' 'xenophobia'.

Materials Required:- flip chart paper and markers

Divide the participants into small teams of 3-4 people and ask them to choose three words each. Participants then have to explain the word to the other groups without speaking by drawing a picture which represents the word, or by acting out the word in mime within a set time. The group which correctly identifies the word takes the next turn until all the words are correctly guessed.

The correct definitions of the words are placed on the wall for the participants to look at. The session concludes with a short discussion by the participants about the definitions of the words chosen. Was it easy or difficult to mime or draw the words without speaking? What were the words which were most difficult to draw or mime? Did the participants agree with the ways in which the words which had been represented?

Human Rights Treasure Hunt

Objective:- to introduce participants to the Universal Declaration of Human Rights and how it applies to their everyday lives

Materials Required;- a questionnaire containing 12 – 15 questions based on everyday activities. Participants are each given a sheet containing questions like 'Find a person who is married'; 'find a person who has recently gone to church or a place of worship;' 'find a person who has a passport'. Each of the questions are linked to the Universal Declaration of Human Rights and are based on one of the articles. When participants have completed the questionnaire the group in plenary is asked to identify which article each of these activities relates to. The session can be used to introduce a general information session on how the concept of Human Rights has developed and the different conventions and charters which protect individual Human Rights.

Silent March on Human Rights

Objective: to raise awareness of Human Rights violations

Materials required:- photographs, presentations, newspaper articles, statistics, reports, posters on particular violations of Human Rights, such as trafficking, child violence, homophobia, racism, refugees. The information needs is collated and mounted in thematic displays. Preparing and compiling the material may take some time, so this may need to be prepared several weeks in advance.

Method; For 45 minutes, participants can look at the exhibition but cannot speak. Appropriate music can be played in the background while the participants view the exhibition, which should take around 45 minutes. At the end of this time, participants are divided into small groups facilitated by members of the planning team and are given the opportunity to discuss what they have seen, and some of the issues arising from the exhibition.

Human Rights Cafe

Objective:- to enable participants to discuss Human Rights issues and share knowledge in small groups in a relaxed atmosphere.

Method:- This exercise used the World Café method. Identify 5 or 6 topics to be discussed by the participants. These could be: the relationship between Human Rights and culture and religion; are Human Rights a concept which is common to different cultures, etc Small groups are created by setting up a number of tables according to the number of topics to be discussed, with 5 or 6 chairs at each table. Each group is chaired by a facilitator, who writes down the key points of the discussion on flip chart paper, which is used to cover the table. A café atmosphere is created by providing tea or coffee for the participants and small snacks, decorating the room with plants, etc and playing appropriate background music. People can choose the discussion in which they want to participate, but must move to another table at the end of 15 minutes – there are two or three rounds of discussion according to the time available. The facilitators are then given 5 minutes to prepare a presentation of the outcomes of the various tables, and the results are presented in a plenary session for all the participants.

Materials Required:- flip-chart paper tables and chairs, flip-chart paper and markers, plants and background music