

HUMAN RIGHTS EDUCATION FORUM

**European Youth Centre Budapest
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Documentation

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Within the framework of the Human Rights Education Youth Programme, the following publications have been issued:

Human Rights Education 2000-2002 Programme
Report of the seminar – “Human Rights: a tool for stability”
General Report of the Human Rights Education Forum
Report of the seminar “Violence Against Young Women in Europe”

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Introduction

A European Forum on Human Rights Education¹

From 2000 to 2002 the Council of Europe's Directorate of Youth and Sport is implementing a three-year programme on human rights education addressed to young people from 47 European countries and beyond.

This Human Rights Education Youth Programme aims at developing and sustaining practices in human rights education carried out in formal education systems and, especially, in non-formal settings such as youth organisations and youth groups.

As a result of this programme it is expected that:

- Human rights education will increase its presence both in school and in out-of-school education;
- Partnerships and networks will be established between different types of partners active and interested in this issue (youth organisations, human rights NGOs, schools, etc);
- Local pilot projects will be established and new insights in working with human rights education will be developed;
- Education materials and manuals will be produced;
- Training courses and seminars will be created and the educational capital of trainers and educators capable of adapting locally universal approaches to human rights will be used;
- Human rights education will have its own role and status better defined and recognised as a core element of non-formal education programmes for young people.

The Forum on Human Rights Education provided the main foundations of the programme: it contributed to identifying potential partners, reviewing the agenda of the programme, identifying existing resources and providing closer insights into specific issues, programmes and approaches.

The Forum served as a common reference and meeting point for all those directly interested in the issues and practice of human rights education.

The full Human Rights Education Youth Programme can be found in the Appendix. This programme, however, is constantly enriched with new elements. The up-to-date version may be consulted at <http://www.coe.fr/youth/english/hre/enter.htm> or <http://www.coe.int/hre>, or requested from the European Youth Centre Budapest.

¹ Human rights education, in the context of the Youth Programme and of the Forum should be understood as **“educational programmes and activities that focus on promoting equality of human dignity”**. It embraces the widest definitions and practices of education and of human rights, including formal and non-formal education, such as peace education, civic education, minority rights, children’s rights, etc.

Aims and Objectives of the Human Rights Education Forum

The Forum's programme and methodology pursued the following objectives:

- To inform, motivate and empower participants to develop human rights education activities;
- To explore human rights education as an educational concept at the pan-European level and beyond;
- To provide an opportunity to network and develop useful partnerships for Human Rights Education Youth Programme;
- To exchange good practice amongst practitioners of human rights education in formal and non-formal education;
- To define the role of human rights education for young people and those working with young people;
- To examine ways of introducing human rights education as a means of conflict prevention and resolution;
- To document projects, methodologies and methods of human rights education in order to produce a handbook for practitioners in the field;
- To develop perspectives for the integration of human rights education in youth programmes, integrating the accumulated experience in intercultural learning.

Methodology

The Forum, by definition, functioned as an "open meeting" within a programme framework where the different realities and practices of human rights education can find a space. The Forum, with a variety of plenary sessions, workshops, working groups and an "information market" was designed for resident participants who attended the whole programme. In addition to this, the Forum was also open to "day participants", from Budapest and elsewhere, who came on a self-financed basis for certain days or sessions only.

Much of the value of such a Forum lies in the possibility for direct exchange of practices, methods and challenges. Therefore, the programme relied heavily on individual active participation and initiative. The programme was to be understood as a framework: the preparatory group welcomed suggestions and proposals for specific programme elements (namely workshops and working groups) especially if they were of interest to several participants.

The variety of publics, from youth groups and associations, from schools and other formal educational settings, from educationalists to human rights specialists - i.e. publics that do not often have a possibility to meet and work together - gave the Forum another special dimension.

The 50th Anniversary of the European Convention on Human Rights provided the right moment and "spirit" for convening the Forum, during which a symbolic celebration and debate took place.

I. Setting the Pace

Wednesday, 8 November

Key objectives of the day

- Creating a common ground of information
- Defining the Forum and its issues

Programme

Tuesday, November 7

Arrival and registration of participants

20:30 Informal welcome evening

Wednesday, November 8

09:30 **Official opening of the Forum**

Ms Iram Ahmed, Chairperson of the preparatory group of the Forum on Human Rights Education, and *Ms Antje Rothmund*, Executive Director of the European Youth Centre Budapest

09:45 Introduction to participants

10:15 **The Council of Europe's Directorate of Youth and Sport and Human Rights Education Youth Programme**

Mr Rui Gomes, Programme and Training Administrator at the EYCB

11:15 **Human Rights in Europe Today** (keynote speech)

Mr. Gábor Kardos, Professor at the University of Eötvös Lóránd of Budapest

12:00 Questions and debate

15:00 **Defining Human Rights Education**

Ms Vedrana Sajic-Vrkaš, Professor at the University of Zagreb, and
Mr. Peter Lauritzen, Youth Policy and Education Division, Directorate of Youth and Sport of the Council of Europe

17:00 **Working groups on Principles and Practice of Human Rights Education**

20:30 Preparation of the information market

Words of Welcome

Ms Iram Ahmed, Chairperson of the preparatory group of the Forum on Human Rights Education

Good morning everybody,

On behalf of the Team organising the activity this week and also on behalf of the Statutory Bodies of the Directorate of Youth and Sport of the Council of Europe, I would like to welcome you all. We are very happy to see you.

I would like to take a couple of minutes to tell you about the whole process that led to having all of you here today and also about the importance such an event has, not only for the Directorate of Youth and Sport, but also the importance this has for all our partners in all member states of the Council of Europe.

As some of you hopefully remember, from 1994 to 1996 there was a large European Youth campaign called "all different - all equal" where the Youth Directorate of the Council of Europe was one of the key actors in organising and running the event. This event was not a single, isolated event running over two years - this event resulted in a lot of networks and minority organisations being established. Some of them are still around and very active in the Youth Directorate.

Last year we had the Human Rights Week where we celebrated the 50th anniversary of the Council of Europe, and today the Directorate of Youth and Sport of the Council of Europe is launching a 3-year Human Rights Education Programme, which will be introduced to you in detail later.

This activity is the launch of the 3-year programme, but seeing that we are in November does not mean that we have not been working the rest of this year. We have spent a lot of time preparing this event, getting the whole membership of the Council of Europe to agree upon such a programme. This concerns more than 40 member states and within the Directorate of Youth and Sport it concerns the whole co-management system, which also means a lot of youth NGOs, who together have prepared and decided that we want to run this programme.

Running an event under the Council of Europe Directorate of Youth and Sport umbrella does not only mean events in Strasbourg or Budapest but hopefully also multiplying events in the Member States. I think this is one of the most important things for us, seeing many multipliers here who can pass on the experience and the knowledge you get here. Not underestimating one of the core elements that the team has been looking for: not only passing on the knowledge the Directorate of Youth and Sport has but also getting the knowledge and experience you have. Thus we can build up a mutual partnership, which can develop into further projects during the next 2 and a half years, while the programme is running.



When the Team met before the last preparatory meeting we had received 500 applications for 100 places, which I personally think was a success. It was good to see that the information about the activities here has been spread very widely. It was a hell of a job to select 100 people out of 500 because there were a lot of very good applications. We informed the people who were not selected that this is not the only event during the Human Rights Education Programme, and this also goes for you: this is the first event but we have a lot of other activities where we would like to see you getting involved as well, and we would also like to see you doing work at the national level.

Ms. Iram Ahmed, Chairperson of the preparatory group of the Forum on Human Rights Education

The Human Rights Education Forum in the Programme of the European Youth Centre Budapest

Ms Antje Rothemund, Executive Director of the European Youth Centre Budapest

Ladies and Gentlemen, dear colleagues and friends,

First of all I wish you a very good morning and would like to welcome you warmly to the European Youth Centre Budapest. It is my great pleasure and honour to open this Forum on Human Rights Education.

When preparing my contribution for this morning, I asked myself "Where should I put the emphasis in this short speech?" On the Council of Europe? On the youth sector of the Council of Europe and the work of the European Youth Centre? Or on the great diversity of participants attending the event? On human rights or on education? Or on human rights education? On the "forum" nature of the event? On the history of this work in the Council of Europe youth sector or on its future? Or on the political relevance of the subject?

I concluded that I would try to touch on all of these items briefly.

The European Convention of Human Rights celebrates its 50th Anniversary this year. To be more exact, the anniversary was on 4th November, last Saturday. The Council of Europe celebrated its 50th anniversary last year, so did the Universal Declaration of Human Rights in 1998. Fifty years - half a century - a long time and yet so short.

¹Humankind took centuries if not millennia to agree that the human being as such should have some basic rights. Equality was spoken about over centuries, in the stoic tradition of the old Rome, in the humanist tradition or in the American Declaration of Independence. The French revolution in the 18th century came up with the "Declaration of the Man and the Citizen". That meant male citizens. A woman wrote a similar declaration; she was beheaded. (She had dedicated it to the queen.) The time was not yet right for her dedication of specific rights for women.

The Council of Europe was founded on the 5th May 1949 - right after World War II. The ten founding member countries agreed on a set of values, which determines the work of the Council of Europe until today:

¹ Reference: "Achievements and Challenges of Human Rights in Europe Today", speech of Ms. Hanne Sophie Greve, Judge at the European Court of Human Rights; in Report of the Human Rights Week, 27 - 30 May 1999, European Youth Centre Budapest, published by European Youth Forum, Brussels, May 2000

- To defend and strengthen democracy, human rights and the rule of law;
- To promote the great diversity of Europe's cultural heritage;
- To satisfy the fundamental needs of Europe's citizens.

What were the visions of the founders at that time? Could they really have imagined that the Council of Europe would have 23 member states in the year 1989 and 41 in the year 2000, which means today? That all those countries would sign the European Convention on Human Rights, which they signed in November 1950?

It does not matter. What matters is that they dared to face the challenge of building democracy and civil society after the atrocities of a most cruel war and that they were driven by the belief that Europe shall be based on peaceful co-operation, respect of diversity and human rights - rather than on hatred, nationalism and war.

Today, in the year 2000, the Council of Europe is an organisation with its most outstanding achievements in the field of protection of human rights. The European Court of Human Rights is a unique instrument. You might say the Council of Europe disposes of the only internationally accepted supra-national and independent court on human rights. That's right, BUT: the Council of Europe also has great strength elsewhere: it is in its patience. Patience for legal and constitutional reforms and the patience for EDUCATION.

This leads me into the core of this week's work. Education needs patience. Education is repetitive. Education is a long-term enterprise. Education must be based on values. Education is not in the eight o'clock news every day. Education is aimed at the individual human being and every individual has to learn everything from scratch.

Technical progress can be passed on from one generation to the next; the wheel does not have to be invented a second time and neither does the computer. But the social, cultural, political and personal competencies that everyone should have in order to be "a citizen" and to take an active part in society have to be learned by every single person. It is a never-ending story. Education is the main product of the Council of Europe youth sector. The instruments to reach the objectives are two European Youth Centres, one in Strasbourg, the other here in Budapest, the European Youth Foundation and the Fund for Youth Mobility. Governmental and NGO partners work together in co-management, which means common decision-making.

Last year in May, we organised a "Human Rights Week" here at the EYC Budapest. Some 200 people attended - many of you might have heard of it, some of you took part. It was a powerful and intensive week - it took place during the time when the war in the Kosovo escalated. The discussions in this very room were heavily influenced by questions like "Is it right to defend human rights with military force?" and "How can we get rid of Milosevic without bloodshed?" Tomorrow, the new Yugoslav President Koštunica will meet the Secretary General of the Council of Europe in Strasbourg.

One of the recommendations of the participants of the Human Rights Week in 1999 was that the Council of Europe's youth sector should develop more concrete measures on human rights EDUCATION. You might spend a lot of time in the coming days defining what this is. Let me share with you the recommendation mentioned in the report of last year's event:

"Education is seen as one of the primary tools for the advancement of Human Rights. However, a broader concept of human rights education, than that which exists in many educational contexts at present, is imperative for progress to be made in the respect of human rights. In many fields, human rights education is interpreted almost exclusively as teaching and learning about one's rights as an individual. This type of content-oriented approach is certainly

valuable and of primary importance. Yet, at the same time, there is a need to conduct process-oriented and environment-oriented human rights education and to develop skills among individuals for the respect of human rights, such as empathy and tolerance. Hence, other educational methodologies, such as intercultural education, training in conflict resolution skills and activities in cultural mediation which are not commonly viewed as being of relevance to the pursuit of human rights, can be of significant added value for the development of human rights education."²

End of quotation.

Why a "FORUM"? Why not a conference, a seminar or a workshop? The aim of this Forum is to develop and exchange knowledge and practice, create a space for meeting and networking, reach more and more partners in this field and plan common action. I was looking for a definition of "Forum" in the Encyclopaedia Britannica. Do not worry, I will not read the entire page, but I would like to share an extract with you:

Forum, in Roman cities in antiquity, multipurpose, centrally located, open area (...) that served as a public gathering place. (...) A town's forum was originally an open space located at the crossing of the "cardo" (north-south road) and the "decumanus" (east-west road), and it was probably used for games and contests as well as for a marketplace. (...). The 1st century-BC architect Vitruvius stated that the ideal forum should be large enough to accommodate a large crowd but not so large as to dwarf a small one. (...) End of quotation.

I trust that this group is not too large to make anybody here feel "dwarfed" or lost. Furthermore I hope that the diversity of experience present here will be the richness of the event.

For a couple of days, the European Youth Centre Budapest will be a "public gathering place" in the old tradition of a forum. The majority of participants will be here for the entire duration of the event, but the Forum has also been advertised in Hungary and we expect interested guests for selected parts of the programme.

We were overwhelmed by the great interest in this event: we received more than 500 applications for the 100 places available. It is my great pleasure today to welcome youth workers, NGO activists, teachers and social workers, civil servants from all over Europe - all of you active in the field of human rights or education or human rights education.

I am particularly happy that we can welcome also participants from other continents, from Africa, from Asia, and from the Americas. We hope that we can learn from you and that you will find your stay here useful for your work back home.

Last but not least, I would like to welcome the Hungarian participants who will venture into an international experience in their own country. Thank you very much for coming and for assisting the participants from abroad to learn more about Budapest, Hungary and the work done in the field of human rights education and youth here.

In many ways, Budapest is at the crossroads of the "cardo" and "decumanus" of Europe. This is also how we understand our work here at the European Youth Centre Budapest - I hope that the local environment will contribute positively to the creation of a real forum atmosphere during these coming days.

² Report of the Human Rights Week, 27 - 30 May 1999, European Youth Centre Budapest, Chapter IV, Conclusions, page 135, published by European Youth Forum, Brussels, May 2000;

We hope that this Forum on Human Rights Education will be what is announced in the programme brochure: the foundation of a mid- and long-term Human Rights Education Youth Programme, the place to create and develop partnerships and projects and a learning space for everybody participating. We all know that there is not one single solution to human rights problems. We have to accept the complex nature of human rights violations and consider interdisciplinary approaches for dealing with them. In this effort, education is one of the disciplines and it is very important.



I would like to end by wishing all of us an enriching, interesting and productive time together. Thank you very much for your attention.

*Ms Antje Rothemund, Executive Director
of the European Youth Centre Budapest*

The Human Rights Education Youth Programme

Mr. Rui Gomes, Programme and Training Administrator, European Youth Centre Budapest

Ladies and Gentlemen,

I have the task of introducing many things to you, and I hope you'll find some of them interesting. I will be introducing to you the Council of Europe's Directorate of Youth and Sport, which is the body within the Council of Europe that is responsible for the youth and sports activities, including the European Youth Centre. Then I hope to remind you of what is actually the philosophy and the contents of this Human Rights Education Youth Programme that we are in fact inaugurating with this Forum.

The field of youth policy, youth work and non-formal education is one of the main areas of work of the Council of Europe. This has been part of the work programme of the Council since the late 60s and I think I am not being too pretentious if I say that at the moment we have the most highly developed forum and co-operation in youth policy terms at the European level. This is represented internally and also to the outside world by the Directorate of Youth and Sport - a directorate which has different tools of action, different instruments of access, participation, and of developing its policy.

One of these is the European Youth Centre Budapest, this institution, and this place. Another, which some of you might have heard of, is the European Youth Centre Strasbourg, a similar institution. These are educational and training centres where we gather young people, youth leaders, trainers and people involved in youth education and in youth programmes from all over Europe and sometimes beyond, like in this Forum, to work together, to develop programmes together and to learn together. This is very much the mission of the European Youth Centres.

We also have a European Youth Foundation, which, as its name suggests, financially supports youth activities across Europe. We also have - in co-operation with the International Railway Union a fund for the mobility of young people that subsidises the journeys of young people who would not otherwise have the possibility to travel. We also have a series of activities aimed at supporting democratic development and the development of youth and democratic institutions in countries in Eastern Europe. There is a large programme of intergovernmental co-operation, activities which are carried out among and between and with the youth institutions and the youth sections of our governments.

So these are the instruments that we have. We carry out a wide range of activities, for example educational activities, of which this is one, but we also have a lot of seminars and study sessions. There are also research activities, especially youth research, the definition of youth

policy and youth policy standards, youth information and the funding of youth projects, most of them European but also sometimes very local youth projects. We organise a lot of training courses aimed usually at empowering and enabling youth leaders to develop their own work and develop their organisations. These are the kind of activities we do.

Now I'd like to take you through the work programme of the Youth Directorate for the next 3 years, and this programme is based on work priorities. We have 4 priorities for these 3 years. One of them is participation. Youth participation is an ongoing and fundamental principle of the youth policy of the Council of Europe. Because youth participation is essential to a democratic society, it is essential for the learning of democracy and for believing in democracy. It is also the key basis for working in youth associations or NGOs - who are the majority of our partners.

Human Rights Education is the next point; I'll come back to that in a minute. The third is non-formal education - notice that most of our activities have to do with non-formal education, so traditionally, when we speak about education and when we speak about training, we're always speaking about non-formal education.

We have a priority in Southeast Europe, meaning the support of the development of civil society, the promotion of conflict resolution and of addressing local issues affecting young people in Southeast Europe - as well as in other regions in the coming years that have been struck by conflict.

I've also noted intercultural learning and participation. The fact that these are not listed as priorities does not mean that they are not there. In a room like this, where we have 50 countries present, we will never be able to work together if we don't manage to have a clear intercultural background, perspective, message and approach. So it is something which should always be underlying everything that we do.

Now you know that Human Rights Education is one of our priorities for 3 years. I'd like to go with you through the Human Rights Education Youth Programme that represents in fact the content of this priority for the next 3 years - that is from 2000 to 2002. Notice that this does not mean that after 2002 we will not have anything to do with Human Rights Education anymore - it means that operationally, from the point of view of managing these priorities, this has a 3-year span but afterwards we'll have to create the necessary follow-up.

European Youth for Human Rights

The Human Rights Education Youth Programme has 6 key objectives:

- Value and develop youth work practice
- Integrate formal and non-formal education experiences
- Strengthen HRE as the basis for the development of a European civil society
- Promote a broad understanding of HR based on their universality, indivisibility and inalienability
- Create European synergies for greater local impact
- Encourage young people as the resource for HRE

We hope to achieve these objectives by:

- Multiplying effect through practitioners
- The integration of accumulated experiences
- The development of new networks and synergies

- Using innovative educational approaches and media
- Being supportive of local initiatives
- A programme open to contributions and development

We insist on developing partnerships, sometimes with partners we have not worked with before and we insist on basing the programme on participation. This means that this is not a programme from us to you, but that this is our programme and that we would like to be open to your contributions, your remarks and your proposals of activities. We would like you to see the 3-year programme as a structure. The programme will be open and it will be enriched already next year with other activities, maybe some of them proposed by you.

Very briefly, what will be in the 3-year programme?

The year 2000 will be devoted to gathering experiences and creating commitments. The events planned for this year are the Human Rights Education Forum, the launching of a new web site, the Human Rights Education Portal, and laying down the foundations of a Resource Centre, from the materials you have brought and from materials sent to us. This resource centre would act as a clearing house for educational materials.

In the year 2001 we plan to develop relevant practices, concentrate on the production of materials and organise consultations. The activities of this year will include a series of seminars, the production of a manual on Human Rights Education, and several other education and training activities.

2002 will be dedicated to reaching the local levels and consolidating the networks that were brought to life or developed during the previous years. Activities will include training for trainers, as well as training events for national multipliers. Local projects will receive support, and the Human Rights Education programme will be consolidated.

I am coming to the end of my input, and to a point that is very important: how this is all managed and how this is organised. The steering of this programme is the responsibility of a Steering Group, which is based on something that we call co-management. Co-management is the reflection of our philosophy on youth participation, which is that young people must participate in the decisions that concern them. In our particular case, in the Directorate of Youth and Sport, our programme and our policy is defined together by the representatives of the governments of the 47 states and of the youth organisations. This programme was decided together by the youth organisations and the governments.

The programme is run also in co-operation with other sectors of the Council of Europe that have to do with Human Rights or Human Rights Education. So during this week you'll have other colleagues from the Directorate of Education and the Directorate of Human Rights who will come to present their work to us, inform you and establish contacts. This is the philosophy we try to convey, and that we hope will benefit the programme in terms of helping us stay in tune with the reality of European societies and the reality of young people in Europe.



Steering group of the Human Rights Education Youth Programme

So this steering group is responsible for the evaluation and for generally managing the programme, but also for establishing partnerships and participation. We are open to contributions from other institutions, sponsors and partners. I must say that we are happy that this programme is carried out with support of the International Railway Union, and that for example this Forum benefits from different supports, sometimes occasional but nevertheless relevant ones, like the interpretation that is provided by the Hungarian ministry. So we are open to participation, not just financially but not just educationally either. And, throughout the Forum we are open to your questions.

Thank you for your attention.

Human Rights in Europe Today

Mr. Gábor Kardos, Professor at the University of Eötvös Lóránd, Budapest

Ladies and Gentlemen,

It is a great pleasure to be here today and to share with you some of my thoughts on the protection of Human Rights. I would like to mention some theoretical problems that are very relevant, not only for the theory, but also on a practical level. The aim of my presentation is to touch upon these problems and draw your attention to them. I think they can be relevant from the point of view of human rights education.

As far as the structure of my presentation is concerned, I would first like to mention certain basic, generally valid problems and then I would like to turn to issues related to the European Convention on Human Rights. Finally, I will look at other European issues, other Human Rights problems.

I would like to start with a quotation that says, "Human Rights are similar to motherhood. They enjoy general support, everybody praises them, but unfortunately such general agreement does not exist if we go into details"¹

This quotation reveals one of our main problems, namely, that today it is fashionable to take it for granted that Human Rights are held in priority in the presently existing European societies. As a result, it is fashionable to rely on Human Rights when social claims are presented. Of course, relying on Human Rights gives an opportunity to argue. Using the notions of entitlements and rights, it is much easier to express social wishes, because thereby a certain legitimisation is attached to those human needs.

One of the typical tendencies nowadays is to regard everything that is good, everything that represents a value in the society as a part of Human Rights. I think this process is quite understandable from the point of view of social argumentation, but it can be dangerous if we are looking at the social and legal preconditions of something to be recognised as a human right. I think it is highly important that the social and legal preconditions be met if a right is to be recognised as a legally enforceable Human Right. Of course, we could come to other conclusions if we are talking about Human Rights only in a moral or ethical sense.

I think one of the main problems that emerges when looking into the treatment of Human Rights in modern society is the controversial role of the State.

¹ Eva Etzioni-Halevy: *Fragile Democracy* New Brunswick, transaction 1989 p.IX. The quotation originally mentions that democracy is similar to motherhood

On the one hand, the state is seen as a potential - or not only potential but actual - danger for Human Rights, a great violator of Human Rights. But at the same time a majority sees the state as a kind of guarantor of Human Rights as well. So on the one hand we have a fear of the State, the activity of the State, the interference of the State with our affairs, but on the other hand we turn to the State for help, we see the State as a final guarantor of our rights.

So the question is obvious: what kind of behaviour can be expected from the state? Only negative behaviour, not to interfere with what we see as "our business"? Or we could expect more? This "more" could be an active facilitator role. If we rely on the modern theory of Human Rights, it is frequently said in the literature that these days, purely negativistic behaviour of the state, to "just leave people alone" is not enough, because a human right needs infrastructural guarantees, very well functioning Courts, ombudsmen and international institutions - like the Council of Europe - dealing with Human Rights, and so forth. And these institutions need the active work, active participation of the State. You should remember that the right to vote - if it isn't accompanied by a huge effort on the part of the state, which is absolutely needed to provide a free and fair election - the right to vote cannot work in practice.

I think - and this is my personal opinion - that not only in the case of economic and social rights, the legal nature of which is controversial at least to a certain extent, but also in the case of civil and political rights, that lawful State activism is inevitable.

Human Rights, Democracy and Market Economy

Another interesting issue is the policy-making relationship between politics and Human Rights. As Asbjorn Eide, a Norwegian researcher wrote, in modern societies politics is quite limited by Human Rights, because the implementation of Human Rights has become the essence of politics. Politicians may have different views, different approaches to the implementation of Human Rights, but the basic issue they must deal with remains the implementation of Human Rights and there is not much space left for open policy making - and what remains concerns mainly economic problems.²

In the "new Europe" that emerged after the collapse of communism a kind of new "Holy Trinity" appeared. This holy trinity consists of Human Rights, democracy and the market economy. And what we could add to this phenomenon is that if we accept such an emblematic development both in theory and in practice, at the same time we have to pay attention to inherent contradictions that exist in their very concepts.

From the liberal point of view the contradiction existing between democracy and Human Rights is obvious: Human Rights always protects the rights of those who remain in minority, and democracy is always based on majority will. This is especially so in the context of Central and Eastern Europe, where a kind of practical majoritarian interpretation of democracy rules. The "winner takes all" approach abounds.

The other problem is the contradiction that exists between Human Rights and a market economy: a market economy as such creates private monopolies, private power. Huge private organisations, transnational companies have significant power, which can almost be equated with State power. The concept of Human Rights provides protection against only the State. So, next to the power of the State other bodies, such as economic companies, private monopolies, or even international institutions like the EU as such could endanger Human Rights.

² Asbjorn Eide: Human Rights and Confidence-Building *Nordic Journal of Human Rights* Vol. 7. (1987) No. 4. p. 17.

I think it's highly important, if we are talking about human rights education, to clarify the above mentioned contradictions and understand correctly what kind of answers we could give to the problems arising from them.

The System of the European Court of Human Rights

Now I would like to turn to the issues related to the European Convention on Human Rights. The obvious question, which is always at the top of the agenda, is how efficient is the system? And it is an especially important question if we are dealing with efficient functioning from the point of view of the individual. Maybe you are familiar with the fact that more than 90% of the individual complaints sent to Strasbourg are immediately refused because they don't meet the formal requirements.

The other problem with the efficient functioning of the system - although since the 1st of November of 1998, a single, permanently functioning Court has been working - is that even this wasn't enough to substantially shorten the time of Court procedure. Before the new single Court came into existence it took 4 or 5 years until the European Court of Human Rights reached a final decision. The target time today is 15 or 16 months, but unfortunately the system is still very far from achieving this target.

I think it is highly important to touch upon the question of including the right to petition into the domestic legal culture. If an analysis were carried out, it would be impossible to identify a correlation between the violations of Human Rights on the one side and the numbers of petitions on the other. It's just not as simple as that. Much depends on how the actual use of right to petition is built into the domestic legal culture, if the common people and the domestic lawyers are familiar with this possibility and how they are empowered to articulate their legal claims through those petitions and complaints.

As you know, the European Court of Human Rights by its decisions creates European Human Rights Standards. This is very important because if someone looks through the legal texts of various countries, the different Human Rights chapters of different constitutions, they could easily come to the conclusion that there is no problem at all, since the texts are exactly the same or very similar to each other.

But what is really important is the actual content of the rights, and how the content of those rights is interpreted. In the case of the European Court of Human Rights we can identify two interesting approaches. In the majority of the cases what actually happens is a kind of transfer of legal culture. The European Court of Human Rights picks up certain legal solutions, certain interpretations from practices of this or that country, and this already existing practice becomes a new European Standard, a new requirement for the other states. It is very rare that an absolutely new European Standard is born. So the major function of the Court, according to my understanding, is to facilitate the transfer of legal culture, the transfer of different legal solutions.

If someone looks through the case law, we could make roughly two groups from the cases. In the case of certain legal problems the European Court insists on having equally high European Standards. This is true for example in the case of freedom of information, freedom of the press and also in the case of other classical freedoms. However, if the complaint deals with such delicate issues as euthanasia or abortion, the Court always relies on the margin of appreciation of the national legal system.

Thus, in the case of those rights that are really important for the proper functioning of democracy, they try to keep a high standard. In the case of other issues, where the problems are directly interrelated with the moral judgement of the local community or the religious and

other traditions rooted in the society, they refrain from establishing a European Standard. This is important to understand because then we can argue against the standpoint that claims that Human Rights bodies like the European Court of Human Rights interfere with the very domestic issues of European societies.

I would like to say a few words about the problems related to the Eastern enlargement of the European Convention system. At the beginning of the 90s there was a fear that the new member states would significantly alter the system of protection of Human Rights. One problem that was identified in the literature was that of newcomers in the Court and in the Council of Europe bodies, who would have different social and educational practices and backgrounds than the previously purely Western European Council of Europe had. The fear that these newcomers would alter or completely change the system didn't prove to be true.

If someone looks through the cases of the European Court of Human Rights from this point of view, they cannot find important distinctions. It cannot be said that Eastern judges somehow altered the practice of how cases are treated by the Court.

The other envisaged problem was that the specific Human Rights issues of Central and Eastern Europe would flood Strasbourg. Again it didn't prove to be true for many reasons. One reason obviously was that the protection of ethnic and national minorities is still not included in the Conventional system. There was a fear that ethnic issues and minority rights problems would take up too much space in the work of the Court. This did not happen because such rights are still not covered by the European Convention.

We should also take into consideration that the new member states were very cautious when they made their reservations and they didn't recognise the jurisdiction of the Court for certain touchy issues, like the (re)-privatisation process. If someone looks through the case law they can see very few cases in which there is a reference to the special transitory nature of Eastern European countries. The dominant types are problems arising from the length of civil and criminal Court procedures.

One case where the European Court of Human Rights acknowledged the specificity of the transitory societies was a Hungarian case, the "Rekvényi" case. There the problem was that according to Hungarian regulations, policemen were not allowed to be party members, and members of the different armed services should also refrain from joining political movements and participating in political work. The European Court approved that situation. However, it was hinted in the decision that this is acceptable only because in Hungary, like in other former communist countries, in the past the members of armed services were forced to join the party, so the single-party state had a direct impact on the very character of those institutions.

Thus I could say that the majority of fears concerning the deterioration of the European Convention on Human Rights system didn't prove to be true.

I would like to refer to the recently signed additional Protocol 12, which gives a kind of general interpretation of non-discrimination. You know that this is a major step forward. In present-day Europe, and also from the understanding of Human Rights, the interpretation of discrimination, non-discrimination and other related issues is highly important. So after a long period the European system was altered to reflect this, and if Protocol 12 enters into force the possibility will be open to present complaints related to discrimination in general. Until now, on the basis of Article 14 of the Convention only discriminative violations of the rights included in the system could be a subject for complaint. As I said, Protocol 12 opens up the possibility to present any kind of discrimination arising from the application of domestic law.

I know you will have an opportunity to deal with the details of the European Convention of Human Rights later, so I won't go into further problems related to the Convention.

The European Social Charter

Finally I would like to turn to other issues which are very important, at least according to my understanding. I would like to draw your attention to the relatively newly established collective complaints system, attached to the European Social Charter. It is an absolutely unique and significant development because in the past the absolute majority of the practitioners had the conviction that an international complaint system in the case of economic and social rights could never work. It's obvious that if the complaint system were to function on an individual complaints basis, the actual results could be questionable. But it was a highly important solution that three years ago a collective complaints system was established and this system is now in force. They are dealing with the first collective complaint - I mean the merit of the complaint - so the acceptability phase is over. The interpretation given by a committee of independent experts attached to the European Social Charter can be highly important to the social debates, to the social discussion. The issue is whether a kind of proposal made by the government to modify the labour code is in harmony or not with the requirements of the European Social Charter. The significance of the interpretations attached to the European Social Charter could have a much bigger role in European societies.

I have already mentioned the protection of ethnic and national minorities' rights. I think there are significant developments in this field, in the context of the Council of Europe, because two important conventions were created. One is the Framework Convention for the Protection of National Minorities; the other is the European Charter for Regional and Minority Languages. Although the inclusion of problems of minority rights in the Convention system failed, outside the Conventional system two important legal texts are in force. So we cannot say any more that legally binding instruments don't exist in this field. The main problem is that these instruments don't allow individual or collective complaints. The implementation is based only on state reports. It is, however, a general understanding that the analysis of state reports can never be as efficient as a system at least partly based on individual complaints.

I think in conjunction with the work of governmental bodies like the Council of Europe, it's highly important to be aware of the activities of NGOs in the field of Human Rights. Without having such bodies in the Human Rights arena we could not say that the social implementation - not a strict legal implementation, but a social implementation - could work. Unfortunately, according to the majority of the European legal systems there is no possibility for class actions. This would enable NGOs to have a more active role in sending problems to Courts. I think if the legal possibility, the legal right to file a complaint was given to organisations - and not only to individuals who were victims of violations of Human Rights - this could be a very important step in strengthening the actual role of the NGOs.

I think I have touched upon quite a lot of questions and I hope you are taking them as a kind of provocation for the future discussions in your valuable conference.

Finally as a conclusion I would like to address a question that is also relatively frequent in the literature: whether we could say that now we are in the age of Human Rights. This question is especially relevant in the European context, because at European level at least three major institutions - the Council of Europe, the OSCE and the EU - deal with Human Rights. I think if we simply take words as evidence, we could easily say that this is the age of Human Rights. There are too many words sometimes - not really meaningful words - on Human Rights. But I am optimistic because it is equally true that this is an age - and such ages have never existed

before - when so many individuals are aware of their rights³. The mobilisation effect of Human Rights has never been such an important factor of social development before. Consequently, if we are interpreting the expression "Age of Human Rights" from this point of view, we can be optimistic.

Thank you for your attention.



*Professor Gábor Kardos,
University of Eötvös Lóránd, Budapest*

³ Thomas Buergenthal: International Human Rights Law and Institutions: Accomplishments and Prospects
Washington Law Review Vol. 63. No. 1. January 1988. p. 1.

Defining Human Rights Education

Ms Vedrana Sajic-Vrkaš, Professor at the University of Zagreb

Education for and about Human Dignity

I will begin by defining Human Rights Education as education about, for and in human dignity. And again something that wasn't defined in the morning: the universality, indivisibility interdependence, inalienability, and multiplicity of rights and freedoms of the individual. I consider Human Rights Education to be about, for and in equality and justice. To sum up, the idea is to talk about Human Rights Education as education for equality of human dignity. And I think this is the issue of the theories and practices in Human Rights Education, no matter how different they are.

Then we can go on and define Human Rights Education as something that is *lifelong*. It is not lifelong step-by-step, it is something that is continuous. It starts in the family and finishes probably in the homes for the elderly. It is *multi-level*, meaning that it touches upon all age groups. It is *multi-form*, meaning that it involves formal, non-formal but also informal or self-educational activities. It is *trans-sectorial*. This is something that's very often forgotten in international organisations dealing with these programmes. Intersectorial means that all sectors, all bodies, all organisations, all institutions, no matter whether they are in the field of economy, education, social service or other areas, contribute to the clarification of notions, of goals, of implementation strategies and of the evaluation of results. They are *trans-disciplinary*, meaning that they stretch over social sciences, humanities and natural sciences. And because we are in the position to fight for the rights of all future generations, not only of our own, it should also be *trans-generational*: it should include the knowledge of the past, abuses and promotion in the past, as well as in the present - with the aim to reach some goals for the future generations.

Human Rights Education is also *student-oriented*, it is *problem-oriented* and it is *action-based and oriented*. We are talking about Human Rights Education for something, for the protection and for the promotion of a better life. Being action-oriented and problem-oriented it cannot be but *re-constructive* or constructive: we are going to change society, we have to change society, we have to change the conditions of our living. And of course we can't change the conditions of our living if the conditions are not equal for everybody.

Let me say a few words on the standards or the definition of Human Rights. Where do we find standards? Not standards that somebody invented, but standards that were defined by the common action, by the dialogue of many of us. International documents are some of the ingredients of standards. What we have is the UN Universal Declaration of Human Rights and two treaties; we have UNESCO's conventions and declarations; we have the International Labour Organisation conventions; the Geneva Conventions related to war situations and the civil situation during war and combat; we have the Organisation for Security and Co-operation in Europe documents; and of course we have Council of Europe documents, meaning formally

What is HRE?

Education *about, for and in:*

- human dignity
- the universality, indivisibility, interdependence, inalienability, and multiplicity of rights and freedoms of the individual
- equality
- justice

HRE = EDUCATION FOR EQUALITY OF HUMAN DIGNITY

HRE is:

- lifelong (continuous throughout life)
- multi-level (all age groups)
- multi-form (formal, non-formal and informal)
- trans-sectorial (education, culture, social life, economy, politics, technology)
- trans-disciplinary (social sciences, humanities, natural sciences)
- trans-generational (past, present, future)

HRE is:

- student-oriented
- problem-oriented
- action-oriented
- re(constructive)
- integrative

obliging conventions, resolutions, declarations and recommendations. Some of them - and this is very important for the planning and implementation of Human Rights Education - are adopted as the resolution of the Committee of Ministers or the Parliamentary Assembly of the Council of Europe.

History of Human Rights Education

Let me say a few words on the history of Human Rights Education. It's not the case that Human Rights Education started a few years ago as many of the people would like to believe. It is definitely not the case. Human Rights Education started many, many hundreds of years ago, but a very direct line of development can be traced from the beginning of the century when the new school movements started. Education for social reconstructivism and critical humanistic education gave impetus to Human Rights Education and to other innovative approaches that we are going to discuss later. Then there was a process of innovative approaches to learning. From the 60s there was a battle between classical and innovative methods and strategies of implementation in education, not only in Human Rights Education but in education in general. All classical tradition was over, was past, so something new was about to be built.

These were methods rather than contents. At the time the old contents were present both in schools and in out-of-school education, but the methods were already different and this was very important for the development of Human Rights Education. Parallel to this there was the process of de-formalisation of school systems, meaning that there was a focus on life-relevant knowledge and skills. How it came into being we will talk about later. There was also the appearance of a kind of inclusive education, the desegregation of students with special needs, which was a very important process for Human Rights Education. And last but not least there was the contextualisation of education, meaning there was the recognition of school as a link to society.

Out of these ideas came many different programmes, most of them developed outside of the formal school system - as NGO educational initiatives. The second thing that is very important is that these initiatives were based on the issue of rights. At the same time school programmes were based on the issue of duties; not responsibilities, but duties: pupils' duties and teachers' duties towards governmental programmes, centralised programmes and so on.

What we have now, after all these changes are school/civil society links in policy making, programme design, implementation and evaluation strategies. The outcome of this is the discussion on the rights and responsibilities of students, teachers, and actually citizens in the different settings of formal and non-formal educational system.

History of HRE

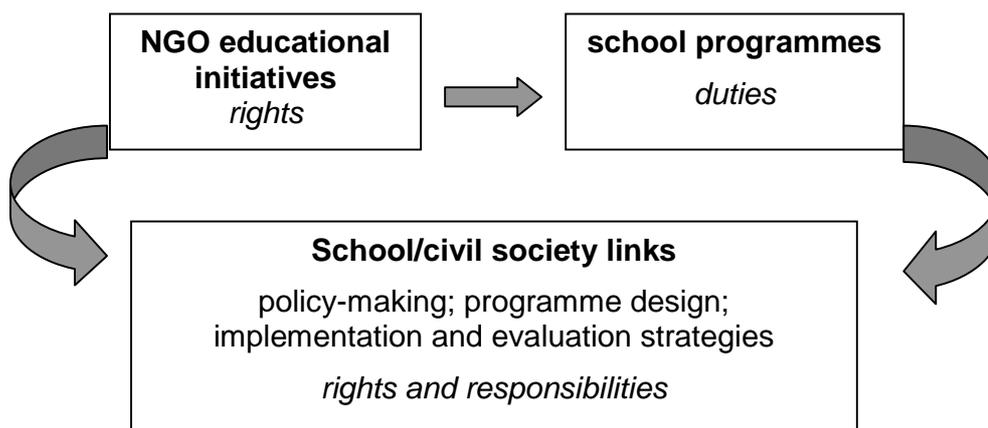
IDEAS:

- the New School Movement (beginning of the 20th century)
- education for social reconstructivism; critical humanistic education (education as a means of students' and teachers' empowerment for social change)
- innovative approaches to learning (experience, investigation, participation)
- de-formalisation of school systems (life relevant knowledge and skills)
- inclusive education (desegregation of students with special needs)
- contextualisation of education (school-society links)

PRACTICES:

- minority students programmes
- cross-cultural programmes
- peer-education programmes
- community programmes
- peace education programmes
- value education programmes
- self-help programmes
- development programmes

ORIGINS AND LINKS:



APPROACHES TO HRE*

- historical approach - most popular in the past; focuses on teaching about human rights in their historical dimension and stresses their evolution in the context of the idea of good society;
- international standards of human rights and their protection approach - one of the most popular approaches recently; it describes international standards and instruments for the protection of human rights and helps students learn how to apply these standards in everyday life to combat injustice and discrimination; it may encompass all three dimensions;
- reconstructive approach - mostly promoted by social critics who see human rights as an instrument for empowering of citizens for social change; although it includes all three dimensions, it is primarily concerned with pro-active attitudes and real actions;
- value approach - focuses on promoting human rights as a system of interrelated values directing our behaviour; central values - human dignity and integrity, are linked to five core values: freedom of person, democratic participation, equality of opportunity, economic equity and sustaining/able environment; the approach encompasses all three dimensions.

*Reardon, B.A Educating for Human Dignity: Learning about Human Rights and Responsibilities: A K-12 Teaching Resource. Philadelphia: University of Pennsylvania Press, 1995.

Approaches to Human Rights Education

Talking about Human Rights Education as the link to education about, for, and in human dignity, equality and the rule of law, we have several approaches, several models. These are standards for educational practice in Human Rights.

The historical approach or historical Human Rights Education model is most frequent, and also mostly linked with the classical understanding of teaching and learning - which is static, which is mono-disciplinary, which doesn't ask for action, and which is descriptive.

The “International standards of Human Rights and their protection” approach - this is something that came into being from the 60s and 70s onwards, and was especially popular during the 70s and the 80s. It means that we teach or we try to introduce students - whether it is in formal or non-formal settings - to the contents of international standards. Some argue that this is the main goal or main task of Human Rights Education. I would disagree. International standards are only instruments to come to the end and the end or the goal is human dignity.

Then we have the reconstructive approach, this approach actually tries to build up knowledge and skills that are important for social change.

The fourth one, which is very rarely mentioned, is a value approach that focuses on promoting Human Rights as a system of integrated values directing our behaviour. Central values are human dignity and integrity. They are linked to five core values such as freedom of person, democratic participation, equality of opportunity, economic equity and sustainable or sustaining environment. Of course, this approach encompasses all three dimensions that we speak about, that Human Rights Education is about, for and in conditions that promote the protection and promotion of human dignity.

Human Rights Education and other educational approaches

Let me say a few words on the links of Human Rights Education to other innovative approaches. You could say, why do we need Human Rights Education now? We have peace education, we have civic education, we have tolerance education, many different models. What's the new issue, why do we have to change the name when everything else is the same? And everything else is the same because there is actually no change. So this is the relation of Human Rights Education to other innovative approaches. I call them innovative approaches because I make a distinction between the classical approach to education, with certain knowledge and skills transmitted, and the new types of knowledge and skills that are needed for the democratic and civil society, or for the active participation of citizens in such societies.

Human Rights Education is really linked to three generations of rights. We heard about these generations in the morning. First generation rights - we call them liberty rights - are civil and political rights. They are contained in the European Convention for the protection of Human Rights. They are also contained in the UN international treaty on civil and political rights. And most of the content of Universal Declaration of Human Rights contains actually first generation rights.

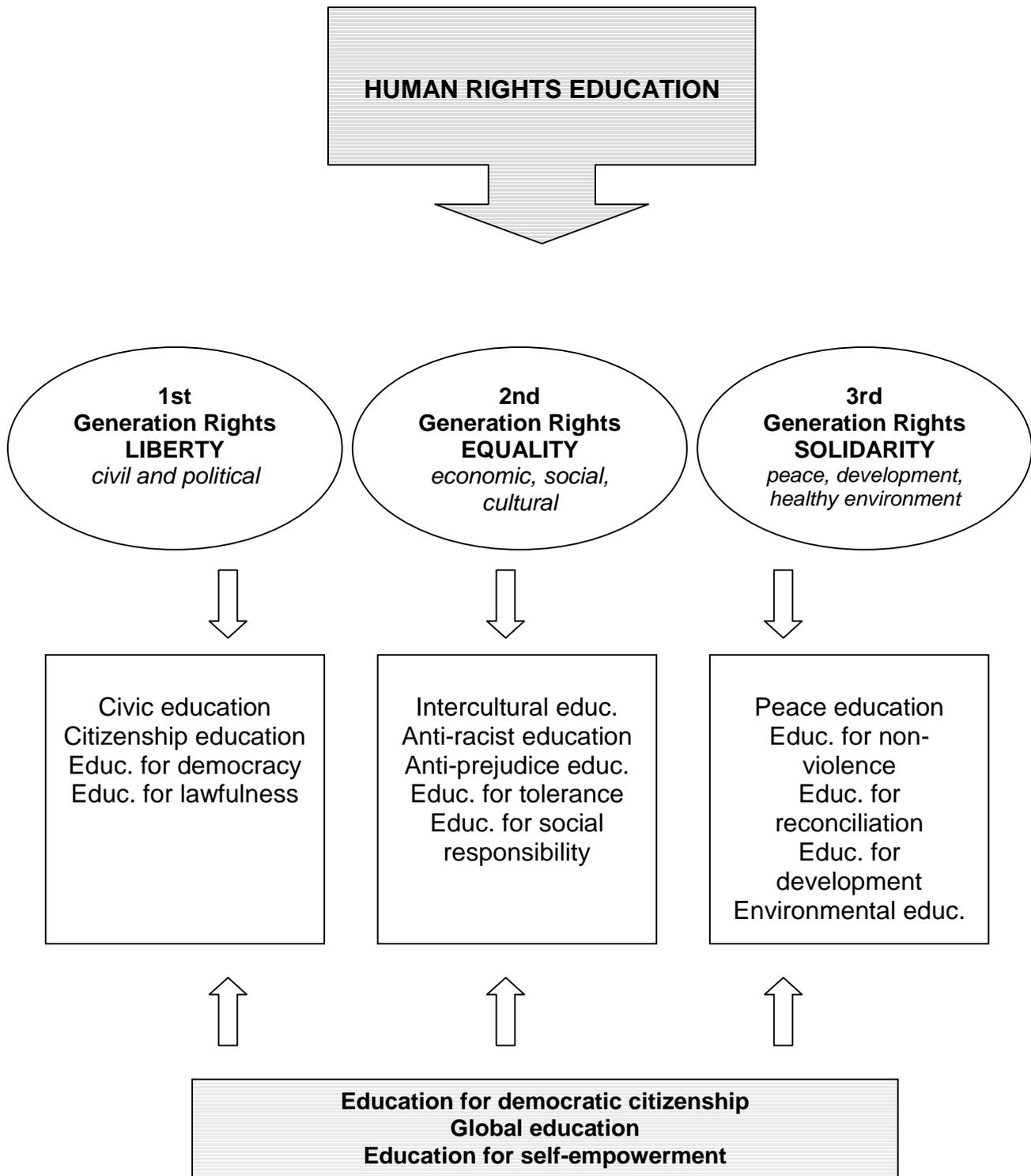
Second generation rights are rights of equality. They are economic, social and cultural rights as we find them defined in certain international standard setting documents.

The third generation rights are rights of solidarity, meaning that they pass over the boundaries of the nation states and need special solidarity, co-operation and partnership on the global scale. These are peace, the right to peace, the right to development, a healthy environment and several other points.

If you analyse different approaches and different innovative models in education that have appeared since the beginning of the 60s you could find that certain models or certain groups of approaches can be linked to a certain generation of rights. I would say that civic education, citizenship education, education for democracy and for lawfulness are linked to first generation rights, rights to liberty. On the other hand, intercultural education, antiracist education, anti-prejudice education, tolerance, and social responsibility education are more concerned with equality rights. Third generation rights, which are the rights of solidarity, are more linked to the educational innovations, linked to restoration of peace, maintenance of peace, non-violent actions, reconciliation, as well as education for development.

I must note that it is a "Catch 22" to talk about "education for development" because whenever you analyse the content of education for development, actually it is a neo-colonial approach. You have to be very precise when you put education for development in this category, because they are mostly - I'd say 90% of the approaches - are devised by the West or by the North to be implemented in the South. But we have almost the same situation in the first group, civic education: today we almost have a kind of civic colonialism. Well developed models are imposed in Southeast Europe, with no changes, no awareness of the historical circumstances of where they are going to be implemented. They are just brought in with a few thousand dollars for the target country and everybody is impressed.

Relation of HRE to other innovative approaches



Education for Democratic Citizenship

After we've analysed all that, I think that a kind of integration appeared in a new project of the Council of Europe, "Education for Democratic Citizenship".

Education for Democratic Citizenship - in a nutshell

- deeply rooted in the idea of Europe as an integrated and culturally diverse area of democratic stability;
- multi-faceted and multi-dimensional innovative bottom-up approach to facilitating active participation in democracy;
- aims at helping pupils, young people and adults participate actively, creatively and responsibly in decision-making processes;
- provides life-long opportunities for acquiring, applying and transmitting information, values and skills in a broad range of formal and non-formal educational and training contexts;
- presupposes the use of a wide range of possibilities for learning that exist in a "learning society" ;
- crosses over the borders between school and community and challenges the divisions between formal, non-formal and in-formal education, between curricular and extra-curricular activities as well as between schooling and socialisation;
- promotes reciprocity of learning and teaching and incites permanent exchanges of teachers' and students' roles;
- strengthens a dynamic and sustainable democratic culture based on awareness and commitment to shared fundamental values: human rights and freedoms, equality of difference and the rule of law
- strengthens social cohesion and solidarity, and promotes inclusive strategies for all groups and sectors in a multicultural society.

I don't have time to go into it now, but these are the results, four books, four kits actually. Education for Democratic Citizenship, the project that ended a few months ago, defined content, goals, methods and so on, very close to the idea that we have of Human Rights Education as the umbrella term with different approaches underneath.

If education for democratic citizenship is linked to global education, understood in turn as education for interdependence and exchange of ideas and methods, then it is again very close to the idea of Human Rights Education because it starts from Human Rights Education. And of course education for self-empowerment is the model, is the idea that appeared in Latin America and in Africa in the 60s and 70s. So I think that it is also very close because it starts from the issue of human dignity. And that is a wider approach than this one.

Link Between Formal and Non-formal HRE

- Goals
- Contents
- Implementation strategies, including methods and techniques
- Evaluation
- Planning of changes
- Sustainability

What is the link between formal and non-formal education? To establish the link means that the opportunities should be created for co-operation and partnership on a horizontal base and a vertical base, at the levels of goals, of content definition (meaning also the teaching and learning materials), implementation strategies, including methods and techniques, evaluation,

planning of changes and of course sustainability. This is also one of the weakest points of Human Rights Education programmes and all other innovative programmes: they don't last for long. This means they're not important at all, because we are all educated along classical principles: if something lasts longer it is more valuable. If it doesn't, it's not. It's only a game.

And now we are coming to a 7-point scale for Human Rights Education (which is a bit of moralising, sorry for this). But I think it is important to bear in mind that we have to have certain points, we have to think of certain points related to implementing Human Rights Education.

We have to know what, how, but also why in Human Rights. Why is it important? Is it because it is fashionable, because of the money from donor countries coming to my country? Or is it because we have to fight for individual freedom, for individual rights, for individual dignity?! All of us. Think of that as a long lasting process. Be free to implement and utilise your knowledge and skills - this deals with structural prerequisites of our action. Be motivated - I mean, you can know everything, you can be skilled, but if we are not motivated to do anything, this is anomie, we are living in anomic societies.

7- Point Scale For HRE

1. know what, know how and know why in HR
2. be free to implement and utilise your knowledge and skills
3. be motivated to put your knowledge and skills in practice
4. be responsible for the outcomes of your actions
5. be proud of your role in the change
6. be aware that all this concerns all others as well
7. CELEBRATE THE PROMOTION AND PROTECTION OF HUMAN DIGNITY

Be responsible when we do it, be responsible to put our knowledge and skills into practice. Be proud of the outcomes of our actions, of course, be proud of your role in the change. Be aware that this concerns all the others and celebrate the promotion and protection of human dignity. It is very important to celebrate the success and not to put it under the carpet because we feel a bit guilty that we have dug up some problems of our society.

Obstacles

- Unsatisfactory conditions for the promotion and the protection of HR, (including education)
- HR reduced to civil and political rights
- Formalisation and institutionalisation of decision-making process
- Equality seen in the context of the politics of differences (ethnocentric pluralism)
- The rule of law trapped in nepotism, ideology and corruption
- Democracy shaped by the power groups
- Culture based on paternalistic and seniority principle
- Fragmentation versus internalisation of the private sphere
- Stress on punishment and correction instead on education and empowerment

What are the obstacles? – (and this is the last issue). Obstacles are unsatisfactory conditions for the promotion and protection of Human Rights, including education. Unsatisfactory conditions include many things: from lack of expert knowledge and skills to implementation methodologies; Human Rights reduced to civil and political rights, as we heard this morning: the European Social Charter is just at the beginning of the discussion really. Then we have the formalisation and institutionalisation of the decision-making process - we have politicians,

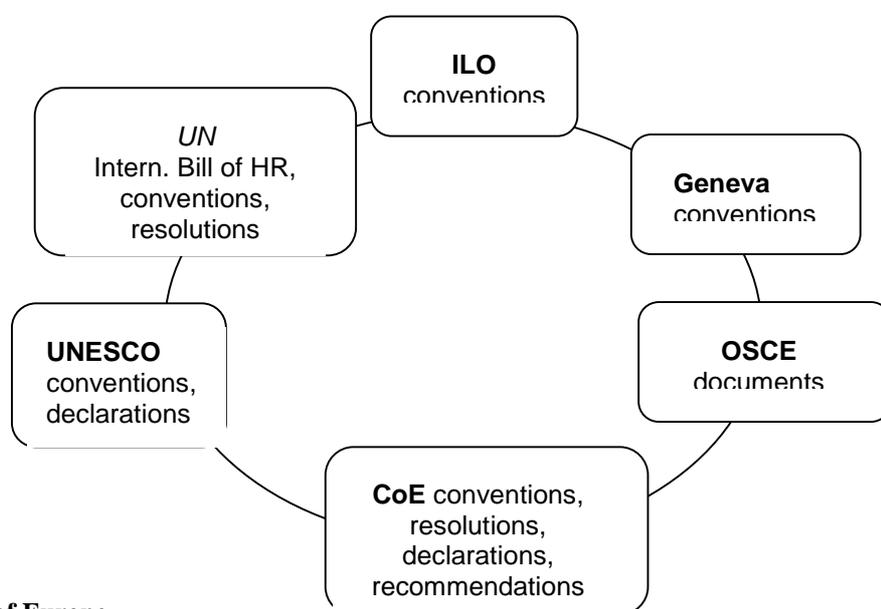
politicians who are not voted for, politicians who do not represent anything; you feel like they are born into certain privileged positions and so on.

Then we have equality seen in the context of the politics of differences, which I would call ethnocentric pluralism, which is what we are having now, or ethnocentric multiculturalism or ethnocentric interculturalism. We don't have exchanges. We still have a dynamic system of recognition of cultures and differences, but they are not intercultural by the very definition of the term.

The rule of law is trapped in nepotism, ideology and corruption, while democracy is shaped by power groups - instead of the civil society. Culture is based on paternalistic and seniority principle - still. You know this well, you are younger. I was young a while ago and I remember it, the seniority principle is still valid. Fragmentation versus internalisation of the private sphere - meaning that the private sphere is caught up on one side in fragmentation and on the other side in the globalisation processes. And then there is stress on punishment and correction instead of education and empowerment - meaning awareness of one's power.

Thank you very much for your attention.

Documents in HR



Council of Europe

- *Recommendation No R(84)18 of the Committee of Ministers on the Training of Teachers in Education for Intercultural Understanding, notably in a Context of Migration, of 25 September 1984*
- *Recommendation No R(85)7 of the Committee of Ministers on Teaching and Learning about Human Rights in Schools, of 14 May 1985*
- *Recommendation No R(97)3 on Youth Participation and the Future of Civil Society, of 4 February 1997*
- *Declaration and Programme on Education for Democratic Citizenship, Based on the Rights and Responsibilities of Citizens of the Committee of Ministers, of 7 May 1999;*
- *Recommendation No R(2000)4 of the Committee of Ministers on the Education of Roma/Gypsy Children in Europe, of 3 February 2000;*
- *Recommendation No 1346 of the Parliamentary Assembly on Human Right Education, of 26 September 1997*
- *Vienna Declaration of the Heads of State and Government of the Member States of the Council of Europe, of 9 October 1993*
- *Final Declaration of the Second Summit of the Council of Europe, of 11 October 1997.*

Human Rights and Young People

Mr Peter Lauritzen, Youth Policy and Education Division, Directorate of Youth and Sport of the Council of Europe

Ladies and Gentlemen, dear colleagues and friends,

Today we have a very special visitor in Strasbourg, at the European Court of Human Rights. Mr. Egon Krenz, the last acting head of state of the German Democratic Republic, takes the Federal Republic of Germany to court. He believes that he has been unlawfully condemned to a prison term for the shooting of Germans at the wall - the Berlin wall - Germans who were running away from their country. He says a government which acts within the existing law of their country cannot be condemned - after all, all they did was to apply the law, was it not? We Germans know this logic, we know it from the Nazi regime - what happens within positive law cannot be judged afterwards. It all culminates in Adolf Eichmann's astonishment, when he was condemned to death in Israel. Talking to the hangman, he asked why all this was happening to him; had his trains not all arrived on time?

Whatever the outcome of this court case in Strasbourg, this looks like a very political situation to me. And I can imagine that quite a few present and former politicians will follow this session with great interest. Will the Court set a new standard?

I shall argue Human Rights here in their context of a universal value to Humankind. I feel confirmed in doing so by a very special trait in the European Convention on Human Rights - in this convention, individual pleas are based on territory, not nationality. For instance, if a Nigerian citizen is mistreated within the territory of a Council of Europe member country - and that happens - he can appeal to the European Court. This is completely different to the charter on basic Human Rights, which is now under vote in Nice - as a Human Rights text concerning the European Union. There the charter will relate to citizens of the European Union exclusively. For me this Nigerian example is proof enough of the universality of Human Rights in the context of the European Convention.

Like Vedrana in her presentation, I refer, when talking about Human Rights, to many texts. In the case of the Council of Europe these are the European Convention on Human Rights, the Anti-Torture Convention, a very efficient instrument, the Framework Convention on National Minorities, the Convention concerning Minority Languages and the Social Charter. Within the European Union I would refer to the treaties of Rome, Maastricht and Amsterdam, and to the proceedings of the European Court in Luxembourg, which often, when it comes to the migration of people in Europe, are extremely progressive, good and standard-setting. And within the United Nations I would refer to the world court in the making, which has been decided on in Rome, to the court in The Hague and to the International Court. I might also refer, when talking about Human Rights Education, to any text or regulation of national

governments or international organisations dealing with the migration of persons, the right to asylum, refugees, religious and political freedoms and discrimination and persecution.

With this I do veer away from the legal system so competently described by Professor Kardos this morning, but I will not leave it completely. I believe it's absolutely vital to stick to it but I shall put it into a political and social context known to us.

Looking at the programme of this Forum, I feel that tomorrow you will examine a very complete list of the crucial areas where Human Rights need to be applied. The day after you will encounter the learning environments and methods in which to work. This approach, chosen by the preparatory team, is perfectly in line with the logic of the Council of Europe. We do two things, basically: we set standards of good practice and good governance. This we do through the creation of legal instruments and conventions, particularly. Then we talk about it in educational programmes. We here in the Directorate of Youth and Sport are dealing with education and dealing with youth policies.

Now, is there a particular role for youth and young people in all that? I think so. We witnessed during the '48 revolutions of the 19th century the step from puberty to adolescence. What used to be a biological condition of growth becomes a condition of mind - young people become the subject of revolutions and social change. There are numerous examples of that, in France, in Germany, in Central Europe, and here in Hungary. This continues at the turn of the century, when somewhere between Jena, Leipzig, Hamburg and Vienna the youth movement is born, and parallel to it a free school movement. The first big item on the agenda of socialist youth movements at the time - like the Naturefriends, and later on communists, socialists and falcons - is health. Bring an end to the exploitation of the juvenile body, give them time to relax and do things other than work ten or twelve hours a day. Then emerges the second big item: access to education, and finally the discovery of nature and community.

The brutal appropriation of this movement by fascism and communism - where the role of youth is to follow and to obey the authority - historically interrupted this movement. It broke out again in '68, claiming international solidarity, anarchy, reduction of the state and new forms of living together, challenging the family structure.

Has this so little to do with Human Rights? Your body, your general culture, your sexuality, your political freedom: I think it is in the very centre! And I can only regret that the role of young people in the history of Human Rights is highlighted to such a small extent. Later on you will see a strong role of young people and youth organisations in the Helsinki process, and this still goes on. Now we are witnessing the same in Southeast Europe, with the crucial role, quite recently, of Otpor and some very courageous members of the general opposition in Belgrade, some of whom are here and whom I welcome with particular pleasure.

What does this mean with regard to the definition of Human Rights Education? I think I have shown that Human Rights Education will not only deal with legal instruments, with rights and entitlements, but it will deal with the cultural, political and societal context. The value angle to the issues is, therefore, not the angle of justice being seen to be done, however crucial this is, and however important it is not to educate towards illusions and to make a kind of "Ersatz" religion of Human Rights. What counts is to be learner-centred and to make it possible for young people to possess the item as a part of their identity and their interpretation and understanding of citizenship. After all, even those who say that Human Rights cannot be defined universally, or not at all, know very well when their own dignity has been violated.

If you bring together, at random, some fifty women, men, and children - victims of terror and violence, harassment and persecution, discrimination and humiliation - from all over the world, and if you make them put pen to paper, and I'm pretty sure that something similar to the UN

Declaration or the European Convention would be the result. Maybe today such a text would be more sensitive to gender, to violence against children, to the exploitation of the environment, to the absolute governance of money and the economy, and to recent developments concerning cloning, aggressive viruses and so on. But the substance would be the same, I'm convinced. And that is another lesson: why stand in front of existing conventions and legal instruments as if they were dead letter? Any political and legal culture develops and so does the Human Rights agenda.

An underlying discussion to this forum is the debate on non-formal education and Human Rights Education. I agree with Vedrana in the discussion that we have had, that what we are dealing with is education in the first place. What is formal, informal or non-formal comes next, and belongs together, ideally. However, each educational or learning environment has its particular strengths and weaknesses. The strength of non-formal education is its capacity to develop social qualifications, which - due to individual assessments and competitions - are difficult to develop in school.

One cannot teach democracy in an undemocratic institution, we used to say. Is this still true? I think that the cognitive curriculum of Human Rights Education can be perfectly well dealt with in school, together with innovative educational methods adapted to the school format. As I believe that the training of social qualifications in non-formal education can also be a trap if disconnected from knowledge and cognition. This is why I would describe this Human Rights Education Forum and the programme that builds on it as the key event of the year in the youth field. All we are doing on participation, non-formal education and Southeast Europe is activism without orientation, if we do not share common values. These common values are Human Rights in the broader sense. But then they are also the importance of institutions, the rule of law, social cohesion, tolerance of ambiguity, solidarity and autonomy, creativity and pluralism and a good and decent life for everybody. If we don't have it, we must fight for it. That is why the youth agenda fits perfectly into the Human Rights agenda and vice-versa: empowerment, fairness and equality, access to work and education relate to Human Rights Education as items.

What needs to be developed at the same time and what some of us are working on is the citizenship agenda. Such an agenda cannot only consist of rights and entitlements; it will also have to talk of duties and obligations. Maybe they will emerge during your work in the working groups.



I have been asked to think of a question for your group work and I have only one: if you were to sit down with some friends and design a good society - like in one of the computer games - what would be the role of Human Rights in that design?

Thank you very much.

Mr Peter Lauritzen, Directorate of Youth and Sport

II. Sharing Experiences

Thursday, 9 November

Key objectives of the day

- Exchange of practices in Human Rights Education
- Sharing methods and educational resources
- Developing professional relationships

Programme

Thursday, November 9

09:30 Opening and introduction to the programme of the day

09:40 **Three project examples**

10:30 **Opening of the information market**

15:00 **Sharing practices, approaches and challenges, in working groups:**

- **Social exclusion**, facilitated by Ms. Donatella Rostagno, European Youth Forum
- **Conflict-resolution and peace-keeping**, facilitated by Ms. Marija-Dubravka Uzelac, Small Step - Centre for peace and non-violence
- **Anti-violence**, facilitated by Mr. Ronni Abergel, Stop the Violence, Denmark
- **Trafficking and violence against young women**, facilitated by Ms. Nadia Yefimisch, Young Women from Minorities, Ukraine, and Ms. Giorgia Testolin, Directorate General of Human Rights, Council of Europe
- **Minority rights**, facilitated by Mr. Rui Gomes, Programme and Training officer, European Youth Centre Budapest
- **Children's rights**, facilitated by Ms. Elke Wisch, UNICEF
- **Women's Rights and Gender Equality**, facilitated by Ms. Teresa Cunha, Youth Action for Peace, Portugal and Mr. Giacomo Filibeck, European Youth Forum
- **Countering racism and nationalism**, facilitated by Ms. Alexandra Palt, International League Against Racism and Anti-Semitism, France
- **Disabled people and Human Rights**, facilitated by Ms. Mónika Má dai, European Human Bridges, Hungary

18:30 Closing

19:30 Dinner-Reception offered by the Hungarian Ministry of Youth and Sports

21:30 Mr. Single: a pantomime theatre play by Zeljko Vukmirica

Three project examples

On Thursday and Friday morning, as the first programme element of the day, three participants were asked to share the experiences of projects they were running in their organisations. The aim of this exercise was to show Human Rights Education in the everyday practice of the organisations and associations attending the Forum, to illustrate the diversity of ways in which Human Rights Education can be implemented, and to provide positive examples, motivation and adaptable ideas via the success stories of these projects.



Members of the Human Rights Education Forum Team

The project examples of Thursday morning were presented by:

- Anikó Kaposvári, Foundation for Human Rights and Peace Education, Hungary
- Barbara Helm, Intercultural Centre Vienna, Austria
- Stéphane Hankins, International Committee of the Red Cross, Regional Delegation for Central Europe

Peace Exhibition

Anikó Kaposvári, Foundation for Human Rights and Peace Education, Hungary

I don't know to what extent our story could be called a success story. It is a long process and we will know how successful it was only at the end. The name of the foundation I'll speak about is Foundation for Human Rights and Peace Education. We have been working here in Hungary since 1996 and have developed partnerships with the neighbouring countries. The project I'd like to share with you is called Peace Exhibition. You can see part of it downstairs, the part we have organised in co-operation with the Mobilitás Youth Service. The other part of this large exhibition will open in the town of Szeged - close to the Rumanian and Yugoslav border, in a somewhat international environment. Eventually we would also like to launch a mobile unit of the exhibition.

I'd like to speak about the background of this exhibition. The idea sprang from two sources: one of them was the war in Yugoslavia. We were watching the news on TV and wondering what action would really make sense once this crisis was past. We were trying to pinpoint the most important thing people could give to each other on a personal level, and the conclusion we came to was that personal stories have the deepest effect, as well as all the methods and methodologies that help people learn what peace is, what peaceful conflict resolution is.

The other idea was that it would be great if we could spread this knowledge in a wide circle; if people, teachers, schools would know about these methods and ways to put them into everyday practice. This is how the original idea, the Peace Bus was born. This bus was to carry educational materials, artists who could work with people's personal stories, and trainers who could offer training at every stop. This was a beautiful idea, but too big to be implemented immediately, so we started building it up step by step. The first such step is the exhibition in Szeged - given that we don't have a bus, we chose a venue which is fairly easily accessible for at least two other countries. For this part of the project we received support from the United Nations High Commissioner for Refugees.

The guiding idea of the exhibition is that it should be interactive, that it should make it possible for children and educators alike to learn about peace and conflict management not just by walking through a set of pictures, but by posing questions. There should be a wall to write or draw on, there should be a place to sit down and discuss what was seen. We tried to model this with the exhibition downstairs, which is not yet complete; we develop it constantly.

To achieve this, we contacted many people, international organisations, to ask for educational materials, posters, other visual materials, CD-ROMs, etc. To our great joy, materials started arriving from every corner of the world, and we would like to make them all public and accessible. Unfortunately, we do not yet have the resources to have them translated, but visitors of the exhibition can pick them up and look through them, and we have enlarged the illustrations. All of this brings the issue closer, shows that it is real and existing, has a methodology that can be learned, and shows how many people work on it all the time.

Our experience in Hungary - through the Foundation's main activity, teacher training - is that the transition of methods and ideas related to peace education and conflict management into everyday educational practice is very slow and difficult. In the case of the teachers we work with, the process takes from 1 to 4 years, because a change in attitude doesn't happen overnight. A lot of time will be needed for these methods to be integrated into educational practice.

Going back to the exhibition, I'd like to mention that in Szeged, we want to connect personal stories to the exhibition. There is a theatre troupe called Theatre of Improvisations who present personal stories of the spectators onstage. It is a kind of community theatre: someone comes forward, tells a story, and afterwards they can see it played. They can also choose from among the actors who will play the different roles: the mother, the cigarette smoke, or whatever else in the story. The performances can be thematic, dealing, for example, with conflict management. We think this is another element of the exhibition that is personal and will bring people and communities closer to their own stories, their own conflicts - not by trying to explain why something is happening, but by trying to show how you can deal with it.

The third element of this project is training, which we are going to realise in Szeged through a school association, which joins together about 100-150 schools, and we would like to make it international. We wish to run a course for the teachers involved in this association, on the methodology of teaching peace and human rights.

Finally, I'd like to point out that we are running all these programmes in the framework of the Year of Peace. The first four years of the Foundation were all about human rights education, and now we are shifting focus to peace and conflict management.

Thank you for your attention.

School Network - Human Rights

Ms Barbara Helm, Intercultural Centre, Austria

Good morning. I want to thank you for the opportunity to present our project, our experiences. I'm here to present a project in the school field, a project we are in the middle of at the moment. The name of the project is "school network - human rights". It's a network of schools that was established last year, in 1999. We started in March-April '99. The project is co-ordinated by our organisation, the Interkulturelles Zentrum, in Vienna. The Ministry of Education of Austria entrusted us to co-ordinate this project.

The framework of the project is the Decade of Human Rights Education of the UN. Our ministry decided that we want to do something to contribute to this event.

Our two main aims are:

- for students in Austria and in other countries to study Human Rights from their own perspective and their own background;
- to build a network of schools that allows international exchange of experience among the schools who participate.

We thought of the educational principles and we have a long list:

- to learn about dignity and human values;
- to experience that cultures are different but of the same value;
- to promote solidarity;
- to build bridges;
- to establish personal contacts and to enjoy global co-operation;
- to integrate theory and practice: learning by doing;
- to develop a deeper understanding;
- to look out of the school, to look into the school;
- to examine human rights in society, religion, cultural tradition;
- to explore different aspects of human rights: children, family, school, living in the community;
- to keep in mind: what do human rights mean here and now, for myself, for the students?;
- to try to help human rights prevail;
- to look for personal contributions to promote and protect human rights
- to develop a "passion" in order to promote human rights;
- to make results visible;
- to initiate a long-term, sustainable learning process.

How did we plan to do this? I'll first present the format of the first phase, which is more or less the first year of the project. The first step was to develop a concept and an outline. This was done by a group of people, the International Steering Committee. They all live in Vienna, but some of them come from different countries and have different backgrounds.

The next thing was to inform schools in Austria and all over the world that this project exists, should be implemented, and to invite them to participate. For this purpose we made a folder, which was used to inform schools and by which they could to apply to be part of that network. The original plan was to have 20 schools from different countries and continents in the project, but we received some 80 applications, which we did not expect in the beginning. We were very pleased however, and decided to extend the network to 30-40 schools. Out of these 40 schools there are 16 schools in Austria and the rest are in Eastern Europe, Western Europe, Africa, Latin America and Asia.

The next crucial point was an international teacher training seminar, which was held in Vienna last September, about a year ago, with 26 teachers participating from Austrian schools and from schools abroad. Part of the seminar was training and part of it was development of joint projects. The outcome of the seminar was project groups. Every school joined one of four project groups working on specific Human Rights issues, such as children's rights. for example. The schools in those smaller groups co-operate with each other directly. They carry out project work on school level and exchange their experiences on international level, with their partner schools within the project group.

We're still in this part of the process, project work and exchange of experiences. What we also had in the first year of the project was an interim evaluation.

To illustrate the international co-operation within the project: as I said before we have four project groups. In one project group for example you would have schools from Austria, Russia, Ireland and Italy. Those schools work together in their group according to the step-by-step work programme they developed at the seminar, and these groups are in contact with the project co-ordinator. So not every school of those 40 schools is in contact with all of the other 39 schools because this would be rather an impossible thing to do. Of the 4 project groups one is working on participation, another is working on racism and xenophobia, the third on children's rights and their violations, and another on human rights and violence/conflict.

Now we are starting phase 2 of the project. The project will go on until next June, and we have two main themes to cover till then. One is "international communication"; we want to consolidate the process of the schools, because it turned out that international communication IS a challenge. The second half of the year will be dedicated to what we called "initiative groups in schools".

But back to the international communication: what we also do now is to organise and carry out a competition called "human rights one world". We have invited teachers and students from partner schools in the South to come to Austria and to visit their partner schools, and this is happening now, starting tomorrow. We will receive delegations from Cameroon, Argentina and Columbia. The aims of this competition are:

- to promote Human Rights Education & global learning both in the Austrian schools and the visiting schools;
- to strengthen the international communication, because personal contact proved to be a very motivating, positive factor for longer lasting communication;
- to exchange project experiences, personally, not only through letters or email;
- motivation for all partners involved;
- active participation of students, because in the Austrian schools students have been actively involved in the preparation, fundraising procedures, programme planning and so on.

Still in the international communication phase we will also and again have workshops in the Austrian schools on specific Human Rights issues. We want to develop a joint charter of

students, our charter of Human Rights, which should come from each participating school, and then we need to see if we can make a joint charter.

In the "initiative groups in schools" phase we encourage students and teachers to set up groups, to develop strategies on how to protect Human Rights in their local environment. And to try them out. There will also be a second international teacher training seminar, the main aims of which are to evaluate the process and to establish sustainable co-operation.

Finally, some of our experiences so far:

- We learned that working in teams is essential and is very positive, not only in the co-ordination but also in the schools.
- International communication is a challenge. It needs planning and enthusiasm.
- The curriculum integration of such a project is possible. Its not always easy, it's very different from country to country, but we think it's not impossible.
- A project of this kind is motivating, and it's also energy-consuming,
- But it's a positive learning process for all partners involved.
- Such a project changes many things, for example the relation between teachers and students, the working style of teachers, the relationship between teachers and teachers in a school.
- It needs time. I would say it needs two years to set up such a project, and time in the local schools to realise the project.
- International recognition is very motivating and very good for the project. Last April we received an international prize, a World Award for Global Education. It's a prize set up by the North-South Centre of the Council of Europe, and it helped us a lot.

International Humanitarian Law and Basic Education

Mr. Stéphane Hankins, Legal Adviser, ICRC Regional Delegation for Central Europe, Budapest

Mr. Chairman, Ladies and Gentlemen,

It is a pleasure and honour for me to take the floor this morning on the occasion of this Forum on Human Rights Education, and I would like to thank very warmly on behalf of the International Committee of the Red Cross (ICRC), the Council of Europe and its Youth Centre situated here in Budapest.

You have in the course of your discussions so far been speaking of the methods and the challenges in Human Rights Education. What I would like to do in the short time before me is to draw your attention to a related issue, which is that of the dissemination and teaching of international humanitarian law, sometimes referred to as the law of armed conflict or the law of war - that is that body of international norms and standards which aim to protect the dignity of human beings in situations of armed conflict and war and which are encompassed in a specific set of international treaties - primarily the Geneva Conventions of 1949 and their Additional Protocols of 1977.

You may have seen outside in the hall the large panel which seeks to give an insight into this branch of international law, and which was produced in commemoration of the 50th anniversary of the Geneva Conventions and the international norms and principles that they represent. These aim, on the one hand, to protect certain categories of persons no longer or not taking part in hostilities, such as prisoners of war, civilian detainees or the civilian population, and, on the other hand, to prohibit certain categories of means and methods of war on humanitarian grounds. Also commemorated are the treaties, some of which you will have heard of, which aim to prohibit certain weapons or means of war which are deemed to be too cruel or indiscriminate, such as anti-personnel landmines, outlawed under the 1997 Ottawa Treaty. Associated with these are those international rules which regulate targeting in the conduct of hostilities, establishing concepts such as collateral damage, military targets and precautions of attack originating from humanitarian law treaties. You will certainly remember the whole discussion about the legality of the NATO alliance bombing campaign in Yugoslavia last year.

You will of course be very well aware of the incalculable suffering in recent armed conflicts, which sadly stands out as one of the most tragic shared historical experiences of human society. The 20th Century is often believed to have seen both a rise in the number of armed conflicts across the world and a significant change in the nature of these conflicts, causing ever

more victims among not only the combatants, but also and mainly among the civilian population.

Children and young people also appear to be ever more exposed to and affected by the violence of armed conflict, not only as victims but also as actors of the violence, as evidenced by the enrolment and exploitation of children as combatants in many conflict situations today.

I would like in the short time before us to present some words on the question of the teaching, training and dissemination of humanitarian law. I will then make reference to several recent initiatives and projects developed by the ICRC in the field of dissemination of humanitarian law in secondary education. It is our conviction that in any human rights teaching program or curriculum, there should always be at least a window on humanitarian law and on the protection of human dignity in war, and I look forward to discussing these matters with you this morning. The International Committee of the Red Cross, in its mandate for the assistance and protection of war victims is actively involved in promoting humanitarian law, whether it is with the soldiers on the front lines in a conflict zone or in peaceful regions where we seek to develop co-operation with civilian educational circles.

I would like as my first point to underline the fact that dissemination of knowledge of humanitarian law forms a fully fledged part of the obligations undertaken by the States as parties to the international instruments of this law - the Geneva Conventions of 1949 and their Additional Protocols of 1977.

These international treaties are in this respect absolutely unique. I believe that the only other Convention in the Human Rights or Humanitarian Law field which provides for an obligation to disseminate its norms is the 1980 UN Convention on the Rights of the Child.

States under the Geneva Conventions are hence obliged:

to disseminate knowledge of the Conventions as widely as possible to military audiences, to those primarily concerned with applying the law in the field, and also to the civil society as whole. Dissemination and training in humanitarian law should not only be carried out in times of war, but should also be initiated in peacetime. Finally, States undertake to introduce IHL into the programs of military and civilian education, thus implying the responsibility of national Ministries of Education and other authorities to include IHL within educational programmes and curricula in schools.

We have here a very significant innovation introduced by the authors of these Conventions from the perspective of preventing violations of humanitarian law from being committed in a war zone.

It is clear to all, I believe, that dissemination of knowledge of humanitarian law whether in times of armed violence or preventatively in peacetime is a necessary precondition for respect of this law. A law unknown or not understood cannot and will not be respected. In the jargon of the International Committee of the Red Cross, we sometimes refer to the need to create or promote a humanitarian reflex so that any individual, if at any time carrying a weapon, may be drawn to exercise restraint.

You may legitimately ask of course what is the actual practice of States in the implementation of this obligation. And we have indeed a somewhat grimmer picture. There is a discrepancy between these well defined obligations and the practice of the States - of Ministries of Education, for example, of teachers in the classrooms, of university deans - in defining their educational curriculum. And indeed here we have a far grimmer picture. Very often, if one looks at educational programs in many countries, one notices that very often humanitarian law

is generally absent from school curricula. And I am sure that if I was to ask some of you whether these issues are addressed, many of you would answer with the negative.

We are all aware I think that humanitarian law is today very present in public debate e.g. during the NATO attacks and the Kosovo crisis. The situations to which it applies are frequent. Parties to an armed conflict, third parties and even the United-Nations Security Council have come to refer to it increasingly. Yet teaching and training in humanitarian law generally remains rare, and one could say exceptional, in many countries. Most students across the globe generally leave schooling and academia without having heard of the existence of humanitarian law and its underlying obligations resting upon States and bearers of arms. There are of course different explanations for this state of affairs.

First, there is the common perception or qualification of humanitarian law as a vague addendum or even a pale copy of international human rights law designed for extreme situations. In teaching curricula, little time and few incentives are dedicated to addressing the specificity of both sets of norms and their inherent differences. I will not have time to develop this issue, but there are important differences between human rights and humanitarian law, although human rights and humanitarian law share a common purpose and philosophy - that of protecting the dignity and integrity of human beings.

But human rights and humanitarian law do remain distinct - this would be the subject of a lecture in its own right - but perhaps the most flagrant difference being that humanitarian law does not protect the right to life in all circumstances. It was developed over the centuries as a very pragmatic law resting upon the need for some limits of violence in the midst of war - striking a balance between the necessities of war and humanitarian considerations. Hence, in humanitarian law, killing an enemy soldier is not unlawful as such. Then there are many other major distinctions, the nature and scope of rights protected, the respective moments of application of both laws and their respective mechanisms of implementation and enforcement.

This is simply to say that very often education programs will focus on human rights and forget about humanitarian law, its specificities, and significance for our contemporary world.

Another significant difficulty and dilemma in teaching humanitarian law to civilian audiences is the widely shared assumption that humanitarian law represents only a weak and soft body of law, owing to the fact that it is so often violated in the field. Humanitarian law is often perceived as a set of rules with no actual bearing on the manner in which wars are conducted, and which in practice, does not serve any real purpose, as it is never truly respected nor enforced. Our daily news would certainly tend to convince us of that.

Yet this is not entirely true. There also instances in which humanitarian concerns are taken into consideration by belligerents. The international media never reports for example when a prisoner of war is not tortured or when military commanders properly target only legitimate military targets.

In addition, I would say that we cannot afford to be discouraged. Humanitarian law rules command firm obligations from military commanders and the soldiers. The simple fact that a law is not always respected does not mean that it is not a hard law imposing firm obligations. The challenge is to work towards a better respect for the law and the development of better enforcement mechanisms. Teaching international humanitarian law is essential in this regard.

Finally, our last challenge in the teaching of humanitarian law pertains to the perceived irrelevance of dissemination of humanitarian law in different contexts.

It has sometimes been said that human rights education should always remain and should always be made relevant to the daily lives of learners. We face here a similar dilemma. Either a country is at peace, in which case the relevance and pertinence of teaching and training in humanitarian law is never fully understood, or there is an armed conflict on the national territory or involving national armed forces, in which case efforts to disseminate humanitarian law come virtually too late, and political and military authorities are no longer receptive to humanitarian concerns and the prescriptions of humanitarian law. Therein certainly lies the necessity and paramount importance of beginning the process of dissemination in peacetime.

With this, I would like to turn to the last part of this presentation dealing with some of the pilot projects developed by the ICRC to disseminate humanitarian law and to support States - Ministries of Education, for example, - in disseminating humanitarian law.

I will limit myself to several recent initiatives undertaken by the ICRC in civilian secondary education and schools, bearing in mind some of the challenges we have outlined. If we accept the notion that pupils in schools and students in universities should at some point in their education be given the opportunity to reflect on the limits of violence in war, on the need for rules to regulate the conduct of hostilities, and on the channels for a better respect and enforcement of these norms, how can this be made relevant? How can we overcome the preconceptions that that humanitarian law does not meet its purpose and that in war there are no real rules nor limits on the use of violence?

The first project I shall mention is a programme launched by the ICRC some five years ago in secondary schools in several countries of the former Soviet Union, including the Russian Federation, the three South Caucasus States, Uzbekistan and Tajikistan. The aim of the project is to develop an educational program adapted for adolescents and aimed at raising awareness among the pupils on the ethical principles underlying humanitarian law and on the necessity, for individuals and societies, to limit the use of violence. In co-operation with the Ministries of Education and in several cases the National Societies of the Red Cross and Red Crescent in the countries concerned, projects were initiated targeted at secondary school pupils in the 5th grade (in the age range 11 to 12). The important and main feature of the project was that the chosen channel was not that of a civic education or citizenship education class, but rather that of the national literature course in each country.

In each country, young pedagogues were recruited to work with the ICRC on the development of new textbooks, comprising local and foreign literature texts and a set of relevant questions and issues to be addressed by the teacher with the pupils. The 5th grade Russian textbook includes, among other texts, an extract from Tolstoy's *War and Peace*, in which a young drummer boy belonging to the French troops is taken prisoner by a Russian brigade. This gives the opportunity to discuss with the pupils such issues as children in war, the protection of prisoners of war, the material and the spiritual losses brought about by war, the image of the enemy, as well as to some extent the notion of patriotism and its excesses.

Today, the ICRC is developing similar textbooks in association with the Ministries of Education for the higher classes, the 6th, 7th and 8th grades. All in all, since the inception of the program, over 3 million children every year have attended classes making use of this educational tool in the different countries concerned.

Today the ICRC is also in the process of developing a new core educational module on humanitarian law for secondary schools. The module is interdisciplinary, in that it is designed to be introduced in such courses as civic education and citizenship education. The rationale for the project, entitled *Exploiting Humanitarian Law*, was very much based on three observations with regard to armed conflict, violence and young people. The first is that sadly this new Millennium continues to be affected by armed conflicts on an unprecedented scale, and by the

emergence in the post-cold war era of new forms of warfare and unprecedented violence and cruelty - one need think only of Rwanda and the wars of the former Yugoslavia. The second observation is that it is becoming ever more difficult to distinguish between armed conflict and non-conflict settings - and thus, that our societies, including in the Western World, appear to be increasingly prone to various forms of violence. One could place all societies on a continuum of levels of violence ranging from school-based and street violence to social unrest, internal disturbances and finally armed conflict. Finally, our last observation is that young people are increasingly exposed to media coverage of these different forms of violence, and are more and more witnesses of both urban violence and armed conflict.

These observations have led the ICRC to the position that education in humanitarian law and its underlying values is relevant and meaningful learning for young people in all societies, so that they might be able to develop a humanitarian perspective on the violent situations they may be subject to, either actively as actors of the violence or through exposure to armed violence through the media.

A module has been produced aiming to raise awareness among young people on the rationales behind the basic principles of humanitarian law, as well as to encourage young people to become actively involved in protecting, defending and restoring the dignity of others. This module was initiated during the current school year 2000-2001 as a pilot project in some 20 countries, in association with the respective national societies of the Red Cross and Red Crescent and Ministries of National Education. As to Western and Central Europe, the program was started this Fall in Northern-Ireland, Croatia and in Lithuania.

I did want to present some comments on the work developed by the ICRC in past years in academic circles and universities, as I think there would also be here some avenues for reflection and debate this morning. I would like simply to mention that the ICRC has today close co-operation with academic circles to encourage the teaching of humanitarian law mostly in law and international relations faculties of course. Humanitarian law is after all a body of international treaties, which are to be implemented within the domestic legal system of States. However, in several countries of Central and Eastern Europe, we have also tried in past years to take a step further and to develop an inter-disciplinary approach, seeking to examine with local experts the ways to introduce an element on IHL into the curriculum of different academic disciplines (thus including not only law and international relations, but also other social sciences such as political science, sociology and history, as well as medicine).

As an illustration of this approach, one may mention for example the co-operation established by the ICRC with journalism schools and departments at different universities in Central and Eastern Europe in order to promote the training of young journalists on the challenges of reporting humanitarian crises and of working in a conflict zone. At several universities, this co-operation has today taken the form of a special semester course on Media and Armed Conflict, as has existed for example since 1995 at the journalism faculty of Moscow State University. Similar courses have been initiated in past years at the Journalism Faculty of the University of Dushanbe, Warsaw and others.

The point here really is, and I think it also holds for school education, that this effort aims for its part to examine how humanitarian law should find a place in the teaching of different disciplines, and generally has a natural place in any discipline of the humanitarian sciences.

With this I shall close my presentation. I would like to thank very warmly the Council of Europe Youth Centre for their invitation and hope that in the course of your discussions, as well as in the course of your respective activities in the field of human rights education, you may be able to introduce also an element of international humanitarian law - remember that humanitarian law often remains often the last bastion of humanity in the midst of war.

If you wish to work in this direction, please do not hesitate to contact the ICRC in your respective regions.

Ladies and gentlemen, thank you for your attention.

Workshops and working groups

In a Forum with a 120 participants it is necessary to set aside time and space for working in smaller units, such as working groups and workshops, where information can be shared in more detail, where there is time for in-depth discussions, for face-to-face exchange of opinions, for questions and answers, for dissecting good practices, analysing problems and proposing solutions, where there is space and motivation for joint strategic thinking, and where active and participative working methods can be put to use.

In the Human Rights Education Forum, many working hours - the larger part of Thursday and Friday - were spent in these smaller units. It was clearly stated in the previously defined methodology of the Forum that individual active participation - of each and every participant - was the basis of the event and key to the success of the activity. The structure of the programme reflected this both by allowing ample time for these working units and also by encouraging the "learning from each other" concept in the working groups and workshops.

The participants of the Forum, as well as the working group leaders and the members of the Team, represented a wealth of knowledge and experience in the field, and so it was important to create a possibility for all this knowledge to be shared. The sharing occurred on many levels: advocates and practitioners of in- and out-of-school education shared opinions and methods; as information was shared, and people found potential partners for their future projects, motivation grew; challenges and difficulties were shared, but so were good practices, positive experiences, and tried methods; in the process, resources and needs were identified, to form the basis of future networks and other forms of partnership.

The working groups on Thursday examined the issues we deal with when we work with Human Rights Education. In thematic working groups that highlighted the broad spectrum of Human Rights topics - such as violence, racism and nationalism, conflicts, minority issues, children's rights, and disability issues - participants spoke of their own practices, looked at other, often new and exciting approaches and discussed and analysed challenges to Human Rights Education in their respective environments and areas of work.

This was followed on Friday by a set of workshops aiming at further developing educational practices. The workshops this time were centred on the "how" axis of Human Rights Education, looking at methods and methodologies, in formal and non-formal education, in peer education, in the public eye as with campaigning and advocacy, in the international context or in the context of the classroom. With the help of the workshop leaders, participants deepened their knowledge and understanding of various methods, their backgrounds and uses, the philosophy behind them, their drawbacks and their advantages.

For both the Thursday working groups and the Friday workshops, the facilitators were asked to provide reports for the purpose of this documentation. The suggested outline of these reports has been developed to enable readers of this documentation to make use of the ideas raised and results obtained. The following list of points forms the backbone of most workshop and working group reports on the following pages:

- The title of the Workshop and the name of the Workshop Leader,
- The aims/objectives of the Workshop as defined by the Workshop Leader,
- The agenda/programme/structure of the Workshop,
- The process and/or discussions that took place in the Workshop, as well as issues raised in relation to the theme of the Workshop and to Human Rights Education,
- The outcomes/summary of the Workshop,
- The conclusions of the Workshop (if any) and conclusions possibly relevant to the 3-year programme.

You will find that the length, depth of information, style, etc. of these reports is very varied. Altogether, however, they give a good idea of the diversity of experiences that were shared during the Forum.



Social Exclusion

Facilitated by *Ms. Donatella Rostagno*, European Youth Forum

Aims/Objectives:

- to share ideas about social exclusion;
- to move towards a common understanding of social exclusion and prejudices in relation to social exclusion;
- to examine approaches to engaging in human rights education with socially excluded young people and with potential or actual excluders;
- to reflect on ways of addressing social exclusion.

Outline of the Working Group Session

- Giant Steps.
- Exercise to get participants thinking about how social exclusion affects the individual and to examine the prejudices we have in relation to social exclusion.
- Round of Introductions.
- Each person introduced themselves, their organisation and why they chose that particular working group.
- Input on the multi-dimensionality of Social Exclusion.
- What do we mean by social exclusion and which factors can lead to social exclusion?
- General Discussion on Social Exclusion.
- Focused Discussion on Approaches to Human Rights Education with Socially Excluded Young People and with potential or actual excluders.

General Discussion

Social exclusion is a result of social interaction. People are brought up to believe they are excluded – a self-fulfilling prophecy. The "powerful" e.g. teachers (or parents) determine the chances of young people. Institutions also play a role. Lack of access leads to exclusion.

An example was given of someone who goes into a new school situation and doesn't speak the language. The child is seen as a problem. This is totally wrong, but what can we do? How can we be more prepared or open?

An example was given of how members of the Travelling Community in Ireland are discriminated against, despite a recent bill that outlaws discrimination. Having a law does not mean that people will enforce it. A brief discussion ensued on levels of participation from tokenism to active participation.

There is often a gap between legislation and what happens in reality, but legislation is important nonetheless. Education is the key to bridging the gap, but how? Approach question.

How can we solve or reduce the gap between law and action? How can we give the tools to socially excluded people to resolve their own situation? One way is by raising self-confidence.

Definition of human rights education: "education about human rights for human rights in human rights". It is too difficult to introduce a human rights environment in certain situations. But it's a case of "the method is the message". By creating a space in which people feel safe and can freely express their opinions, learning will spread through other classes and the whole school (or youth club/youth organisation). This will not happen overnight and there needs to be training of teachers/youth leaders. NGOs should work to strengthen Civil Society, including linking to schools and linking schools to wider society.

Social cohesion on a global scale is a self-interest phenomenon. Social exclusion costs money. Some see this as important. The idea of social inclusion as a productive factor may appeal to some, but it is dangerous to think of it only economic terms.

Many young people are excluded because they are not members of youth organisations or other structures. In any system bound by rules, someone is always excluded. For example, the Human Rights Education Forum or having to pay to complete your PhD excludes people.

Focused Discussion

It is important to raise self-esteem or belief in self. We need to solve the problem of social exclusion and also the source of the problem.

When we talk about people who are socially excluded, do they consider themselves so? Important also to address the issue from a positive perspective (the excluded are not a 'problem'- the structures and attitudes that exclude are the problem).

Creative approaches e.g. music and drama. More equal relationship in the learning process (experiential learning). An intergenerational approach in which projects linking different age groups has proven useful. The needs of the group (identified by the group) should determine project. Be open to learning yourself. Be aware of prejudices. Social exclusion is not a permanent situation. Campaigning should be linked to education. Networking and linking between sectors. Learning by doing was seen as a key educational approach. The situation is not black and white. We are all potentially excluders.

An example was given of how using a deliberate strategy of targeting the media and politicians (in moderate newspapers) was effective in protecting human rights. This approach did not alienate the target group. Then, raise self-esteem. Some more media examples where 'socially excluded' groups target media and politicians. If people choose an action for themselves, it is more likely to be successful. An approach to human rights education which targets media and politicians may not work in every situation e.g. in Slovakia.

Example given of one particular approach (parallel local-global) based on research. But may not work in every situation. It was agreed that human rights education must first seek to be carried out 'in human rights'. Approach must be based on respecting human rights. People who stand by and do nothing while human rights are abused are giving silent support to the abuse.

The 'In human rights' approach can only be introduced very slowly in schools. Others disagreed. The method is the message and will gain converts.

Education doesn't change society. Education changes individuals and the individuals may change society.

Finally, a particular case study was discussed. In the case of Mexico, 10 million indigenous people (10% of the population) with 62 distinct cultures, are excluded from public education. In the 21st Century, there is absolute exclusion of all indigenous people - men, women and children.

How are we going to face this situation? Indigenous people are already struggling to meet basic survival needs. Without politicians to support them, they have no voice. Therefore, education needs get ignored.

Mexico is a member of the OECD. Powerful tools such as conventions, e.g. the International Labour Organisation Convention, should be used. We need to put the issue on the international table. We need to be persistent.

Conflict Resolution and Peace-Keeping

Facilitated by *Ms. Maja-Dubravka Uzelac*, Small Step - Centre for Peace and Non-violence, Croatia

The Aims/Objectives:

- Exchange of participants' understanding and different experiences/awareness (in approaches, activities and strategies) to conflict and conflict resolution.
- Discussing the relationship/links/interdependence between teaching conflict resolution and HRE.

The Agenda/Programme/Structure of the Working Group:

- Conflicts and Human Rights: exploring different levels of meanings and the relation / connection between conflict and HR.
- Teaching Conflict Resolution/Management/Transformation
- Conflict Resolution and Human Rights Education

The process and/or discussions that took place, as well as issues raised in relation to Conflict Resolution and HRE:

The participants were free to choose their preferred issues out of the proposed ones, so the discussion started with the questions: “What is conflict? Is there any connection between conflicts and human rights?”

Each participant put on a piece of paper his/her/their dilemmas, questions or statements regarding the above questions. Here are some of the statements:

- Conflicts and problems could not be solved as long as they were neglected.
- Conflict is not bad if we could manage it.
- Conflict is like Chinese word - a mixture of danger and opportunity.
- The more we discuss the topic of human rights, the more new conflicts will arise.
- Conflicts exist in our everyday life as a normal part of the life: in family, at work, on the street etc.
- Conflict for me: change of perspective.
- We know about it and we know how things should be, but most of the people around the globe still don't care much about it.
- How to protect human rights when we have constant wars?
- Conflicts and human rights are closely connected: on one hand the violation of human rights cause serious conflicts, or international conflicts such as wars always bring violation of human rights.
- Protection of human rights doesn't mean automatic disappearance of conflicts.
- There are a lot of situations where our different rights and duties or responsibilities are in conflict.

The discussion raised new questions:

"Is it possible to reach the positive outcome of the conflict? When?"

"Is the resolution of conflict really possible? Or is one side the hidden loser?"

Then the group got into smaller groups of 4-5. There were 5 groups, each answering the above questions. After 20 minutes' discussion they came with some notes as the results of the discussion.

Group 1 - First we should consider the type of conflict - whether it is on the personal level, or on the community level, or national. For solving conflicts you need a lot of patience, skills of non-violent communication and putting yourselves into the other peoples' shoes.

Group 2 - People always face conflicts, but addressing conflicts is a challenge. There is a win-win solution when we start with recognition of the other side. Learning conflict management is a good prevention for stopping the violent escalating conflicts. And educating children in conflict resolution starts with the knowing that the conflict is not the end of the world.

Group 3 - This group made an interesting diagram of different kind of strategies for avoiding escalation of conflicts: first step - recognition that the conflict exists, second - prevention on the micro and macro level, third - negotiation, fourth - mediation, fifth - arbitration and other legal procedures.

Group 4 - Talking about conflict there are some basic characteristics: lack of understanding, confusion - high emotions, intolerance, always looking at one side's interests, position-making... But if we are aware of this dynamic and usual styles and strategies, we could change the usual behaviour that is escaping or violently attacking the other side...

Group 5 - The turning point in conflict is when you see that the other side exists, when you hear his/her/their interests, feelings, needs, beliefs - and acknowledge their rights to have their (different) needs, interests, opinions etc.

The closing discussion moved toward the main issue of the working group:

Is Human Rights Education a possible solution for people solving conflicts? - or

What is the contribution of learning conflict resolution to Human Rights Education?

The outcomes and conclusions of the working group

The most important thing is to understand conflict in us, between us and around us. Awareness about the nature of conflict could lead to the conscious transforming of conflict into the opportunity for change and/or new relationships. It can produce awareness about one's stereotypes or awareness about our own intolerance or discrimination. It could also change the reactive into pro-active steps.

Conflict is often understood only as a clash of two opposite energies/goals/interests. But it is a process in which the "opposite sides" learn to see each other not as an obstacle in each other's way to reach his/her goal but more like partners. They stop attacking each other and they start to attack the problem together. The conflict doesn't escalate into violently attacking *the other*, violating his/her human rights, but in peaceful and co-operative problem solving. Then the "sides" treat each other like partners, not like enemies. And you have then the possibility to reach win/win solutions, and it means not to violate the other persons' rights but respect *the otherness of other*.

Here is the logical link to human rights education. We could manage and transform our conflicts into opportunities if we stop looking from ethno-/anthropo-/Euro-/ego-centric point of view. If we see that there *is the other*, and that he or she has the right to his/her opinion, needs, feelings, we shall not ignore them and push only ours forward. We need not hate or attack or eliminate or discriminate against each other because we are different and because it seems to us that we have the same goals.

Learning or teaching conflict resolution is also a process. It is skill-based training but those who teach or are taught need to pass through the process where they learn not ABOUT respecting each other or ABOUT human rights, but FOR human rights. The content and the method should fall into one process.

Conflict resolution should be an important part of human rights education. This was the conclusion from one third of the participants, the other turned it the other way round. **Human rights education is an important part of conflict resolution.**

Anti-violence

Facilitated by *Mr. Ronni Abergel*, Stop the Violence, Denmark

Aims and Objectives:

- To establish & recognise similarities in problems with violence in the different countries of the participants.
- To single out the most important issues/causes of violence in the different countries.
- Defining the different types of violence we are confronted with in our society today.
- A discussion about possible solutions, methods and experiences from our work with the established issues.

Programme:

- Introduction of workshop participants.
- Introduction to the methods, experiences and examples from Stop The Violence Movement, Denmark.
- Participants define their most urgent issues with violence vs. human rights.
- Round table discussion regarding areas where an improvement of the human rights can affect the problems of violence.
- Summary/Workshop Evaluation.
- Exchanging of materials

Discussion:

There were many important issues raised in this workshop which clearly showed the engagement of the participants. It would be fair to conclude that all the different nations represented in the workshop gave their clear and honest view of the different problems concerning violence. It also revealed that there were many similarities in the causes/reasons of the violence in their respective countries. We even managed to find the link between the lack of human rights and the violence caused by this.

Issues:

- **Youth Violence**, an increasing problem around the world. Several participants expressed their concern with a growing violence among young people, with an increase in armed conflicts between young people as well as problems with youth groups organising themselves in factions best recognised as youth gangs, with the purposes of committing crime and violence and gaining power in the local community. It was brought forth that in many cases the youth gangs would consist primarily of teenagers with a foreign ethnic background. The discussion also shed light on some of the reasons and it was concluded that discrimination especially in the job market, lack of equal rights in society and poor integration of foreign families was part of the reasons for this development.
- **Domestic Violence**, an issue brought forth by all of the Hungarian participants as well as representatives from Bulgaria. The discussion was mostly focused on how Human Rights improvement could protect especially the women and children from abuse in the home. It

turned out that all countries represented in the workshop had experiences with this issue. In conjunction with this issue Eastern European representatives expressed their growing concern with the lack of political will to ensure the safety of women from these countries. Especially trafficking of women was a big issue, bringing to attention that thousands of women were abused and sent out of the country to be exploited for prostitution. Indeed, this is an issue where Human Rights are relevant. One representative expressed that to this day (with a background as an attorney) she did not feel that there were equal rights for women in her country and that this development was leading to women being sold like a product, the rights of the individual being completely neglected.

- **Political Violence**, the planet is still experiencing many political conflicts and the representative from Palestine gave his view on the problems facing his nation. Other examples of political conflicts came forth from Hungarian representatives with reference to the Eastern Block times, when a different political attitude could mean imprisonment and torture. The issue of legalised violence of governments was also raised. Meaning that some had difficulties in understanding how society can condemn violence and yet still give for example the police the mandate to use any force deemed necessary on the population. Examples from the IMF demonstrations in Seattle & Prague being the most recent incidents where a peaceful legal demonstration was met with very "forceful" means both in the US and the Czech Republic. One participant said "freedom of speech is a human right that we must protect to the best of our ability and I do not feel this right was recognised in Seattle and Prague". The workshop facilitator concluded with an example from the 1993 riots in Copenhagen, where police drew their guns and shot at the demonstrators instead of retracting their forces.
- **Psychological Violence**, a widespread tendency and especially used on women. The psychological warfare is still going on and it's different from the more physical type of violence, which is more visible. Kids in schools also suffer from this mental torture and harassment. Unfortunately it is not only a youth related problem, as experiences show that many adults feel harassed in their job, both by sexual harassment and also harassment from colleagues of the same gender. The discussion revealed that none of the participants could confirm the existence of any national law protecting the individual's right not to be harassed. Even labour unions, it seems, did not take steps to protect their members from this sort of conflict.
- **Media Violence**, all participants agreed that there needs to be a discussion about the ethics of the media. Every participant had examples of how the media abuses the problems of especially ethnic groups through biased reporting and only telling the stories of the extremes. Also it seems to be a problem for the media to go deeper than the actions committed: many complained that the focus of most stories reporting on violence was based on "what happened" and rarely trying to find out "WHY" this incident happened like it did. Many felt that this gave a distorted picture of certain minority groups in society like for example the Roma & the Palestinians. The main question raised in this issue seemed to be: "How can we develop and implement media ethics?" so that the media will not be able to incite hatred against any group, ethnic minority or other, through biased reporting. Also what is the influence of Violence in entertainment such as films, computer games and the general fascination with violence in the media?
- **Social Heritage**, how does the social heritage affect violence? Would it be possible to diminish violence by removing parents' right to "punish" children physically. A law was passed in Denmark 3 years ago concerning that exact problem. A violent childhood often leads to a violent adolescent life, and it has been proven that children who are beaten by their parents also end up beating their own children and/or spouse. This way the violence follows the families for generations and that must be prevented. "Any child has the right

not to be exposed to violence, especially from adults" - this was the conclusion. On the same note we must also be realistic and recognise that boys will be boys and that a test of physical strength in itself is not a bad thing and necessary for the development of the child.

These were the main issues discussed in the workshop.

Conclusions:

- Provoking a debate through challenging young people on their attitudes. Implementation of conflict resolution in schools along with workshops & role-playing. This could help the individual to recognise the other side's rights.
- By identifying and defining violence at a global level in its different expressions and implementing all the different forms in human rights education. Not to be exposed to violence is a basic human right.
- Social balance is of utmost importance in combating these issues. Less poverty would undoubtedly lead to a drop in violence as well as discrimination.
- Violence is a symptom of social unrest and directly linked with the situation in any given society. We should not treat the symptom, but the disease itself, i.e. the reasons for violent behaviour.
- An improvement of Human Rights Education for teachers and students alike.
- More awareness of media responsibilities and ethics.
- Programs for youth self-empowerment.
- Protecting the weak, by punishing abuse, especially of the women from Eastern Europe, who are forced to serve as prostitutes in Western Europe.
- The right for women and children not to be subjected to violence.
- Overall a stronger and more visible implementation of Human Rights especially in Eastern European countries, not meaning thereby that the implementation is not necessary in all of Europe and the rest of the world, but concentrate efforts where they are most needed.
- Finally it was concluded that no countries like bad publicity, and therefore it was suggested to establish a Human Rights Court in each country to ensure the implementation as well as a more swift process. This could take some pressure of the Human Rights Court in Strasbourg, thereby addressing urgent issues more speedily.

Short Summary:

An evaluation questionnaire of the workshop was passed out to participants immediately after the summary and most participants requested more time to work with these issues. Everyone in the workshop participated and added their view to the discussion. This created a very constructive atmosphere and the obvious relation between the difficulties in our respective countries gave us all a feeling of togetherness in our work. Even the interpreters had very strong feelings on the issues. We found that the problems discussed were basically global and that through the exchange of experiences from our work we were all able to leave the workshop with new ideas, perspectives, knowledge and methods to help support us in our continued efforts.

Trafficking and Violence Against Young Women

Facilitated by *Ms. Nadia Yefimisch*, Young Women from Minorities, Ukraine, and *Ms. Giorgia Testolin*, Council of Europe, Directorate General Of Human Rights, Equality Division

First the group established its rules of procedure: don't interrupt each other, one speaker at a time, stick to the topic, speak briefly and clearly, respect the speaker's opinion, gender equality.

During the round of introductions participants spoke not of their personal experiences but on behalf of their organisations.

The participants' expectations were:

- To exchange experiences;
- Prepare issues to be discussed at the next seminar on trafficking in humans, on behalf of the Council of Europe;
- Acquire information;
- Apply knowledge obtained from the group in subsequent work at home;
- Listen to others;
- Meet people;
- Learn about what is happening in other countries;
- Methods of women's rights protection;
- Negative and positive experiences of NGOs active in the field;
- Exchange of experiences;
- Obtain information from Council of Europe ;
- Find partners;
- Obtain specific materials (texts);

Definition of the problem of trafficking in humans

Participants defined:

- low social standards
- lack of legal education
- impossibility of self-assertion (self-fulfilment)
- the money factor
- lack of information
- unemployment
- corruption of law enforcement
- cheating
- organised crime
- gender inequality

The above results in blatant violation of human rights contained in the Universal Declaration of Human Rights (articles 1,2,3,4,5,12,13,14,22,23,25,28,29,30)
Debates were centred around articles 19, 21, 25, in view of differing interpretations by the participants on how they apply to the topic of trafficking in women.

The conclusion was reached that NGO leaders should study more profoundly basic documents, such as the Universal Declaration of Human Rights.

The facilitator read out a presentation on "trans-national market of trafficking in women".

The simulation exercise on "**causes, consequences and ways out**" was successful. It yielded these guidelines for work:

- education of the population by means of media;
- legal education;
- lobbying, co-operation with governments and institutions;
- experts' opinions on laws related to gender equality;
- regional & trans-national NGO projects in the field;
- production of a manual on methods, skills and basic information related to work in the field of activity related to the topic.

Minority Rights

Facilitated by *Mr. Rui Gomes*, Council of Europe,
European Youth Centre Budapest

I. Introductions of participants

II. Listing possible issues for discussion

- Segregation
- Integration of Roma
- Anti-Racism
- Tolerance/co-existence
- Cultural Rights (including language rights)
- Education
- Visibility and non-visibility of minority status
- Youth exchange
- Role of police
- Ethnic democracy

Discussion of term ethnic democracy - where the government and civil service is dominated by one ethnic group.

III. Group work

Subgroup 1 - Roma Rights

Challenges and Achievements

Participants:

Tzvetana Eugenieva (Organisation Drom, Bulgaria)

Margareta Matache (conducted various projects with the Roma Students' Association, and the Romani Cris, Romania)

Zsófia Tószegi (Education and Training Manager of The Human Rights Students' Initiative (HRSI), CEU, Budapest, consultant of "What Roma Want" Survey, former intern at the European Roma Rights Centre, Hungary)

Eva Torn (Together into the Future civic association, human rights activism, working on school discrimination cases, and Roma/Non-Roma relations, also media and social issues - Slovakia)

Agnes Varga Kelemen (Police and Human Rights National Working Group and International Training Centre, Ministry of Interior, Hungary)

The group tackled the most crucial issues that we face in our human rights work when dealing with the protection of Roma rights with the specific focus on informal education of the public as well as our target group about human rights. It was extremely motivating to see that the CEE countries have a lot in common regarding the Roma issue.

We identified major challenges to the protection of Roma minorities: the extreme discrimination that is partly a result of ignorance about Roma culture, the manipulation of media coverage on issues concerning Roma and the lack of awareness about human rights in the Roma communities and in the larger society. Such discrimination is also present in the education system causing a de facto segregation of Roma, which feeds into poverty and growing unemployment.

We also addressed the inefficiencies of the administration of justice, especially the racism in the police force, and the limited access to legal remedy in case of human rights violations. It was fascinating to see the specific discrepancies that exist in each and every country and also the common patterns of violations.

Each of us elaborated on the specific projects and activities that we were involved in, and grouped them according to what problems they are trying to provide alternative solutions for. Most of the projects we discussed either focused on informal education of Roma and the society about human rights, or were efforts towards integration. By grouping these projects we realised how interconnected the problems are and how much space there is for regional co-operation and networking.

In addition to the projects included below, we also came up with a common initiative for eradicating segregation in education, specifically the integration of Roma children into an intercultural pre-school education that could make up for language disadvantages and could eliminate majority prejudices that our children grow up with against Roma. We also discussed the delicate issue of the cultural identity of the Roma youth and creative ways that could contribute to its healthy recovery: e.g. positive journalism, and cultural programs. One of us came up with a creative method of community development (e.g. training young people in the skills for traditional Roma crafts).

Roma are not the problem.

The following table is an appendix to the report of Subgroup 1

1. The major problems Roma face in our societies are:

POVERTY (Economic & Social Disadvantages)	DISCRIMINATION/ RACISM - Education - In labour market - Public Services - Private sector	DISRESPECT & IGNORANCE towards ROMA CULTURE	LIMITED KNOWLEDGE of HUMAN RIGHTS	LIMITED ACCESS to JUSTICE & DISCRIMINATION in the ADMINISTRATION of JUSTICE
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2. Our Achievements as alternative solutions:

COMMUNITY SERVICE & DEVELOPMENT	DESEGREGATION in EDUCATION	DECRIMINALISATION of ROMA and EDUCATION ABOUT ROMA	AWARENESS RAISING about HUMAN RIGHTS	IMPROVING the Administration of Justice
<p>Clothing donation (HRSI, Org. Drom)</p> <p>Training in traditional Roma crafts (Romani Cris)</p> <p>Proposals:</p> <p>Leadership Training for Roma Youth and Minority Self-Government</p>	<p>Assistance in making up for disadvantages in an integrated education system:</p> <ul style="list-style-type: none"> - Alphabetisation Project - Integrating Roma into public schools by providing transportation - Tutoring Roma students in specific subjects - Training Roma teacher's assistants <p>Monitoring education</p> <ul style="list-style-type: none"> - monitoring placement of Roma into special schools for mentally handicapped - monitoring spending of Roma-specific government benefits given to schools by requesting regular reports <p>Proposals: Integrated Pre-School Education Projects</p>	<ul style="list-style-type: none"> * Anti-prejudice campaign * Design educational activities for non-Roma about Roma culture, traditions and history * Roma cultural programmes: art exhibits, dance houses, concerts (HRSI, Eva) * Organising International Roma Day (April 8) * School – festival theatre * Roma Fashion show <p>Proposal: Create a Cultivating Environment for Roma Culture and cultural identity to grow:</p> <ul style="list-style-type: none"> * Roma self-development programmes *e.g. positive journalism & TV programmes covering Roma cultural events 	<ul style="list-style-type: none"> • Organising Campaigns - targeting society at large on NGO activities • Workshops and Roundtables • Human Rights Education Projects for Roma - targeting Roma: what steps to take in case of hr violations - teaching Roma youths about their rights and obligations under the Constitution & Minority Acts (e.g. specific cultural rights that need to be claimed) • Educating the public about Human Rights <ul style="list-style-type: none"> - Street Law Project - Role Plays • Human Rights DAYS <ul style="list-style-type: none"> - performances - panel discussions - exhibitions - Crystal Night: also Roma holocaust (Nov 9) • Special Roma Institutions: e.g.: <ul style="list-style-type: none"> - Ghandi Gimnazium (Pécs, Hungary) - Collegium Martineum (Manfa, Hungary) 	<p>NGOs:</p> <ul style="list-style-type: none"> • Provide free legal aid • Legal Protection • Consultation • Monitoring Courts • Investigating Cases of Discrimination <p>POLICE:</p> <ul style="list-style-type: none"> • Integrating Roma into the Police Force • HR Education for Police candidates • Refresher Courses for Police Officers (e.g.: Nógrád County, Hungary)

Subgroup 2 - anti-racism group:

Discussion of terminology: anti-racism, intolerance, discrimination

- Racism - intolerance/cultural heritage/xenophobia/discrimination
- Hidden racism/discrimination
- Lack of knowledge and prejudices
- Most racism/intolerance is not direct

Achievements (through the practice of participants)

- providing reliable information on existing racism, discrimination, intolerance
- non-formal education: youth exchange projects
 - intercultural learning
 - international activities
- formal education
- awareness raising
- providing necessary information on "minorities" rights
- promotion, supporting minorities
- empowerment

Subgroup 3 - cultural education/ awareness raising

- Achievements (Where we are now)
After long and constructive discussion about the present situation with cultural education and raising awareness about minority rights, the group has come to the following conclusion: until now, some work has been done concerning learning about different cultures, Human Rights, and also about the raising awareness about minority rights.
- Future directions:
Concerning the present situation we recommend the following direction for the future work in the field of tackling minority rights or specific intercultural education and raising awareness.

First of all, before starting to tackle this issue, conduct a general survey of the situation in the region where you are planning to work and take into consideration the work that has been done until now.

You should be aware of the individual and of the community when you are speaking about minority rights.

When you are speaking about minority rights, speak for all minorities living in the region. (Minority rights for all minority groups)

For cultural education we have to create a framework broad enough to include the values of all different cultures living in the community.

More work on legal regulation at national level has to be done.
Work on intercultural awareness.

Campaigns for raising awareness at national and international level.

IV. Groups come together to share their results.

V. Discussion of Legislation

Framework Convention of Council of Europe on National Minorities

- individuals and NGOs can report on progress
- send to advisory committee

European Convention of Human Rights

- protocol 12 - against discrimination, to be signed, enables appeal to European Court

VI. Feedback

- generally positive
- enjoyed exchanges
- some frustration with time pressure in the workshop

Education is not enough.... Politics is also an agent of change.

Children's rights

Facilitated by *Ms. Elke Wisch*, United Nations Children's Fund (UNICEF)

Issues raised for discussion

1. How to work with children regarding Human Rights and Child Rights issues?
2. How to increase child participation in our work?
3. How to work on child protection issues, like:
 - street children
 - children deprived of parental care
 - abused children
 - refugee and internally de-placed children
 - children in need of psycho-social care
 - children with disabilities and special needs
 - children in conflict with the law
 - trafficked children
 - exploited children (sexually, labour)
 - child soldiers
4. What are children's rights and what constitutes a violation of a child's rights?
5. How do we facilitate exchange of experience and information, and build partnerships?

What are children's rights?

Children's rights recognise a child as an individual, that is, not the "property" of the parents. Children become a subject of rights, and are not merely an object of protection. Children's rights help to differentiate between a child's needs and wants, its rights and responsibilities.

The UN Convention on the Rights of the Child defines a child as a human being between 0 and 18 years of age. The Convention establishes a legal basis of work on child rights issues and helps to strengthen standards. Children's rights are a special category of human rights, as human rights equally apply to children. Children's rights necessitate the creation of environments for children to exercise them.

Children's rights are needed because children are dependent (for instance, on parental care), are thus more vulnerable, have special needs different from adults, and are the subjects of decisions previously taken or taken for them.

How do we implement children's rights?

The Convention establishes certain standards for which the signatory states to the Convention are responsible. One of the questions is if national legislation is in line with the Convention. The Convention has also established a reporting mechanism that involves governments and NGOs.

In some countries an office of a Children's Ombudsman has been put in place, who is responsible for reporting on the progress of the implementation.

Above and beyond the governmental responsibility for children's rights, community level initiatives and organisations play an important role. They can advocate the development of child and youth policies at the various levels that are carried out in partnership with them. The establishment of governmental departments, special services, and national action plans for children were mentioned as examples of good practice.

In order to implement children's rights capacity building and training was highlighted, in particular of public administration, teachers, social and health workers, police, policy-makers, NGOs, young people, etc.

Who are the actors for the promotion of children's rights?

Children and young people, families, communities and community-based organisations, religious leaders, media, and policy-makers at all levels, who can undertake:

- education on children's rights through schools and in non-formal education environments at community level
- awareness raising and education campaigns
- to provide leadership on children's rights

Strategies for the promotion of children's rights include:

- Service delivery
- Education, capacity building and training
- Policy development
- Awareness raising
- Monitoring and reporting

What are the problems and challenges for children's rights today?

- Rights approach too Euro-centric(?)
- How to ensure universality?
- How to meet the obligations of the Convention without financial means?
- Children and youth participation can become "token" participation

Conclusions of the working group

Children's rights issues should have a place during the Human Rights Education programme. In particular, the working group felt that spaces for discussion on child protection issues should be included in the programme.

Women's Rights and Gender Equality

Facilitated by *Ms. Teresa Cunha*, Youth Action for Peace, Portugal, and *Mr. Giacomo Fillibeck*, European Youth Forum

Aims and objectives

- To assess the relevance of this issue in the framework of HUMAN RIGHTS EDUCATION in Europe
- To share experiences and knowledge among the participants
- To find together common starting points for a future networking strategy in this field in Europe and outside Europe
- Define some proposals for the follow-up of the Forum

Methods

The method/approach is based on three main ideas:

- Each person is a source of experience and knowledge
- The value of questioning our own realities
- Reflecting together, by listening to each other, is a way of empowering

First step: Reflecting and presenting

Each person, using drawing, has to present to each other themselves and their own perception about their personal relations with the other gender. They should do the same for the situation in their countries concerning gender equality issues. Finally each person takes the "power" to define three political, economic and cultural measures to improve and change the situation of their own realities.

Second step: Sharing and exchanging

Around the table each participant has the floor to present themselves and their ideas and proposals: the first stage of sharing experiences and knowledge and creating an atmosphere of empathy.

Third step: Questioning and proposing

Define some of the most important questions raised from the previous steps. These questions should lead the discussions to concrete elements of analyses and possible means of action.

Fourth step: Evaluating and concluding

In the beginning each participant is asked to note on a piece of paper his or her appreciation of the working group in a very personal and informal way. At the end of the session they are

invited to have the final word sharing with each other the final evaluation of the working group and their own interpretation of what were the 3 main conclusions that we could achieve together.

Comment

In such an international environment, it is important to ensure the different interpretations of the same discussion or proposals. This creates an atmosphere of respect, tolerance and solidarity, basic feelings for further networking and understanding.

Countering Racism and Nationalism

Facilitated by *Ms. Alexandra Palt*, International League Against Racism and Anti-Semitism, France

The group constituted of fifteen members from different backgrounds and organisations, who were all, in one form or another, engaged in education against racism. In the round of introduction the members, apart from talking about their organisations, also determined the issues they wanted to talk about. The suggestions varied from the general issue of fighting against racism to very detailed propositions of training methods for multipliers.

We decided to focus on education against racism. The first step was for the members to identify two key words, one expressing the idea that seemed to them to be the most important concerning education against racism and the other one expressing the biggest problem in this field.

The main approach was, for a lot of participants, that ignorance can be defined as one major problem in education against racism. The lack of knowledge and of knowing the "other" has to be replaced by becoming familiar with his/her/their culture. The participants stated that hatred without knowing each other, the very unclear and muddled picture of terms, especially of the term race as well as the influence of the media, which reproduces stereotypes and prejudices, had to be highlighted.

Some participants considered it crucial to challenge the concept of the term race, which creates and recreates racism. One participant mentioned also the problem of a combination of terms and images (a lot of people associate foreigner with criminal or with somebody who is going to take their jobs; stereotypes caused by irresponsible politicians and media).

For the participants, another major problem in educating against racism was the resistance they met among adults, parents, teachers and society. It was stated that children and adolescents are often willing to participate and engage in actions against racism but that adults are reluctant to do so.

For the participants, the key element in education against racism was the importance of meeting and exchanging.

It was also suggested that activists against racism should adopt a positive approach. (No Don'ts and no Musts.) It was stated that we have to find a way to speak in the language of the people we want to address, that means in their own language technically, but also with the appropriate methods and means.

The education of the discriminated groups, of victims and immigrants, was considered as a promising way of dealing with the problem and even more attention should be given to informing them of their rights and the possibilities to enforce these rights. It should be accepted that they have a right to find a place instead of just tolerating them.

In this round it was cited as a major problem that adults, teachers and parents are often reluctant to accept human rights education. Thus our next task was to think about methods how we could challenge this resistance, how we could motivate parents, adults, teachers and members of the civil society to accept education against racism.

We came to the following conclusion:

In every project that wants to educate adults and society against racism three points should be considered as guidelines. Respect was our main guideline, the importance of really listening was also considered as crucial and the issue of gender has to be included in every project.

Participation was considered as the key element for the education of adults. In various ways they should be involved and motivated to participate:

- Parents should be taught to listen to their children
- What children learn in school is knowledge that is also passed on to parents
- Parents should participate in school activities concerning education against racism
- Parents and children influence each other
- Adults should participate in community activities and initiatives
- Adults should participate in activities against racism in their town, district, street
- Members of different populations should meet and exchange
- The discriminated group should be represented and enabled to participate in all spheres of public life

As instruments of motivating adults to join education against racism were cited:

- Sport
- Music
- Theatre
- Games
- Gather and create together projects that have nothing to do with the words discrimination and racism, but positive projects, e.g. creating a public garden in their district

Another important method to struggle against the reluctance of adults to human rights education was through the media. Some participants suggested creating "Docu-soaps", that would allow other people to better understand the problems and worries of the discriminated groups, but also real documentation to explain by single cases what discrimination and racism means.

Intercultural events, intercultural information, cultural events, where minorities are involved as well as international work-camps were suggested.

Another method which was proposed was to work with the "real problems", which means to take one problem of one person as the starting point for education.

But also education in a traditional way that should involve language training was considered as an important tool in every form of human rights education. Concerning this issue it was also mentioned that all knowledge, even that not usually highly valued in our societies, should be accepted as knowledge and as being of value. One participant reported about a project of group therapy against prejudices and discrimination in Greece.

Still, for most participants, it was important to do campaign work, to create advertising campaigns that work with high profile role models.

As all participants stated that the most important element in the education against racism was the knowledge of the "Other", they were asked to report of one experience they had in bringing

together different groups, people or religions. The examples varied from exchange programmes that involved Muslims and Catholics, through the exchange of young people of different countries and programmes where parents could participate in the school work, to intercultural sports festivals and a lot more. The last example was a week of education where Israelis and Palestinians met to exchange and the participant described how they succeeded in coming to know each other and in the end making music together.

Disabled people and Human Rights or *What can Human Rights Education Give to People with Disabilities?*

Facilitated by *Dr. Mónika Má dai*, European Human Bridges, Hungary

Programme of the working group

15.15-15.50

Introduction of aims and objectives

- Overall aim: to find useful ways of how to encourage young people and specialists with and without disabilities from several countries about the acts of UN Convention on Human Rights focusing on Disability Rights in practice.
- Objectives:
 - to exchange personal and professional experiences among people with different backgrounds, expectations and knowledge.
 - to find some ways with the participants to use the UN Convention in practice.

Introduction of the participants

Expectations, hopes and fears (fruits on the wall)

Choice of two reporters because of the languages

15.50-16.20 *"Ideal world" Activity with sticky papers*

(big blue - positive, little yellow - negative)

Feedback. The ideal world is Europe if the positive things improve the negative things

16.20-17.0 **Needs and possibilities, similarities and differences**

Work in two split groups.

17.00-17.20 Coffee break

17.20-18.15 *"Race-Guess-Show"* (simulation game)

Race: How to use wheelchair for non-wheelchair-users

Guess: To find some things in a bag in three phases

Show a notion to each other (the notion was 'Thank you')

(The game was very popular and successful.)

And after this, we already noticed that we had an extremely short amount of time left.

18.15-18.35 What does the UN Convention mean to people with disabilities?

Medical vs. social model.
Past or future, together or alone?
Pictograms (mentally disabled do not have)
Opinions: everybody is disabled; do not stigmatise
To change the medical model into the social model we need
To prepare society (who is for who?)

Conclusions

- Everybody has the right to choose
- Everybody has the right to know about his/her rights
- Human Rights Education programme has to cope with minorities including people with disabilities

18.35-18.45 Evaluation

Three types of evaluation

1. Common target
2. Faces
3. Personal questionnaires

Mime Performance

Mr. Single

Education is much more than school classes, reading books or doing activities in experiential learning. Education – especially education for human rights – can and must also be promoted through cultural activities and events, for example, as part of what can be called informal education.

The use of media, such as cinema, video or music, and the development of arts such as theatre or dance allow for deep and meaningful educational experiences in which the learner-participant is the starting point, not the least because each person will be able to relate to his or her own reality. This is particularly relevant and useful for issues in which values and attitudes are integrated into daily life.

It was in this context that the team in charge of preparing the Forum invited Mr. Vukmirica for a performance of Mr. Single.

Mr. Single is a regular 65-minute performance by ‘Theatre Exit’ from Zagreb, created and performed by **Mr. Vukmirica**. The performance has been given in many countries (Italy, Czech Republic, Portugal, Canada, England, etc.). Language barriers do not exist because the whole play is a mime. The technique is from a very old art form from the XVI century, so-called ‘Buffo’ comedy. The nearest experience is possibly the cartoon movie "La linea". In short, it is the language of feelings.

The story is set on a Sunday, a free day in the life of one very lonely man. It depicts the contradictions and tensions of modern life and its routines, subject to the control and performance of machines, television and means of transport. Although the play is focused on a lonely man – the only character in the play, it naturally talks a lot about the relations with other fellow human beings including, of course, a woman, Eeeeva...

Mr. Vukmirica’s performance was a very interesting collective experience for the participants of the Forum. Not only did it take the group-building process a step further, it also showed the breadth and width of Human Rights Education. It underlined the fact that issues of human dignity can be addressed in a variety of ways, and that common cultural experiences can be a powerful tool for carrying messages.

Mr. Zeljko Vukmirica speaks of his art, his work, and Mr. Single

In my theatre I have adapted a very old skill, dating back to the 16th century. With a combination of movement and sound, I create a language of emotional states.

I develop my own language, a language of loneliness, a language of profound silence, in which you are deeply alone. I believe each one of us has been through this experience: when you are

so deeply alone, the sounds become stronger, bigger, they become "inner sounds", you cannot escape them.

In a written text, you can actually write down these sounds, if you listen to their phonetics. In the language of Mr. Single, the "left leg sound" is lerf, the "right leg sound" is zverf, the "look up sound" is zeep, and the "look down sound" is zoop. Catching the door handle has a khwapt sound.

I don't just act; I write for the theatre, and write scenarios for TV as well. My previous theatre show was called History of My Stupidity. I performed it 904 times in 21 years. Mr. Single is now past its 100th performance. I took a very long time to prepare Mr. Single; I worked on it during the war, altogether for 8 years. I always prepare myself for a show for a very, very long time. I want to present consistent and articulate ideas.

In Croatia, I was a member of a group that was part of the Ministry of Education. We developed a workshop called "Schools without Racism". I also participated in providing two-way non-verbal communication training for schoolteachers in Croatia. I myself have studied something called "physical theatre", where I also learned about education. From my point of view, it is absolutely impossible to do something in the theatre without education being involved. Each and every story tries to find its own aesthetic; it is impossible to tell two different stories in the same way. This means that, to tell a story, you have to educate yourself first! For Mr. Single, I had to learn sign language. I was amazed at how many of the movements came naturally.



I have more or less grown up in theatres; I've been writing texts for theatres since I was 14. I also direct, both in theatres and in film. Not long ago I finalised a film called Nausikaa here in Budapest. I was the member of a group that organised the first independent radio and TV station in Croatia. At home I work with a small private theatre called 'Theatre Exit'. During the Communist government, it was always in big trouble. Today it is one of the "in" theatres in Zagreb, it has become a cult. It has constantly been the most awarded theatre in Croatia in the last 10 years.

In June 2000, Mr. Single won the Croatian Best Actor Award at the Festival of Vinkovci, an annual national theatre festival. It is a real "actor-theatre" piece, which requires profound art from the actor.

III. Deepening Issues

Friday, 10 November

Key objectives of the day

- Explore issues and challenges in Human Rights Education practice
- Share tools and provide training on educational and methodological challenges
- Deepen specific themes and/or approaches to education and campaigning for Human Rights
- Associate the Forum with the celebrations of the 50th anniversary of the European Convention on Human Rights

Programme

Friday, November 10

09:30 Opening and introduction to the programme of the day

09:40 **Three example projects:**

10:30 **Sharing and deepening educational practice through workshops on:**

- **Working in the classroom** by Mr Wim Taelman, Flemish Organisation for Human Rights, Belgium
- **Production of education materials** by Mr Roumen Valchev, Open Education Centre, Bulgaria
- **Campaigning and advocacy** by Ms Fiona Gallagher, Amnesty International, Ireland
- **Curriculum development** by Mr Viktor Nehaev, Association of Youth Workers, Russia
- **Peer-education** by Ms Linda Thompson, Great Britain
- **Information and awareness-raising** by Ms Irina Luceska, Save the Children, Former Yugoslav Republic of Macedonia
- **International youth work activities** by Mr Arjen Bos, European Federation for Intercultural Learning, Netherlands
- **Intercultural learning** by Ms Erzsébet Kovács, Association of Open Study Groups, Hungary, and Mr Sergei Neikovchen, Centre for Social and Cultural Development and Co-operation, Moldova
- **Active, participative and experiential education methods** by Mr Mark Taylor, consultant and trainer, France
- **Anti-discrimination work** by Ms Fatima El-Hassouni, Advisory Council for Foreigners of the city of Strasbourg, France

17:30 **Introduction to the European Convention and to the European Court of Human Rights** by Mr Stefano Valenti, Directorate General of Human Rights, Council of Europe

20:00 **Human Rights beyond the European Convention - Perspectives and Challenges:** Judge Joseph Casadevall, European Court of Human Rights and Dr. Katalin Gönczöl, Parliamentary Commissioner for Civil Rights, Hungary

22:00 **Ceremony on the occasion of the 50th anniversary of the European Convention on Human Rights**

Three example projects

On Friday the three example projects were:

- Roma Participation Programme by Mr. Rumyan Roussinov, Bulgaria
- “Start” Project, School of Social Participation by Mr. Andrew Yurov, Russia
- Christian Sisters’ Association by Ms Veronica Ntundi Kette, Cameroon

Roma Participation Programme

Mr. Rumyan Roussinov, Bulgaria

First of all I'd like to thank the organisers for inviting me to this conference. I was appointed director of the Roma Participation Programme in the Open Society Institute in Budapest in May of this year. Before that I had 7 years experience in organising a human rights project that is a forerunner of the Roma movement in Bulgaria. I will speak both in my previous capacity and in my now existing capacity.

The human rights project I mentioned is a Roma rights advocacy organisation in Bulgaria, established in 1992. This is a very good mix of Roma and non-Roma, of professionalism and of different people with the will to participate in public life. There are a lot of definitions of the Roma topic, as you know. The Roma ethnic group is one of the most vulnerable groups on the European continent. My definition is that the Roma people in Europe in the past decade were a reactive rather than a pro-active factor in society. I mean that the Roma didn't take part in public life at an equal level, didn't take part in the political life, didn't take part in the so-called policy-making process. That's why we - me and my colleagues from the human rights project - decided to start an initiative to provide possibilities for Roma for equal participation in public life in the Bulgarian society.

At the beginning of '98 we started this initiative with several Romany organisations. We made a 10-page draft policy document, and we started to discuss this policy document with the Roma community in Bulgaria. I have to mention that we received support from the Council of Europe for this project and I want to tell you what topics this document contained.

The first very important topic is anti-discrimination legislation. And the second very important topic is equal educational opportunities for Roma. I don't want to list all the topics, but these two which I mentioned are the most important. These two topics were the "hot" issues in our negotiations with the government.

Our goal was to create a document, to have the support of the Roma community, and to go on to negotiate with the government in order to get the government to endorse, to accept this document. We wanted the government to take on obligations and to implement the document. This was the very simple formula we wanted to achieve and we believed that this was the way for Roma to participate in the governmental policy-making process.

After maybe one year of very hard negotiations with the Bulgarian government, we achieved our goal. In April '99 the government accepted this document with the decision of the Council of Ministries of the Republic of Bulgaria, and accepted all of the things we proposed. I can say that this was one of the biggest victories of the Roma rights movement and not only the Roma rights movement but also the civil rights movement in Bulgaria.

We had very hot discussions about the anti-discrimination legislation. Because - and I don't think only the Bulgarian government has this position - according to them there is no

discrimination. "We have equal attention, everything is equal, equal rights, equal opportunities for everything, so we don't have problems, we don't have discrimination, we don't have unequal treatment. And how, if we don't have unequal treatment, will we prepare anti-discrimination legislation?" But we succeeded and you can see in the framework programme, the first point is anti-discrimination legislation. After that we in the human rights project prepared and drafted the anti-discrimination law which is now in the Council of Ministries in the Bulgarian government and we hope that they will accept it, and that after that the Bulgarian parliament will too.

So this was our main achievement of the human rights project and we are very proud of this achievement.

And now I move to my present capacity as the director of the Roma Participation Programme in the Open Society Institute of Budapest. I want to speak about the new project that the Roma Participation Programme supported, which is part of the framework programme for equal participation of Roma people in Bulgarian society. This is the project for the desegregation of the schooling system of Roma people. Roma people, not all of them, but more than 70% in Bulgaria, attend so-called Roma schools that are de facto segregated in the Roma neighbourhoods.

The level of education in these schools is very low in comparison to the rest of the schools, and you can understand that this creates unequal levels of participation in the society afterwards. It is the government that has to take measures to provide equal education opportunities for Roma children, possibilities to attend "normal" schools. In different countries, the level of segregation is different. For example in Hungary there are no Roma schools as such, but there are many "special" schools where the majority of children is Roma.

In '99 the Bulgarian government did not start this programme. It was the organisation called DROM that initiated the de-segregation process in a town. First there was a media campaign to explain what de-segregation was, and to explain the benefits of such a process. Then came a big campaign within the Roma community, followed by a campaign aimed at the directors of the "Bulgarian" schools and the education board. Finally the Roma Participation Programme provided buses for the transport of children to the schools.

The results are impressive. The children involved in the project expressed that this was the first time they received this kind of attention. The results of this initiative show that the process is possible.

Our plans for the future are to put this issue on the table in a conference with the Bulgarian Ministry of Education and the Council of Ministries early next year. We want this process to happen all over the country and in other countries as well.

Thank you for your attention.

"Start" project, School of Social Participation

Mr. Andrew Yourov, Russia

‘START’ is a joint project of the Civic Initiatives Development Centre (CIDC) and the Youth Human Rights Movement (YHRM), which is an international union of youth activities, youth groups and organisations, taking part in such spheres of social activities as protection of Human Rights, legal enlightenment and other co-spheres, whose guideline is the establishment of the main principles of the Human Rights as the basis of human values.

‘START’ is one of the main Human Rights Projects of the YHRM where young people have real a opportunity to broaden their ideas about civic initiatives and Human Rights, to try themselves as constructors of the new Society and to get the theoretical knowledge and practical skills in Human Rights, NGO management and social journalism.

These young people often don't realise that what they are doing, what they are working for is a way of protecting Human Rights. The project wants to embrace and unite all those young people who believe in Human Rights.

The "START" programme runs on 3 levels:

- the basic level, which could be summed up as "knowledge about democracy". It is targeted at schools and colleges, and aims to introduce young people to the world of Human Rights and civic education. This level of the programme combines a theoretical course with practice. There are sessions analysing basic terms, such as "what is a non-profit organisation?", "what is volunteering?". For these sessions the project tries to engage activists who have some appeal for young people. This level takes approximately 2 months to complete.
- The second level is for young activists, members of civil associations and non-governmental organisations.
- The third level is that of leadership training, and is targeted at leaders of NGOs.

The project was started in Voronyezh by CIDC and then become very popular in the European part of Russia (thanks to the support of the international YHRM). At the present moment it has become a Human Rights and civic education model not only in Russia but also in other countries of NIS as well. There is participation in Ukraine, Belarus, Moldova, Kazakhstan, etc.

Thanks to the brilliant combination of the module system of training and practical skills (individual practice), this methodology has proved to be quite sufficient for further multiplication.

Contacts:

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Christian Sisters' Association

Ms Veronica Ntundi Kette, Cameroon

My name is Veronica and I come from Cameroon. The project I will speak about is a sub-programme of the School Network project that was introduced by Barbara yesterday.

Cameroon is a country divided into two parts, the English-speaking and the French speaking part. The English-speaking part is much smaller, and as a result it is oppressed by the other part. The Government is forced to take "democracy" with the international aid they receive, so they have "accepted" Human Rights. But in the daily practice so far, human rights have been fighting with the police.

Given these conditions, the format of the original Austrian programme had to be changed. In Cameroon, this programme was not part of the official curriculum; instead clubs were created in several schools with teachers volunteering to run the clubs.

In the clubs they study different conventions with the children, and organise debates around them. The children observe what goes on outside, what goes on around them, and discuss Human Rights violations in the club. Students write poems, songs, visit other clubs in other schools. They organise clean-up projects as part of their obligation to a clean environment, they help the poor, organise youth days, and create placards. There is a pen-pal activity within the project; they write to children in participating schools in Austria and Colombia.

The specific results of the project have been:

- Inter-school friendships,
- Breaking myths and legends about other cultures,
- Building bridges, knowing more about other people,
- It has been an eye-opener for women and children who are the most vulnerable groups,
- Ongoing exciting activities in the clubs,
- Changing behaviour and attitudes of club members,
- And, last but not least, the inclusion of Human Rights education in the official English-speaking school syllabus.

The co-ordination of the project is done by the Christian Sisters' Association in Cameroon, and the Interkulturelles Zentrum in Vienna. The means are provided by the Austrian party. There was a seminar in July 2000 in Cameroon, as part of this project, which was also sponsored by Austria. The themes of the seminar were Human Rights issues and gender issues. Mostly teachers and women attended and as a result, they were highly encouraged to network with women elsewhere. The negative impact of this was, however, that now men feel threatened by the programme.

The limitations of the project are:

- Human Rights are a threat to the existing regime,
- The Interkulturelles Zentrum is the main source of finance,

- The very slow postal system hinders information flow,
- Inaccessibility of information via other channels (e.g. the use of Internet is extremely expensive),
- Lack of teachers trained in the field of Human Rights Education.
- In spite of this, we are preparing a new project, centred around the right to good health, and looking at the issue of HIV and AIDS.

The Workshops

The workshops were a space provided in the programme for interactive and participatory approaches to human rights education to be shared and developed.

In contrast to the working groups held previously, the workshops were more methodology-oriented than theme-oriented.

They were an opportunity to:

- Develop professional relationships among participants
- Share methods and educational resources
- Exchange practices;
- Identify challenges and ways to move forward in relation to a particular area or context of education.

The workshops' themes were initially identified by the preparatory team of the forum. When applying, the participants had the possibility to add other subjects and to volunteer to run a specific workshop. Only the workshops that met the interest of a minimum of 7 people were run. This way it was ensured that the workshops met the expectations of participants. The workshops' facilitators, many invited specifically for this purpose, often acted also as resource persons, having a particular field of expertise or experience and the ability to transmit it or work with the other participants.

Working in the classroom

Mr. Wim Taelman, Flemish Organisation for Human Rights, Belgium

Aims/objectives:

- Generally: To contribute to establishing effective Human Rights Education practices in the formal education sector of our countries.
- Specific objectives:
 - Exchange good practices.
 - Explore ways to deal with challenges and obstacles.
 - Develop perspectives of integrating effective Human Rights Education in formal education.

Structure of the workshop:

- Introduction.
- Icebreaker activity (mainly focused on Human Rights Education experiences and obstacles).
- Making an inventory of challenges and obstacles, indicating priorities.
- Seeking possible solutions for obstacles or ways to improve the situation.
- Guidelines on Human Rights Education in the Human Rights Education literature: an overview; discussion.
- Overview of Human Rights Education resources.

Some positive Human Rights Education experiences of the participants:

- The rewarding effect of a Human Rights Education programme getting national, European and/or international awards.
- The reform of national education legislation, to make education bilingual and bicultural.
- A teacher having changed his/her behaviour in the classroom after a range of disputes, followed by a dialogue with students, teachers and the school principal.
- The huge number of volunteers that are involved in Human Rights Education
- Children that stand up for their own rights and for the rights of others.
- A growing NGO involvement in Human Rights Education.
- The introduction of pupil participation in the school system.
- Changes in the students' behaviour (increased mutual respect, more responsible behaviour).

Some negative Human Rights Education experiences of the participants:

- The difficulties of having 2 quite different backgrounds in one group.
- The rights of a minority not recognised in the country.
- Colleagues objecting against Human Rights Education and against a HR-friendly atmosphere in the school.
- Parent organisations that don't agree with the school administration, and block the introduction of Human Rights Education in the school.
- Difficulties of having in-depth exchanges of experiences between schools in different countries.

- Human Rights Education is seen as incompatible with the school curriculum, or as a subject of minor importance.
- The lack of government support for Human Rights Education.
- Human Rights Education as a separate subject, in an already overloaded curriculum.

Obstacles and challenges for effective Human Rights Education could be:

- At state level:
 - Curriculum
 - Culture/subculture
 - ...
- At school level:
 - Organisation/policy
 - School culture
 - Material circumstances
 - ...
- At classroom level
 - Teacher
 - Students
 - Classroom culture
 - Material circumstances
 - ...

The main obstacles and challenges, as seen by the participants (in decreasing order of importance):

- The school culture and the perception of Human Rights Education by the population.
- The lack of money and of government support.
- The non-democratic character of the school.
- The lack of video, e-mail, Internet, etc. facilities.
- The lack of time for Human Rights Education in the school system; Human Rights Education being not included in the curriculum.
- The lack of international material support (funding, resources) for Human Rights Education.
- The lack of an international network for Human Rights Education educators.
- The lack of a methodology appropriate to work in a differentiated way with groups consisting of persons with very different backgrounds.

On the issue of the school culture and the mentality of the concerned individuals

Some of the aspects of this problem:

- In a post-communist society older people are not used to considering themselves active members of the society who could contribute with their own competencies, opinions and beliefs to decision-making at any level. As Human Rights Education starts from that model, Human Rights Education is seen as hostile to the existing order.
- Sometimes parents overemphasise education in mathematics, physics, etc. of their children, hoping this knowledge and these skills will allow them a promising future.
- Human Rights activities and Human Rights Education in some countries are suspected of having a political nature; they are mostly associated with the extreme left.
- Some possible steps to make improvements in this area could be:
- Communication training with the children (maybe also with the parents and the teachers) will make them enthusiastic supporters of Human Rights Education activities, as they will feel better in their situation. This personal growth can be a motivating factor.
- Avoid offensive behaviour towards teachers, principals, etc, who don't share your views on the necessity to integrate Human Rights Education in the school.
- Make clear to everybody that Human Rights Education is coping with rights AND responsibilities.

- Human Rights Education projects can give good publicity to the school. This argument can help to motivate school principals and teachers.
- Refer to international, European and/or national texts, starting from the Universal Declaration of Human Rights, to show that Human Rights Education is an obligation for the school system (an overview of all international standards requesting Human Rights Education can be found at www.unhcr.ch (click on 'human rights education')).
- Where insurmountable prejudices against the concept of 'human rights education' exist, it can be better to use the title 'peace education' or 'citizenship education'.

On the issue of the lack of money and of government support:

- In negotiations with authorities, refer to the UN resolution on the UN decade for Human Rights Education which was approved unanimously by the General Assembly of the UN, and to the similar Council of Ministers Resolution (78)41 of the Council of Europe.
- Refer to the texts of the UN decade (the guidelines for the governments, and the mid-term evaluation) to prove to governments that they have a moral obligation to introduce Human Rights Education AND to support Human Rights Education with the necessary resources.
- Try to get the moral support of the UN representative or the UN office in your country or region.
- Try to get the moral support of important persons in your society (academics, moral or religious leaders, etc.) for Human Rights Education.

On the issue of the non-democratic character of the school, some improvements or solutions could be:

- Use the text 'Exploring the human rights environment in the school' (to be found in 'First steps', Human Rights Education Manual of Amnesty International) or similar texts as an instrument of reflection for teachers, not as a set of strict requisites.
- The (new) publication 'Democratising your school: a practical guide for head teachers' (to be found at www.hrea.org in the 'library') provides useful arguments and elements of strategy.
- More democracy in the school can improve the quality of life of everyone that is involved in the school system: pupils, teachers, the principal, and can contribute substantially to a better achievement of all of school objectives.

As guidelines for Human Rights Education the following set (adapted from 'Human Rights, Here and Now') was endorsed by the participants:

- Provide an open-minded examination of Human Rights concerns.
- Connect people's lived experience and emotions.
- Include an international/global dimension whenever possible.
- Human Rights = civil/political rights + social/economic rights + cultural rights + right to development.
- Human Rights = a positive value system; avoid solely focusing on Human Rights abuses.
- Affirm the belief that the individual can make a difference.
- Include an action dimension.
- Link every issue to the UDHR or the ICRC.
- Be aware of and respect cultural diversity; include a gender perspective.
- Be concerned with content AND the learning process.
- Use participatory methods.
- Human Rights Education must be engaging.
- Be aware of the importance of the HR environment in the school.
- Human Rights Education - motivate for fundraising!

Closing remark: The participants found that opportunities for exchange of materials and experiences and for meeting Human Rights Education activists of other countries mean an

important support in solving problems in the Human Rights Education field. Additionally, they are really motivating.

Production of Education Materials

Professor Rumen Voulchev, Open Education Centre, Bulgaria

Objectives of the workshop:

- to share accumulated experience and expertise in the field and to describe the existing situation
- to identify and to investigate the existing problems concerning the production of HR materials
- to propose some solutions having in mind joint actions under the Council of Europe Human Rights Programme

Agenda:

- Presentation of the participants on the basis of their previous experience in the field
- Work in small groups - Identification of the problems connected with the production of HR materials and presentation in the whole group
- Looking for solutions in some fields - who will prepare materials, what kind of materials do we need, what kind of resources we are looking for, the all European perspective and the national specificities
- Making suggestions for the work of the Forum

The participants started the workshop with the presentation of their activities as people closely connected with HR education and with the development of Human Rights Materials.

Some of the participants are working for universities, some for NGOs, so this sharing of experience gave an opportunity to start the discussion about the problems curriculum developers are facing in the field and about the problems of Human Rights Education in Eastern and Central Europe (the majority of participants were from this Region).

After the break the group brainstormed the most important problems connected with the development and implementation of HR materials. After the process of clarification of the problems listed, the real in-depth discussion of its various aspects started.

The problems enumerated were:

- National and Universal Dimension of HR Materials;
- Integration of the activities of the Curriculum Developers from NGOs into the formal educational system or how to co-ordinate the activities of the formal, informal and non-formal educational systems in this field;
- The problematic character of the process of Curriculum Development and the need of a set of standards which will put some order in this process;
- The link between the materials for the Educators/teachers/ and the educated/ the students/;
- The ambiguity of the umbrella term: which kind of Social Education has to be the leading one? Human Rights Education, EDC, Civic Education, Education for Peace?
- How to motivate the students to deal with HR materials;

- The problem of resources - material and human;
- The authors of the materials - the experts, the teachers, the students or, additionally, other resource persons;
- What is the pedagogy/methodology of teaching behind the HR education?
- The everlasting dispute over the relations between knowledge- skills and attitudes in the Human Rights Education context;
- The quality of Human Rights materials in terms of the content and the strong need for setting Human Rights Standards;
- The assessment of Human Rights materials and the assessment of the institutions dealing with the Human Rights Education;
- How to train trainers who are going to teach these Human Rights materials;
- The need to establish a Network of Curriculum Developers;

At the end of the workshop the participants united along the following recommendations:

Taking into account the importance and the scope of the Human Rights Programme of the Council of Europe from the point of view of development of Human Rights materials, we consider it of utmost importance for the Project to establish Networks of Human Rights Materials Developers.

These Networks should give an opportunity for easier incorporation of the set of Human Rights standards into the National Educational Systems; will raise the quality of Human Rights materials and will serve as an enormous resource for Human Rights Educators.

These Networks will give an opportunity sometimes to develop Regional and Bilateral Programmes aiming to produce Human Rights materials and will increase the national and international capacity in the field of development of Human Rights Materials.

Through these Networks of Human Rights Educators and Developers the national models of Human Rights Education should become more compatible with the universal principles of Human Rights Education.

In the end, these Networks could function on the basis of permanent meetings focused on different dimensions of the development of the Human Rights materials.

Advocacy and Campaigning

Ms. Fiona Gallagher, Curriculum Development Unit, Ireland

Aims:

- To explore the reasons for Advocacy and Campaigning in Human Rights Education
- To explore effective methods and approaches
- To share the experience of the participants
- To discuss existing challenges and obstacles to the success of advocacy and campaigning as a strategy for the promotion of Human Rights and Human Rights Education
- Explore possible solutions

Outline of Workshop:

- Welcome
- Discuss question: why Advocacy and Campaigning?
- Explore experiences of group
- Introduce the approach to Advocacy and Campaigning that is used by the Curriculum Development Unit, Dublin
- Explore ways to introduce Knowledge about Human Rights, use Activity
- Break
- Ice-Breakers
- Introduce approach as used by the CDU, distribute Booklet "An Approach To Action"
- Establish working group as a group who are a community and about to take an action
- Go through the process of choosing an action
- Decide on the action
- Discuss the How or What to do about the action
- Evaluation

Process

The session began with a welcome activity. This took time but the point was made that this group will form a group who are going to work together and perhaps agree on a human rights action in the afternoon. Therefore it is necessary to spend time getting to know one another, hearing one another's story and thus building up trust in the group.

The point being that an Action taken by the group must involve the group not only working together but also getting to know and trust each other. Again an emphasis was put on building up a relationship, and a suggestion that Human Rights Education is about relationships.

We then discussed very briefly the Why of action in the context of Human Rights Education.

Some experiences of the campaigns and advocacy that members of the group were involved were then shared.

Arising out of that discussion we concluded that in the Doing of Action, the following issues may arise:

- The gap between the experience of a Human Rights Issue and the then taking this issue to a very high level such as the Council of Europe may lose some of the impact
- The frustration if nothing happens
- The importance of recognising the organising group
- To be aware of the need for motivation

It was again emphasised that if a group were to take an action in the name of Human Rights, then it is important to know something about Human Rights.

An activity called the Human Rights Auction was then introduced.

After the break the work of taking action began. A process using photographs was used to aid the group choose an area of action. In choosing the action, consensus was used so that each member had the chance to suggest choosing a particular area of action. After some discussion, it was decided by the group that the three areas that most interested them were:

- The right to security
- The right to an adequate standard of living
- Social Exclusion

The group discussed each of these ideas and decided that the right to security was the one that covered all issues.

Now the decision “What to do?” or “What action to take about the right to security” had to be taken.

A brainstorming session came up with the following ideas:

- Lobby for economic changes so that the most vulnerable are protected
- Hate Crimes
- SELF Protection
- Environment

Again the discussion about what to do considered what could be done and what was most achievable and practical.

We decided that the topic of hate crimes was probably the most practical in that people could make definite suggestions. These included:

- Education with the very young and upwards
- Peer education to share stories
- Educate the police, media, teachers, legal people, etc.
- Educate parents
- Specify Target Groups

When asked to come up with a practical way of achieving each of these suggestions, unfortunately we ran out of time. However, there were many ideas of how to go about making each of these ideas very achievable.

We ended the workshop by each person articulating a commitment to do something, however small, about hate crimes in their area.

At the end of the session we agreed that while the area of campaigning and advocacy and taking a Human Rights action was a very complex issue, at the end of the day, Advocacy Begins With Dialogue.

Curriculum Development

Professor Viktor Nehaev, Association of Youth Workers, Russia

Aim of the workshop

- to familiarise the participants with the experience of curriculum development in human rights in the different areas of education,
- to establish during the discussions contacts between the interested participants of the Forum,
- to draw up common proposals about developing activities in this area.

Themes

- How to develop the programs in the area of legal education in formal and non-formal education,
- What topics should be analysed,
- Methodological approach,
- The integration of the subject of Human Rights in the national education systems, the experience of the participants in this area.
- Existing political challenges and obstacles in the domain of human rights education
- Practical possibilities to improve the existing situation.

Programme of the workshop

- Introduction of participants, opening of workshop
- inputs of participants
- break
- inputs of participants
- discussion
- development of final resolution and proposals

The process of discussion

Instead of the anticipated 10 persons, 21 persons from Albania, France, Russia, Nepal, Israel, Lithuania, Ukraine, and Hungary participated in the workshop. The majority of participants arrived with information to share, and all of the participants took part in the discussions - expressing opinions and asking questions.

The representatives of the countries which were non-members of the Council of Europe mentioned that resolutions about "rights" education are at an initial stage, national governments don't support these initiatives and the international foundations don't lead such activities, which is why there are difficulties in the fundraising for it. Representatives of the new Eastern European countries - members of the Council of Europe - ascertained that the

national governments agreed on the necessity of youth education in the area of human rights, but the effort that they were making in this domain was not enough. Human rights education and the development of different programs in this area are the responsibilities of the organisations that receive support from Western European funds and from specific foundations.

During the workshop, several educational programmes - for students, pupils, pre-schoolers, asocial youth as well as for the formal and non-formal education sector - on human rights had been proposed. A lot of suggestions were made to the organisers of the Forum, the Youth Directorate of the Council of Europe and the EYCB.

The discussion of those proposals led to the following conclusions of the participants:

"On behalf of the participants of the workshop "Curriculum Development" we want to express our gratitude for the organisation and work that has been done during the Forum. We were especially pleased to have the possibility to work in 4 working languages which enlarged the opportunity of participation in this workshop to the participants from the Eastern Europe. The participants noted that in the course of the workshop, some contacts in the area of curriculum development and in the domain of exchange of experiences and co-operation have been established. The discussion carried out helped in understanding national problems and creating an international dialog in the domain of human rights education.

The participants of the workshop realise that this wide intercultural dialogue offers a better understanding of the role and place of human rights education in the spirit of a European community, tolerance, respect of differences, non-violence and the respect of human rights.

An essential problem, especially for some participants from ex-communist countries that are members of the Council of Europe, is that the concept of human rights is often abstract. The huge amount of existing literature and educational materials, however, is really palpable. That's why curriculum development is an instrument of education in the human rights area. Without this sphere of education, the study of human rights will have a non-scientific and non-systematic approach. That's why in the framework of the program about human rights education the analysis of that issue is a relevant task. The analysis could embrace the following components - scientific character, methodical and methodological orientations, interactive learning, interdisciplinary character, etc

Proposals of the participants of the workshop:

- To accept as a subproject "curriculum development" in the framework of the Human Rights Education Youth Programme.
- To ask the Youth Directorate of the Council of Europe to determine a person who could lead the subproject "curriculum development" in the framework of the Human Rights Education Youth Programme, as well as a co-leader from an interested NGO.
- To create during the 1st quarter of 2001 a working group composed of the interested persons who will accompany the subproject.
- To inform the governmental and non-governmental structures of interested countries and independent researchers about the establishment of the subproject and about the creation of a virtual resource centre on curriculum development, in the working languages of the Forum on the Internet, as well as about the Human Rights Education Youth Programme.
- To choose and to elaborate, with the work group and with the help of the specialists in the domain of research on human rights curricula, a basic curriculum, the topics of which should be adequate to all the member States of the Council of Europe. This will be the basis of new programmes for different age groups and other categories in formal and non-formal education.

- To publish the chosen curricula - typical human rights education programmes, as well as other useful information and literature on this topic. To make training courses for the developers of the project in the 2nd half of 2002 as well as training courses for people implementing curricula, with the aim to train them at the EYCs in Strasbourg and in Budapest.
- To support financially the pilot projects in the sphere of curriculum development.
- To ask the Committee of Ministers of the Council of Europe about the results of the implementation of these subprojects, and to ask the same body to influence the national governments to support the development of human rights education and to include it in the basic curricula of schools and universities, as well as to accord support to non-formal education.

Peer Education as a means to promote Human Rights Education

Ms. Linda Thompson, H.Y.P.E. Project, N. Ireland

Aims:

- To raise the awareness and knowledge of Peer Education as a model of working with young people
- To explore how it could be used for Human Rights Education

Workshop Programme:

- Welcome & Introductions
- What is Peer Education? - Definitions and agreement
- What are the values behind Peer Education?
- What are the skills and qualities needed for Peer Education?
- What training and support is required?
- What is Peer Education in practice?
- What are the benefits/ results of Peer Education?
- How can Peer Education be used for Human Rights Education?
- What needs to be done?(recommendations)

Process

The topic was introduced as a possible tool for working with young people. Peer education has been used in many contexts and on different issues but the group agreed that it is a method and process that can be adapted to the formal and informal sectors.

The small group had to develop definitions of Peer Education and compared these to a number of other working definitions. The group agreed on the common aspects or themes behind peer education no matter what the setting or issue is, e.g. empowerment & participation.

The group were presented with some of the values behind Peer Education and discussed how important it is that agencies/organisations decide on their values before starting to develop a peer education programme. These values need to be clearly stated with agreement on them or a situation could arise of exploiting young people to put across an 'adult ' message in a way that young people are more likely to be responsive to. The group agreed that a lot of the values behind peer education are the same as that for quality youth work and should be promoted as such.

The group participated in an exercise that focused on one of the core skills required by peer educators i.e. communication. It was emphasised that if peer educators are to do the job effectively then they need to develop this skill and, as support workers, it is important to monitor the message that they are delivering.

The group discussed the type of young people who could be peer educators and it was agreed that not all young people may be at a stage to undertake this work. The range of skills and qualities needed were presented and the point made that many of these could be supported through training but some young people may be better suited to this work. It was discussed that in recruitment, it is not always the academic young people who are the most appropriate but those who have the potential and willingness to develop and learn. Different methods of recruiting peer educators were discussed.

The importance of training was discussed with the group, deciding on the key elements that should be covered. These skills are applicable to any issue for peer education and should come in the areas of:

- Induction training e.g. what the role will be.
- Knowledge base/ information
- Personal Development
- Skills e.g. listening, presentation, group work
- Attitudes and values
- Practice development

The group had to decide on how a Peer Education Programme for Human Rights Education could be developed and the stages behind this.

The group discussed and agreed upon recommendations to be presented back to the Forum.

Summary

It was agreed that peer education could be a very effective model for Human Rights Education but this should be approached in a structured way. If it is rushed into then the young people as peer educators could be exploited and 'damaged' by what should be a very positive learning experience. Agencies need to recognise the effort and time required to implement the programme and have the staff and resources available to support this.

Peer education could be developed in many different ways and there needs to be some consistency in this. The overall credibility of the work could be affected by projects which are not seen to achieve their targets. It is important that training takes place at all levels of the agency to ensure that the values and ethos of this approach can be promoted.

It is important to involve the wider community, as the young people who are in the peer education groups have to return to these settings. All of the work should be widely promoted and the intention behind the work should be overt. If a project wants to change attitudes and behaviour then this should be clearly stated. The work with peer educators & Human Rights should reflect the values of both areas. It was also considered important that peer educators and young people are involved in project and programme design and consulted at every stage.

It was agreed that Peer Education should not be selected as a model of work in the hope that it will be a 'cheap option', as this would be trying to get young people to do professionals' jobs at a fraction of the cost. The peer educators should be supported to work in a professional way without losing their credibility and role. The young people should feel that their work is valued, possibly through payment or through recognised training qualifications.

Through discussion it was felt that the process of peer education is as important as the end result, but maybe not all organisations are ready to deal with the possible consequences, i.e. could young people be encouraged towards revolution ? ? ? ?

Conclusions / Recommendations:

- Guidelines for good practice in Peer Education & Human Rights Education should be developed through consultation with experienced practitioners and easily available.
- Peer Educators and support workers should work together to develop a Code Of Practice for Peer Educators to use and follow.
- Adequate support systems need to be in place to prevent the exploitation of young people as peer educators.
- A training manual for those recruiting & training peer educators should be developed for adaptation to different settings. Training should also be offered to support workers/practitioners.
- Resources/ materials on peer educators should be developed, evaluated and made available
- Peer Educator Networks should be developed on 2 levels, for peer educators and for their support workers as a means to exchange information, share resources and offer support.
- Promotion and publicity should take place to ensure the credibility of the model. All work should be evaluated and made available for others to learn from good practice but also to avoid repeating mistakes. The importance of evaluation should also be promoted and guidelines produced to support this model.
- Information and resources should be shared on a European Council-wide basis. There should be opportunities for trainers and peer educators to attend training conferences and study visits.

It was felt that the Council of Europe is in the ideal position to co-ordinate all of the above. Whilst funds may not be currently available to implement all of the above, the Council of Europe may be in a stronger position to attract these than individuals. Information on all aspects above could be available for all through the Council of Europe's web site. It was also felt important that all those who had applied for a place to attend this Forum should be sent information on the issues discussed.

Information and Raising Awareness

Ms. Irina Luceska, Save the Children, Macedonia

Main objectives:

- Exploring different ways and methods of raising awareness and informing about HR, taking into account different target groups.
- Paying attention to the obstacles and challenges that might occur.

Structure:

- filling in a questionnaire about some facts about HR (existing declarations, conventions, etc.).
- working upon two different case studies.
- exchanging experience in the field of HR, information, awareness raising and HR education.
- discussion based on the outcome of above mentioned points:
- target groups that should gain specific training and/or promote HR
- information activities and media
- methods used in "AEI" (Awareness - Education - Information) & characteristics
- activities to be undertaken
- obstacles & challenges that can occur in raising "AEI" activities

The Discussion:

- After filling in the questionnaire the following was further explained, in order to increase knowledge, and to see that informing about certain rights is very important:
- International Bill of HR
- Universal Declaration on HR
- International Covenant on social, economical and cultural rights
- International Covenant on civil and political rights
- A convention is signed: the government shows intentions
- A convention is ratified: the convention is now binding, is law
- Celebration Day of HR: 10th of December; can be used to raise awareness
- e.g. Amnesty International celebrates the week by selecting a few cases of HR violation which are then published for the whole world

Two Case Studies

- A son (5 years old) is physically tortured and sexually harassed by a group of boys (9 - 14 years old). The mother can't undertake any legal action because one of the fathers is working in the Ministry of Internal Affairs.

This is a case where you can't use the media in the main story, but you can make people using the media concerning the corruption in the Ministry.

Parents (and of course the children), police, school, juvenile judge and people for moral support and information should be involved.

The case study handles the violation of several Children's Rights and the right to an effective remedy.

- Canadian Indian youngsters are taken away from their families to a kind of concentration camp, where they are tortured, abused and forbidden to do anything related with their culture.

The media can be used to make the whole society aware of this, to put pressure on the government. Several HR are violated in this case.

Common Fate - Hungary

In the past it was only the individual who was involved in the problem who could start a trial. However, since 1 or 2 months ago, NGOs have also been able to start a trial. For example, if a bank should be but is not accessible to disabled people, an organisation can go to court in the name of all disabled people.

The only problem which occurs at the moment, is that NGOs are not yet informed enough, but this should be solved in a few months, by specialist organisations giving information and raising awareness.

Problem concerning information and raising awareness:

Material on HR is, for example, rarely adapted for blind people. This should be solved using all possible ways and means.

The process of informing and raising awareness:

1. Person should specify his/her needs.
2. Person should (be able to) express these needs to other people.
3. Find the tools that they can use to defend their needs (Human Rights Education).
4. Find a way to use this tools (Human Rights Education).

Amnesty International

AI has a research centre in London, which starts research in different countries around the world. AI members write to involved governments after being well informed by AI.

Every year AI produces an Annual Report (besides several other reports), which takes a worldwide overall view on Human Rights violations. This report is also sent to different governments.

AI defends the rights of non-violent political prisoners and the right to a fair trial for political prisoners. It also fights against torture and the death penalty.

AI sees governments as responsible for what they do and what they don't do.

OBESSU (Organising Bureau of European School Student Unions)

In '95 OBESSU created a "European School Student Rights Charter", made by secondary school students. The charter is already used in a few countries as a basis of a school regulation.

A lot of topics related to HR (like racism, xenophobia, disrespect, social exclusion (social inclusion), intolerance, violence in school, ...) are parts of daily life in school society.

In February 2000, OBESSU organised a Study Session on Human Rights Education in the European Youth Centre Strasbourg, for representatives of national school student unions from the whole of Europe.

Slovenská Samospráva Zugló - Hungary

They have to find the most interesting target group, to work together e.g. the family, the school, the minority schools, the public.

Problems which should be tackled:

- Too little publicity for minorities.
- Concerning minority schools: sometimes the headmaster is not from the minority group, so he or she won't feel the same, and cannot relate at the same level as the students.

Conclusions

- Target groups that should gain specific training and/or promote HR

The public; government officials, families, non-formal groups, teachers, educators, students, judges, lawyers, journalists, health & social workers, NGOs, employers, vulnerable categories (women, children, refugees, the disabled, minorities, migrants, ...), research centres, reporting systems, ...

- Information activities and media
 - lack of training of journalists
 - inadequate access (too big vs. too small)
 - the exposure of specific cases in public (non preservation of private identity)
 - systematisation of the information
 - availability in local languages
 - publicising the reports or not?
 - materials as practical guides of law enforcement's
- Methods used in "AEI" (Awareness - Education - Information) and characteristics
 - campaigning and advocacy
 - media
 - production of materials and creating an accessible and easy way to use them
 - methods should be:
 - creative, suitable, accessible, sustainable
 - being useful for disabled people and other specific groups (e.g. illiterate)
 - formal and non-formal education
 - international aspect
 - experience sharing aspect
- Activities to be undertaken
 - gather information (lawful and practical) for specific cases (constitution of information centres)
 - raising awareness for specific individual cases in public for some occasion
 - celebrating
 - publishing guidelines on terminology in HR
 - researching activities
 - establishing new declarations and charters by the targeted groups
 - (ex. charger for protection of the rights of disabled people, the European School Student Rights Charter, ...)
- Obstacles & challenges that can occur in raising "AEI" activities
 - inadequate timeframe for specific actions
 - potential use of unsuitable methodologies

- lack of training of the participants in the activity
- lack of multi-disciplinary approach
- institutional inadequacies
- people who don't have proper access to the AEI methods, are the people who need them the most
- not raising awareness for the responsibilities
- different cultural backgrounds
- non participative approach (should be: "students for students", "children for children", etc.)
- absence of political will for changes
- preparation of the society
- promoting the differences of culture vs. the equality of rights.

International Youth Work Activities in the light of Human Rights Education

Mr. Arjen Bos, EFIL and Engage! InterAct

Personal challenge: My personal challenge when preparing this workshop was to seek a balance between, on the one hand, analysis of and reflection on the use of international youth work activities for human rights education (why do we do it? how do we do it? what challenges are we confronted with? what is the possible desired outcome of the work we do?) and, on the other hand, to provide the participants with concrete activities and methodologies possibly to be applied. I have tried to face this challenge by using a blend of activities and methodologies in the workshop in order to address the questions above, but which can (are) also be (being) used as methodologies and activities in (international) youth work.

Objectives:

- To have participants share their examples of 'good practice' in an international environment,
- To have participants share their perceptions of Human Rights Education in general and their translation(s) of this concept into international (and local) youth work activities,
- To providing a platform for input, reflection (critical thinking) and feedback on issues that concern the participants in relation to organising, setting-up and facilitating international youth work activities, and
- To expose the participants to a possible methodology to be used in international youth work activities for human rights education.

Agenda / Programme structure:

The core elements of the workshop were (not in chronological order):

- Brainstorming about the challenges of 'international youth work activities',
- Image Theatre - session about what, who, how and why on 'international youth work activities',
- Subgroup-discussion on areas of concern,
- Video presentation (Stand Up Now for Human Rights) on youth work activities that have been conducted in the past,
- Open Forum for bringing up any examples of personal experiences with youth work activities in the field of Human Rights Education,
- Confrontation with motivational issues and possible acting upon those issues (What inspires you? Why do you do the work you do? What is your passion?), and
- Evaluation of the workshop, reflecting on the topics that had been addressed.

The workshop was very much structured as an 'open system' wherein participants had all the possible space to take it in the desired direction.

'Issues raised' and 'Questions asked'

Some people (in general), at a certain age or with a certain amount of life experience, will consider themselves to be 'done' with learning, either through formal or non-formal education. How do you break through this barrier in order to actively involve them in, for example, human rights education?

Where to find funding for international projects and campaigns?

What training experiences and activities are out there, that are not being shared, but very much worth being shared? How to make those visible and accessible?

Should Human Rights Education be more formalised or in-formalised?

What is the latest on recognition of (international) youth work in school curricula?

How do you target a completely uninterested group of people in order to motivate them for involvement with Human Rights Education?

Where do I find and get ...MORE... ideas, activities and methodologies?

Brainstorm: What's going on out there?

- Protest Activities
- Posters
- Demonstrations
- Video Clips
- Projects in schools and communities
- Children's parliament / youth participation
- Exchange programmes
- Analysing media reports
- Libraries and resource centres
- Campaigns on different issues of concern
- Role Plays
- Story telling
- International Work-camps
- Websites
- Pen Pal programmes
- Parties and celebrations
- Art Exhibitions
- Music, dance and theatre
- Youth / Peer Groups

Results of Image Theatre - session and subgroup-discussions

{supplied by the participants from the different subgroups}

International Youth Work Activities: WHY?

Why do anything? Because torture exists, people fight, children are hungry...and so on...we (the people) have a lot of nice written words (laws and declarations), but our reality is different from what's on paper.

Why young people? Because young people are our future, they are our future decision makers and young people are considered to be more receptive.

Why international? Because one culture does not give the possibility of comparison; the state/nation could be considered to be the 'bad guy', exchanges of experiences, to raise awareness of the situation in other countries, interactivity and breaking stereotypes and achieving tolerance.

International Youth Work Activities: HOW?

There were many possibilities to give shape to international youth work, but what crossed our minds first was: Youth Exchange Programmes.

We think that through Youth Exchange Programmes and by learning by doing young people can learn to understand human rights as a lifetime involvement and commitment.

Youth Exchange Programmes will enable young people to feel, to see, to hear, to love everything (like culture, environment, and current living situation). Youth Exchange Programmes will enable young people to do things together, they will meet other young people from other countries and all of this will guide them through their personal involvement and development.

We believe that it is important that international youth work in general enables young people to experience many different situations and that the confrontation with these situations will raise their awareness about their lives and the lives of others.

International Youth Work Activities: WHO?

In the discussion in this subgroup it became clear to its members that when analysing the possible target groups of international youth work it is not only important to thoroughly consider what methods and activities will suit this target group, but that is also important (maybe even more?) that the target group analyses itself, in terms of: what do they believe in, how would they identify their own learning needs and if, when and where they want to be exposed to international youth work activities.

Just a couple of the many, many target groups that were mentioned and possible issues to address with them are:

- Young married couples: gender issues
- Children: children's rights and youth participation
- Muslim youth groups: being an ethnic minority because of religion
- Homosexual couples: 'freedom of sexuality' and 'freedom of expression'

International Youth Work Activities: WHAT?

[also see brainstorm list above]

This subgroup primarily discussed different activities or steps for action as they are mentioned in the brainstorm list.

When selecting an appropriate activity it is of course of the utmost importance to take into account:

- the target group
- resources
- the desired effect / outcome
- the relation to the government
- its facilitators
- the timing of the event
- its context
- etc.

Conclusions, if any...

The two main conclusions that were drawn by the group emphasise the same aspect from two different angles.

The first one is: luckily and regrettably there is still an emerging need (or craving) for international youth work activities in the light of Human Rights Education. Hopefully the people who are needed to make these activities possible will remain motivated, inspired, enthusiastic and well-informed.

Secondly, participants as well as facilitators of international youth work activities have to (learn to) perceive themselves as 'unfinished products': you are never (cannot ever) be 'done' learning. International youth work activities should provide and anticipate the continuous and lifelong need for understanding multicultural relations, promotion of active citizenship and knowledge and skills to live a life of respectfulness and without intolerance.

Intercultural Learning in Relation to Human Rights Education

Ms. Erzsébet Kovács, Association of Open Study Groups, Hungary, and *Mr. Sergei Neikovchen*, Centre for Social and Cultural Development and Co-operation, Moldova

Working language: English (and Russian in the methodological part of the workshop, thanks to the flexibility of the interpreters' team)

Number of participants: 14

Running a workshop on intercultural learning as an organic part of Human Rights Education was based on the concepts of:

- 'privatisation' of Human Rights: the increasing importance of citizen-citizen relation compared to state-citizen relations
- experiential learning.

Objectives:

- Clarify what intercultural learning means
- Clarify and reflect upon the potential and limits of intercultural learning
- Exchange experiences, questions and challenges in the intercultural learning process linked to Human Rights Education
- Learn and discuss methodologies of intercultural learning

The structure of the workshop:

- expectations of participants, personal experiences of informal intercultural learning
- different concepts of learning and education followed by participants and their social environments
- characteristics and history of intercultural learning and its methodology - examples in practice
- generalising and conclusions: the opportunities and limits of intercultural learning pedagogy in Human Rights Education

The issues raised in relation to Human Rights Education

1. Personal experiences

Starting the group work, participants were asked to answer some basic questions individually: what have they learned through intercultural encounters? (from whom and with whom?, why are these such memorable pieces of learning for them?, etc.)

All the participants of this workshop - some of them without knowing anything about the concept of ICL - have experienced and learnt positive values and new options through an intercultural learning process in informal or non-formal setting, namely:

- respect for differences
- tolerance
- to manage and to survive difficulties
- new and more effective ways of communication based on mutual respect
- different approaches of time and timing, gender roles, etc.
- meaning of life, new concepts of life, life strategies
- peaceful co-existence of social groups with different ethnic, religious and cultural backgrounds at local level.

2. Definition of intercultural learning introduced and discussed in the workshop:

Intercultural learning is a process of social education aimed at promoting a positive relation between people and groups from different cultural backgrounds based upon mutual recognition, dignity and equality and giving a positive value to cultural differences (Equipo Claves, Spain).

3. Intercultural learning in the context of Human Rights Education

- Human rights could be said to be privatised.

The traditional reading of Human Rights law focuses on the relations of citizens and governmental agents and the classical aim was/is to protect the individual from the abuse of state power. Many of the traditional places where Human Rights violations take place are being privatised through deregulation. The importance of applying Human Rights law to the actions of citizens and private bodies is increasing.

- Intercultural learning is recognition of
 - The equality between cultures
 - The right of cultural differences
 - Possibilities for mutual benefit deriving from the co-existence of cultures
- Methodology of intercultural learning
 - Practising some ICL and other exercises, participants could study that most of the methods of an active group learning process can have a planned and coherent intercultural learning aspect.
 - Team sports can also be used for intercultural learning in youth work.

The focus was given to the importance of intercultural learning as a longer process: it needs realistic aims and objectives, proper time, preparation, reviewing and understanding of intercultural learning experiences and developing of new individual and group actions.

- Limits of intercultural learning methodology

There is a spontaneous resistance to changes of previous commitments and actions. Young people also tend to turn back to previous behaviour which is different from the good experiences of intercultural learning but supported by their own social environment and peer group.

Without effectively dealing with the existing everyday ethnocentrism/nationalism and prejudices, intercultural learning can be just an excursion to an attractive field.

Active, participative and experiential methods in Human Rights Education

Mr. Mark Taylor, freelance trainer and consultant

- Working languages: Hungarian and English
- Number of participants: 23 (plus the two interpreters, Éva and Zsuzsa, who integrated completely into the work of the group).
- Timing: 11.45 - 13.05 + 14.40 - 17.00

Objectives for the workshop

Overall objective of the workshop: to explore critically the "whys", the "whens", the "hows" and the "wheres" of using such methods for human rights education.

Specific objectives:

- How to develop and use active, participative and experiential education methods for Human Rights Education in formal and in non-formal education;
- To share the experiences of participants with such methods;
- To identify existing challenges or obstacles to the use of such methods;
- To identify practical possibilities to improve the situation or overcome those obstacles
- To consider the intercultural dimensions of Human Rights Education methods

Programme of the workshop

Morning: Creating a human rights education environment and exploring key concepts

- Introductions, including the phrase "human rights education" in each language
- Discovering who is here, what they do, what their relationship is to Human Rights Education
- Exercise on how, why and when people learn
- Critical analysis of Human Rights Education educational principles (including discussion of challenges in translation and origins of concepts and perspectives)
- Responding to the question: have we created a Human Rights Education environment in this workshop?

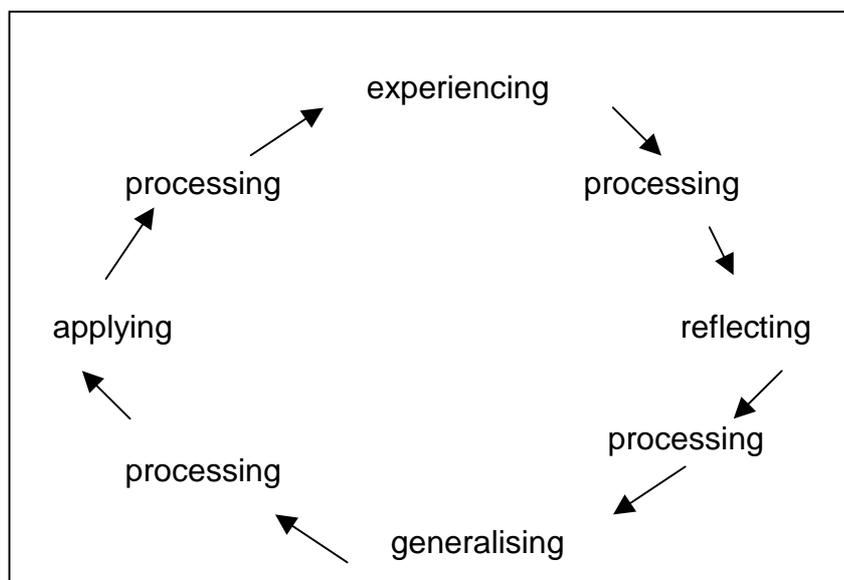
Afternoon: Key elements to be aware of in Human Rights Education methodology

- Re-creating the group with three new participants
- "Chair" exercise and reflection
- From awareness-raising to processing and generalising
- Group work on important elements in Human Rights Education from participants' perspectives
- Reports from the groups

- Distribution of documentation for further work on this area
- Evaluation of the workshop

Outcomes and Conclusions

Building on last year's experience in the Human Rights Week (see Yael O'Hana's report, particularly pp. 107-111) this workshop focused especially on experiential methodology for human rights education. Particularly well adapted to working on human rights in everyday lives, the experiential learning cycle depends strongly on the creation of the right setting for working on these issues with participants - here seen as a human rights education environment. The cycle itself is usually portrayed like this:



[source: Luckner, John and Nadler, Reldan (1997): Processing the experience - Strategies to enhance and generalise learning, Kendall/Hunt Publishing. ISBN: 0 7872 1000 5]

One of the most important principles in the experiential learning cycle is to move from a specific educational experience and try to see how the lessons learned from it can be applied more generally in life. The link with human rights education was clearly demonstrated in the workshop with the exemplary use of the "Chair" exercise which stimulated discussions around issues of rights to equal treatment, liberty of expression, tolerance, etc.

Group Work reports

The participants formed three groups where they shared experiences and came up with ideas and principles that they thought were important in the construction and use of human rights education programmes. This is a summary and it should be noted that all of the groups would have been able to use more time - so this summary does not pretend to be an exhaustive list of important considerations.

Principles

- Human Rights Education is mainly learning by experience
- Inspiring curiosity is more important than providing answers
- Be very careful to put Human Rights Education in its specific context; meet those who you wish to educate at the point where they are!
- Human Rights Education is most important in giving people a voice.
- Human Rights Education is not only passive learning, but active participation.

- Raising awareness is not enough; we need to be providing mechanisms for people to implement what they have learnt.

Concrete Ideas

- Get people involved
- Create atmosphere of trust and respect amongst participants
- Begin with people's experience
- Role-play, fun games, fantasy, music and dance, poetry, wordplay are all very useful and necessary components of Human Rights Education.

Issues to be considered in the future

- Clearly a workshop of this length can only hope to scratch the surface of the methodological debate and, clearly, there is much more potential in exploring further the conjunction of human rights education with experiential methods.
- More work and reflection is also needed to see how this type of approach can be adapted for education about international human rights instruments.
- I am grateful to Wim Taelman of the Vormen organisation who allowed me to distribute his draft document to participants on the types of knowledge, abilities, values and attitudes which could be suitable for different age ranges. We were only able to touch on this subject and this also needs further consideration and debate.
- One of the remarkable facets of this workshop was the considerable enthusiasm of the participants to share and to learn from each other. Their enthusiasm could make a great contribution to the Youth Directorate's Human Rights Programme.

Many thanks to all the participants and the interpreters for making this such an enjoyable and thought-provoking workshop.

Anti-discrimination Work

Ms Fatima El-Hassouni, Advisory Council for Foreigners of the City of Strasbourg, France

Aims/Objectives:

To find means and tools for fighting against discrimination in the face of an increasing number of discriminatory acts

Outline of the Working Group Session:

Morning session:

- Introduction of participants and their NGOs
- Exercise followed by discussion - "Eurorail á la carte" from the Education Pack

Conclusions:

The choices we make in the exercise show us that we all have prejudices. These can be positive or negative. What is important is to be aware that we have them and to find ways to reduce them.

To choose people with whom we would like to travel also means excluding the others. Participants dealt with choosing their travel companions in two different ways: some people chose categories of people who were familiar to them, the others opted for unknown groups to get to know them better.

To summarise: we all have prejudices, meaning we will form judgements of people based on appearances, but we need to find ways to fight this.

Afternoon session:

- * Presentation of a case-study from France

In October 1998 the French government reacted against rising discrimination. In September '99 the Ministry of Labour and Solidarity called to life a group called GED to study discrimination. The group's task is

- to analyse all forms of discrimination suffered by members of the population due to their origins,
- to make their results public,
- to initiate and to promote actions to fight discrimination.

Since January '99 the GED has initiated the creation of "Departmental Commissions for the Access to Citizenship" (CODAC), whose task is to help young people of immigrant background to fight the forms of discrimination they face in the fields of employment, leisure activities and housing.

Civil associations, through the Consultative Council of Foreigners in Strasbourg, also develop actions to fight discrimination. There is, for example, a practice of "testing", developed by S.O.S. Racisme two years ago. In this action, the public and the authorities are informed if a club generally refuses entry to young people of immigrant background.

Field activists are demanding the creation, based on an English model, of a truly independent administrative authority, specialised in the fight against discrimination, and having the power to obtain sanctions and judgements against such institutions.

After the presentation of the French situation, participants gave examples of discriminatory acts and ways of fighting them from their own countries.

In Sweden, a Muslim organisation has activities to get acquainted with their own cultures and especially to forge a strong and balanced identity that helps individuals to react better in discriminatory situations.

In Slovakia, Roma are being seriously discriminated against. The responsibility of the media is great, as they perpetuate negative images of this minority. The other problem is that Roma are usually not aware of their rights.

In all countries mentioned during the discussion, protective laws against racism and discrimination exist in some form. Unfortunately, they are mostly dead letters.

Suggestions of the group to remedy this inertia of the governments:

- to start actions that will force governments to recognise discrimination and to be aware of what is going on,
- to make discriminative acts more known via the media,
- to make the different forms of media aware of and responsible for using their power,
- to reinforce one's identity through religious education.

There wasn't enough time to produce more concrete results. However, the group was very active and there was a clear need for each participant to express themselves on the subject of discrimination.

Introduction to the European Convention and to the European Court of Human Rights

Mr. Stefano Valenti, Directorate General of Human Rights, Council of Europe

Mr. Stefano Valenti introduced the participants of the Forum to the scope of the European Convention on Human Rights and to the work of the European Court of Human Rights with the help of the following presentation. He described the development of the Court, different principles and concepts, and brought examples of cases related to certain Articles.

The Council of Europe

Strasbourg (France)



Created in 1949 by 10 countries to:

- Protect human rights
- Encourage pluralist democracy
 - Respect the rule of law
- **41 member States**
- **3 candidate States**

The European Convention on Human Rights (1950)



Judicial protection of human rights at the European level

Permanent court in Strasbourg

**Over 1000 judgments delivered
⇒ European public order**

ECHR -

“first steps for collective enforcement of certain rights in the UDHR”

Uniqueness of the Convention:

exhaustion of domestic remedies

Article 1: “Everyone within contracting party's jurisdiction covered”

lodge individual Complaint

nationality irrelevant

Article 53: rights cannot be construed as “limiting or derogating” - common minimum

How the Convention works

- post ratification
- ongoing violations
- 6 months from final decision
- effective remedies exhausted
- Articles 34 & 35
- judgement is final



General Principles and Concepts

- Interpretation of the Convention
 - object- and purpose-oriented
- Concept of autonomous meaning
 - Ozturk v. Germany
- Evolutive interpretation
 - Marckx v. Belgium

Effectiveness Principle

*Practical and effective not
theoretical or illusory*

- Airey v. Ireland
- Plattform Ärzte für das Leben v. Austria
- Hornby v. Greece
 - ⇒ positive obligations
- Extradition and expulsion cases

Proportionality principle - fair balance

Margin of Appreciation

- with European supervision

State must be regulated by Law

- lawfulness:

- (i) basis in domestic law
- (ii) possess quality of law:

⇒ *precise and ascertainable*

Subsidiarity & Article 13

- Convention subsidiary to national courts
- Duty to respect Convention rights

Article 13 - key provision

- provision of effective national remedies
 - individuals should make use of them
- ⇒ *judge of Convention is national judge first*

Freedom of Expression (Article 10)

Primary cornerstone of democracy

and

Prerequisite for enjoyment of other rights

- Handyside v UK 1976
Court stated its position on right to freedom of expression in a democratic society

→ United Communist Party v Turkey (1998)

Application of Art.11 to political parties

- Is the interference justified?
 - prescribed by law
 - legitimate aim
 - necessary in a democratic society
- Resolving problems through dialogue even if advocating change to system
- Disproportionate to aim : violation

Ceremony on the occasion of the 50th anniversary of the European Convention on Human Rights

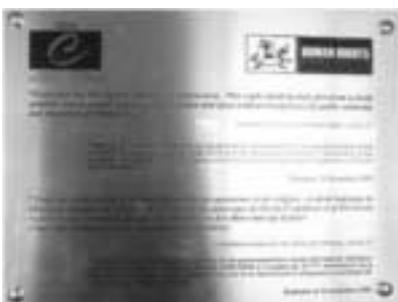
The European Convention on Human Rights was probably the document most often mentioned and cited during the Human Rights Education Forum.

The "Convention for the Protection of Human Rights and Fundamental Freedoms" (this being the full name of the document), sets forth, true to its name, a number of fundamental rights and freedoms, such as the right to life, the prohibition of torture, the prohibition of slavery and forced labour, the right to liberty and security, the right to a fair trial, no punishment without law, the right to respect for private and family life, freedom of thought, conscience and religion, freedom of expression, freedom of assembly and association, the right to marry, the right to an effective remedy and the prohibition of discrimination. More rights are granted by additional protocols to the Convention.

Parties - meaning States that sign and ratify the Convention - undertake to secure these rights and freedoms for everyone within their jurisdiction. To make sure this really happens, the Convention also establishes an international enforcement agency: the European Court of Human Rights. It deals with individual and inter-State petitions. The Court will also place itself at the disposal of the parties with a view to securing a friendly settlement of the matter on the basis of respect for human rights as defined in the Convention and its protocols.

A new Protocol - Protocol number 12 - was opened for signature by member States in Rome on 4 November 2000, on the occasion of the European Ministerial Conference on Human Rights. This new Protocol provides for a general prohibition of discrimination, making the Convention an even more powerful tool.

The 4th of November 2000 also marked the 50th anniversary of this extremely important document. To honour the notable anniversary, an evening of the Human Rights Education Forum was devoted to the event. Two special guests, Judge Joseph Casadevall of the European Court of Human Rights and Dr. Katalin Gönczöl, the Parliamentary Commissioner for Civil Rights of Hungary were invited, and following their speeches, the Statutory Bodies of the Council of Europe's Youth Sector presented the European Youth Centre Budapest with a plaque engraved for the occasion.



Everyone has the right to freedom of expression. This right shall include freedom to hold opinion and to receive and impart information and ideas without interference by public authority and regardless of frontiers (...).

Human Rights Beyond the European Convention: Perspectives and Challenges

Judge Josep Casadevall, European Court of Human Rights and Dr. Katalin Gönczöl, Parliamentary Commissioner for Civil Rights, Hungary

Judge Casadevall took a retrospective look at the 50 years of the Convention, and spoke of the process whereby the European Court of Human Rights has become a "victim of its own success".

In the 1960s, said Judge Casadevall, the Court had a working tradition of nearly "laboratoric" examination of the cases presented to it. At the time, this was still feasible, but today, when the volume of cases currently pending before the Court has risen to over 15,000, the Judges are overwhelmed - the Court simply does not have the means to respond to this number of cases.

The system of individual complaints in an international court is a marvellous model, and should by no means be suppressed. However, the danger that lies in receiving so many cases and not being able to treat them speedily and effectively, is that serious cases are 'banalised' over time, due to lack of resources.



The solution is in the hands of States which are parties to the Convention. They need to understand that it is , the task of national judges in the first place, to deliver justice. If the Convention is fully incorporated into the national legal system, then individuals have the possibility of finding remedy to their cases in the national courts, rather than having to turn to the European Court.

Speaking of the 50-year old Convention, Judge Casadevall expressed his view that it is a living instrument, something that is used and interpreted every day. A good example of its constant development is the newest addition to its scope, Protocol 12, which rules out discrimination.

Dr. Katalin Gönczöl, Ombudsman and Parliamentary Commissioner for Civil Rights, opened her speech by greeting the European Youth Centre Budapest on its 5th anniversary. The Centre was officially opened in December 1995, but it housed the first activity in November of that year.

Dr. Gönczöl then went on to explain the role of the Ombudsman in society at large. She defined the primary role of her function as building trust between the administration and the individual - the lack of which is at the base of a large number of problems - and a large number of court cases that can eventually end up in the European Court of Human Rights.

Citizens can turn to her as the Parliamentary Commissioner for Civil Rights if they feel they have been discriminated against by authorities (e.g. the police, different ministries and other offices of national administration, local authorities), if they believe they have not received fair treatment, correct and complete information, or if they have been subjected to unlawful action.



Due to the nature of the complaints, the work of the Ombudsman comprises a permanent conversation with various authorities. She is clearly the mediator in situations where the above-mentioned trust between the individual and the administration is lacking. She tries to bring a resolution to the problems brought to her attention by ensuring communication and a true exchange between parties involved. Hers is not a judicial power, but the power "to make noise" over civil rights issues.

The Ombudsman in Hungary reports to the Parliament, and can use the public nature of her position to make civil rights violations widely known. Publicity can be especially useful in situations where the authorities concerned are not really helpful or not willing to co-operate. As Dr. Gönczöl put it, the Ombudsman doesn't bite, but she barks! And that she does loudly and clearly.

The main aim of the Ombudsman institution is not to create more court cases - rather, it is prevention, prevention of the violation of the rights of human beings and of citizens. And the way to achieve this, according to Dr. Gönczöl, is to implement international Human Rights standards in everyday life.

After the speeches of the distinguished guests, Iram Ahmed, on behalf of the statutory bodies of the Council of Europe's Youth Sector, presented the anniversary plaque to Antje Rothmund, Director of the EYCB. Dr. Gönczöl and Judge Casadevall fixed the plaque in its final place.

The symbolic text on the plaque is an excerpt from Article 10 of the Human Rights Convention, and reads:

Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers (...).

IV. Looking Ahead

Saturday, 11 November

Key objectives of the day

- To motivate participants to disseminate and multiply the experiences and get involved in the Human Rights Education Youth Programme
- To sustain the work and commitments of participants
- To encourage networks, partnerships and a follow-up to the Forum

Programme

Saturday, November 11

09:30 Plenary introductions

- **The Directorate General for Human Rights and its activities most relevant to the Forum**, by Mr Stefano Valenti, Directorate General of Human Rights
- **The Project "Education for Democratic Citizenship"** By Ms Monica Goodenough-Hofman, Education Committee of the Council of Europe, and information on "Human Rights Education in the Classroom" by Mr. Mark Taylor
- **The Human Rights Education Youth Programme**, by Mr. Rui Gomes, European Youth Centre Budapest

11:00 Working groups: "**Follow-up to the Forum**"

15:00 Group reports and conclusions

16:30 Evaluation of the Forum

17:15 **Conclusions by Mr Tobias Flessenkemper, General Rapporteur of the Forum**

17:45 **Closing of the Forum**

21:30 Theatre dance performance by the Vienna Dance Workshop

Sunday, November 12

Departure of participants

Activities Related to Human Rights Education of the Directorate General for Human Rights

Mr Stefano Valenti, Directorate General of Human Rights

I would like to present something beyond the European Convention on Human Rights. The Council of Europe's protection of Human Rights is not only the Convention - this is evident when going through the Human Rights websites of the Council of Europe. I would also like to show you where you can collect further information.

Rui asked me to talk to you about a conference, which was the European contribution to the World Conference against Racism, Racial Discrimination, Xenophobia and related Intolerance. It took place in Strasbourg two weeks ago. I think most of you are familiar with the work of the European Commission against Racism and Intolerance. This commission is within the Directorate General of Human Rights. I am holding here a package that was produced at the end of this conference.

Two ombudspersons had been invited to have a central role in this conference. This is quite important because yesterday we saw an ombudsman-woman here. There were two colleagues of hers at the conference: Mr. Jenő Kaltenbach, who is the Parliamentary Commissioner for Minorities in Hungary, and "our" ombudsman. The Council of Europe also has an ombudsman, who is the former Spanish ombudsman - and his name is Alvaro Gil Robles.

For this conference against Racism, Intolerance and Xenophobia, not many judges were invited; instead there were a lot of ombudsmen. Why? Because prevention is better than repression. And don't forget that the Convention is anything but prevention. It is about repression. First you have to have a violation and then the Court can act upon it. The institution of the ombudsman is all about prevention. You have heard yesterday the ombudswoman say that she is going to bark a lot but she is not going to bite. But it's quite important to bark.

I wanted to link violation of Human Rights and racism. Racism is a form of Human Rights violation. You can have violations of freedom of movement, violations of security and freedom of a person, you can have violations of the right to private life, and so on. So issues of racism are violations of Human Rights. That's very simple and I think we should always make this link. And the state, if it's not active in violating, has a responsibility because it is passive, and yesterday we talked about the positive obligation of the state. The protection of Human Rights does not allow states to be passive when it's a matter of racism.

In Europe we have a persistence of racism. It's not something that belongs to the past but it is something that is ongoing. This is another characteristic of the European context today.

A third point I'd like to make is that there are some areas conducive to racism. Again we are talking about Human Rights and the rule of law. The first one is: law is not equal to practice. In all European countries we have wonderful laws but they are not implemented and this is one of the main problems. The second is access to law. To have your rights you have to know what your rights are but you also have to defend your rights. For example, legal aid is very important to allow access to law, to allow you to have your own rights defended. Legal aid is very important, for example, in terms of racism.

And then we have the functioning of public administration. Public administration is the state and sometimes the practices of public administrations are conducive to racism. Yesterday we met the ombudsperson, whose main duty is to act as mediator between the big administration and the small individual.

What I'm telling you is from the report that came out of the conference I mentioned, to give you an idea of what has been discussed. Solutions have also been discussed. We have seen the cause of racism, we have seen particular causes that are related to Human Rights and especially Human Rights violations, and now we need to see what the solutions are.

We talked yesterday about Protocol 12. Protocol 12 is a protocol to the European Convention on Human Rights, which deals with discrimination. Do you think that this can be a preventative measure? No, I don't think so. Again we will have to have violations and then the Court can act, so we have a limited way of protecting Human Rights. The most important thing is domestic legislation. We have to complete anti-discriminatory legislation at home. And again we go back to the main concept: the protection of Human Rights starts and ends at home. The Court of 41 judges cannot solve the problems of 800 million people.

And then we have prevention via the involvement of civil society and education. There is a document that you can find on the Internet which is about solving discrimination and racism through education and awareness raising. The funny thing is that when these over 500 persons sat down to their conference, they realised that they had too little representation of youth groups. They even noted this at the end of their report: they are asking to have more youth leader representation, more youth organisations involved in solving the problems of racism and discrimination.

I think that I won't go into the details of this document, but the main point is that it examines four ways of solving or trying to solve or prevent discrimination. One is to transmit an essential message. Tolerance is not a good message vis-à-vis discrimination. When you are talking about tolerance you will always have a subject who tolerates, and another subject who is tolerated, and that is not at all a very good sign; it's not a sign of equality.

The second one is that we need good examples. We don't have to show the discriminated as victims; the important thing is that we have to show that minority groups are successful. Otherwise, we'll perpetuate the idea that they are vulnerable, they are victims, etc. I think this is very important, for example, if we have to construct a campaign.

Another important message is about the training of professional groups. We saw yesterday that the state is the main source, actually the only source of Human Rights violations. It could appear shocking, but if I punch my colleague here, it's not a Human Rights violation; it's nothing to do with Human Rights. Human Rights is always the state against the individual, and in this case the only way that Human Rights issues are involved is if he goes to a prosecutor, he goes to the police and the police refuse to accept his claim against me. In this case we have a Human Rights violation. I think that the representatives of states have to be trained in this field.

Finally, it's quite important to show good practices. ECRI has a basket of good practices, and examples to show. But I think that it's essential that these good practices be defined by the discriminated, by the minority groups. I think that it is very important that not only the majority decides which are the good practices in combating racism, in combating discrimination, but that minorities, so-called vulnerable groups, should also be involved in this process.

So ECRI is part of the Directorate General of Human Rights and the European Convention on Human Rights is part of the Directorate General of Human Rights. You see two different ways of dealing with the problem of Human Rights violations. I want to describe what we do in the Directorate General of Human Rights.

We have the European Convention on Human Rights and this Convention is very lucky. They have their own watchdog; the watchdog is the Court, with its 41 judges. But we also have other important conventions and I will name at least 3: the European Social Charter, which deals with social and economic rights. Human Rights are indivisible; you cannot talk about civil and political rights without talking about social and economic rights. Then we have the CPT, the European Convention for the Prevention of Torture. Article 3 of the Convention establishes freedom from torture and we have a group of experts who are allowed to enter prisons. All the member states have been visited by this group. We have a third convention, which is the Framework Convention for the Protection of National Minorities. All these conventions need a secretariat, so in our Directorate there is a secretariat for the CPT, the Social Charter, and the Framework Convention. And then there are people like me, who go around the member states, trying to raise awareness, train and so on. But we cannot do this alone, so we need multipliers. We need NGOs knowledgeable about the Human Rights machinery of the Council of Europe and we need youth groups who know how the Council of Europe works, in order to use these as educational tools.

The problem is that there is this unfair balance between intergovernmental work and civil society work. Basically the Council of Europe remains an intergovernmental organisation. The Council of Europe is nothing but 41 states, so it's difficult for the secretariat to do something against the willingness of these 41 states. So what I'm doing here is a little bit of lobbying. As a member of the secretariat I cannot do some things that you can do, as NGOs, for the secretariat. This is the reason why our best allies in the protection of Human Rights are not the governments - they are not third party, they are the ones who are accused - but the civil society, youth groups, professional groups. This is the reason why it is greatly in our interest to make contact with you and this is why it's such a good opportunity for us to have this kind of co-operation with other Directorates who have these links.

And now a few website addresses where you can click to get more information:

<http://www.humanrights.coe.int> Council of Europe, Human Rights Web

<http://www.echr.coe.int> European Court of Human Rights

<http://www.ecri.coe.int> European Commission against Racism and Intolerance.

Introduction to the Project "Education for Democratic Citizenship"

Ms. Monika Goodenough-Hofman, Education Committee of the Council of Europe

Ms. Monika Goodenough-Hofman, from the Council of Europe's Education Committee, called the Forum a mind-opener, where an amazing diversity of people were partaking in a real, active and participative dialogue, demonstrating the richness of youth activities and their impact in strengthening civil society.

Ms. Hofman went on to say that this activity was another good example of what a valuable tool the European Youth Centre Budapest was in ensuring the participation of young people in solving problems that concern them. She mentioned that the Education Committee has ongoing good co-operation with the EYCB, and highlighted the seminar "Youth, Cultures, Lifestyles and Citizenship" as an example.

Issues raised during the Human Rights Education Forum can be a field for further co-operation, as many common interests and shared priorities emerged, such as the integration of marginalised youth and standard-setting in the field of social and political rights of young people.

The Education for Democratic Citizenship project was briefly introduced as a 3-year programme set up in 1997, consisting of various innovative, active, grassroots-level activities. The project received further political support at the 2nd Summit of the Heads of State and Government of the Council of Europe. They agreed, as a part of their Action Plan, to raise citizens' awareness of their rights and responsibilities in a democratic society, to activate existing networks and to encourage and facilitate the participation of young people in civil society.

The aim of the project was threefold: to find out which values and skills individuals require in order to become participating citizens, how they can acquire these skills and how they can learn to pass them on to others. As a follow-up, a campaign is planned in co-operation with the EU and the UNESCO for the year 2003 on citizenship education, of which human rights education is clearly a cornerstone.

One of the elements of the EDC project was "citizenship sites", veritably participant-driven and innovative citizenship practices, committed to empowerment. These sites were set up in local communities. The strategies used at the sites were to create adequate conditions, provide opportunities and thereby help people to get involved and bring about change by themselves.

The EDC project and its results brought about the recognition of the interrelation of systemic change, community development and personal development. It also highlighted the importance

of links with the informal sector in educational activities and the fact that, if young people are the target group of an activity, it is essential to involve them all the way.

For anyone wishing to find out more about the EDC as a whole and about the citizenship sites in particular, the following websites are available:

General information on EDC: <http://culture.coe.fr/postsummit/citizenship/>

Final reports and other useful documents:
<http://culture.coe.fr/postsummit/citizenship/documents/docslst.htm>

Information about citizenship sites:
<http://culture.coe.fr/postsummit/citizenship/site/estrategies.intro.htm>



Ms. Goodenough-Hofman and Mr. Valenti

Information on Human Rights Education in the Classroom

Mr. Mark Taylor

Mr. Mark Taylor took the floor to speak about human rights education in schools. He explained that in many conversations with teachers it had become evident that teachers get more and more demands on what they should teach, in addition to the "usual" subjects, and very little help in how to teach it.

In order to take away some of the fear teachers have of tackling the European Convention on Human rights in the classroom, and to give some simple starting points for teachers on the Convention, a folder has been created.

It contains information about the European Convention on Human Rights, as well as on other areas of the Council of Europe dealing with Human Rights. It also points the reader towards other organisations working in the field, e.g. Amnesty International.

There are activity ideas in the folder and a simplified text of the Convention in language that teenagers will also understand. There are activities that will look at school life and at the dreams and aspirations of young people.

The folder is available in English, French, German and Italian, and hopefully the Russian version will also be out soon. Those who wish to obtain a copy should get in touch with the Council of Europe's info point:

Point I
Council of Europe
67075 Strasbourg Cedex
France
Telephone : +33 3 88 41 20 33
Fax : +33 3 88 41 27 45
Email : point_i@coe.int
Website: <http://www.coe.int>
Email: HumanRights.Info@coe.int
Website: <http://www.humanrights.coe.int>

Follow-up to the Forum

Group reports and conclusions

In the last day's working groups, participants were given the following tasks:

- Discuss proposals for the 3-year Human Rights Education Programme and think of new elements that you would like to see in this programme.
- Describe how, as participants, you can - and will follow up this Forum.
- List the recommendations that you have for us as organisers on following up this Forum.

Below are excerpts of the working groups' results

Proposals for the three-year programme:

- Integrate the above proposals into the 3-year programme
- Pay particular attention to advocacy and information sharing issues
- Invite more Human Rights Education specialists to speak and allow their inputs to come at the beginning of the conference
- Start with the experience already there e.g. the Education for Citizenship and Democracy programme
- Integrate sports and cultural exchanges into the programme

One of the working groups immediately put a proposal into action by setting up a mailing list, with the address pro1@orc.ru

How do we want to follow up this Forum?

"Fuel for the brain and heart"

- Dissemination of information
- Implementation of the knowledge gained
- More manuals and training events for teachers and students
- Exchange with other countries with participants of this Forum
- Worldwide contact in HR

Proposals and follow-up to the Forum

(in order of priority)

- To send a strong message to governments to provide or assist with funding for Human Rights Education activities and to include Human Rights Education in school curricula. Awareness should also be raised within the corporate community in terms of funding Human Rights Education activities.
- To undertake (in co-operation with partner organisations) pilot projects at country and regional level so that the participants at this Forum can be used as multipliers of the training skills & knowledge for Human Rights Education.

- Network formation/networking shall be established through e-mail lists, not excluding inter-personal networking, providing each actor with materials for Human Rights Education (local org. acting as libraries & resource centres for their communities. On-line resources shall also play their vital role in the accessibility of relevant documentation.
- To start a magazine both in hard copy and electronic form, where EYCB/Council of Europe will be collecting materials and publishing them. It shall include information on the activities undertaken, a calendar of up-coming events and a list of partner associations, at the same time providing Internet publishing and Internet conferencing facilities.
- To pay attention to evaluation and monitoring of the Human Rights Education activities undertaken, following the principle of "evaluation of the effectiveness" with respect to the ultimate goal of Human Rights Education (Human Rights Education in everyday life more needed).
- To produce audio/visual materials without copyright, to easily reach the implementers.
- To produce a CD-ROM with a collection of existing Human Rights Education resources and materials.
- Establish feedback system/structure/strategy.

How can/will we follow up the Forum?

- Keep in touch with web-site
- Pay attention and read the printed information
- Form groups so that we can work together at specific local, national and regional levels
- Connect with international projects so that projects can mutually share their information, expertise, etc. with each other
- Follow up the personal contacts that were made here
- Make a short report of the Forum so that the content of the Forum can be shared with the people of one's country...one way of doing this is to send it to the newspapers
- At a national level, disseminate the information to other groups
- Invite others to visit our countries so that information, training, methods can be shared

What are our suggestions and ideas for the future?

- To put together formal and non-formal education
- To bear in mind that there may be different approaches and needs in different countries and different areas, also for different groups (refugees, gays, etc.)
- A very personal approach to Human Rights Education (everyday life, neighbourhood, partners...)

Recommendations

- To avoid duplication and fragmentation
- To make agreement with other organisations like UNESCO, UNICEF...
- Make web-site user-friendly (so that different users can be guided effectively to their destination sites; teachers, participants, trainers...)

How should the Forum be followed up by the organisers?

- Make information more accessible

- Considering the web-site, categorise the information into specific topics using key words, etc.
- Broaden network with more countries
- Set up study visits so that more information could be exchanged
- Initiate a newsletter giving one person from each country responsibility for collecting information and then publishing it in the newsletter
- Be kept up to date with current issues, meetings, etc
- PLEASE SEND US THE REPORT OF THE FORUM
- Set up a directory of experts in the field of Human Rights Education
- Disseminate information about funding possibilities
- Disseminate information about specific topics, such as disability
- Start up a system whereby we could be an advocate group that responds to particular Human Rights Issues
- Assist NGOs in setting up contacts with government ministries
- Link already existing projects so that they can be brought to regional areas and so set up co-operation between the regions

After the final group report, presented by Veronica Ntundi Kette from Cameroon, Veronica sang a beautiful and very moving song about saying goodbye. Many people in the plenary joined the chorus - it was a real farewell moment.

Evaluation of the Human Rights Education Forum

The evaluation of the Forum was twofold: participants had the chance to evaluate their four days spent at the Forum both individually and in groups.

Each participant received a detailed evaluation form to fill out and hand back to the organising Team, who later carefully read and analysed the forms.

The group evaluation consisted of a single task: in their working groups, after sufficient time for discussion, participants had to come to a consensus on how to continue the phrase "At the end of this Human Rights Education Forum we ...". Results were brought back to the plenary and presented on a flipchart.

Below are the conclusions of the various working groups:

“At the end of this Human Rights Education Forum ...

...where fruitful exchange of knowledge and experience has taken place, we feel ready to utilise contacts, knowledge and partnerships we have made and concentrate on specific issues - only then can we start practical work in the field of Human Rights Education

...we have been challenged but also motivated, through exchange of ideas and methods and through contact with Human Rights Education actors in Europe and the wider world, to become aware of the power of partnership.

... we (group 7) feel the Forum to be a driving engine and so we feel motivated, determined, and empowered to increase and improve our practices of Human Rights Education and we are sure that we will succeed if we co-operate all around the world.

... we will take back to our countries information, experiences and enthusiasm to promote education about Human Rights.

... we are very happy to meet so many new friends and colleagues, to get new experiences and methods in Human Rights Education, and to get new perspectives and motivations to continue work in the field of Human Rights Education.

... we are happy to have been able to exchange experiences, clarify concepts of Human Rights Education, create contacts that we promise to keep, and to gain knowledge in the field of Human Rights Education. We also hope that the new proposals (educational methods, training of trainers, including Human Rights in concrete projects) will be realised. And we are now a happy group of motivated people!!

... we are sad to leave, but happy to go home with a new network of friends and future colleagues. We hope that this meeting will be the beginning of long-term international co-operation. We are pleased to know that we are not alone in our work for the protection of human rights and democratic citizenship”.



Preliminary Conclusions

Mr. Tobias Flessenkemper, General Rapporteur of the Forum

"No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth."



This quote from Mr Kofi Annan at the occasion of the 1st World Conference of Ministers responsible for Youth in 1998, maybe puts in a nutshell why we have been here at this Forum for the last few days. How do we include young people from birth in this process? Participants came to get involved in Human Rights Education for the first time, or to learn from others and their experiences, or were even looking for concrete project partnerships and contacts. I know that all of these expectations have been fulfilled.

Scope of the report

The task of the general rapporteur was defined as summarising the results and achievements of this Forum. The objective of the report that is to be finalised in the coming weeks is make our collective work and reflection visible to the world outside the European Youth Centre. The three-year programme on Human Rights Education is an important opportunity to consolidate and establish education and learning **about, for and in** Human Rights as an integral part of formal and non-formal learning curricula for young people. My report will hopefully be a useful contribution to this process. It should be used as a tool to motivate NGOs, independent funders, institutional representatives, youth and education administrations at local, regional and national level to get involved in the venture of the Human Rights Education Youth Programme.

The report, however, cannot be a photographic picture of the event. The richness of such an event, of all the discussions in working groups and workshops, in the informal parts of the event can hardly be reflected. My colleague, Adrienne Englert, will collect the results of the work, as well as the contributions made by the various experts in a documentation that can be used as a reference for volunteers, activists, practitioners, educationalists, teachers, and of course it should be reading for young people. Nevertheless, the documentation and the report will not stand separately, they will form a package that we hope to be able to send to you in the coming months.

The memory, contacts and spirit of this Forum will however remain with you and live through your account.

Richness of backgrounds, experiences and fields of activity

This Forum has re-established, and confirmed the strength of the interdisciplinary approach of the Council of Europe. I believe that we have encountered an enormous richness of experiences, practices and ideas about Human Rights Education for young people in Europe. It cannot be underlined enough that for promoting the **universality** of Human Rights it is important to look beyond our continent and to involve other parts of the world in Human Rights Education activities. And we have done this here.

Coming from a huge variety of organisations and networks and representing different approaches of learning and teaching Human Rights, both in non-formal and formal educational environments, the participants of this Forum have shown that Human Rights Education needs to be based on, and carried out by, all of them. In the same way as Human Rights are **indivisible**, Human Rights Education cannot be divided into neat chapters: here, the teaching of knowledge about Human Rights, there, the empowerment of young people, and in a third place, campaigning and advocating for Human Rights. Youth groups, human rights activists, universities, teachers, researchers and also foundations and other funders and many more actors are all targets of Human Rights Education. At the same time, these people are also the carriers and developers of Human Rights Education.

Defining Human Rights Education

The term Human Rights Education brings together concepts that all of us speak about regularly, but we also might have at least as many definitions of them as we are people discussing them. Over the last few days, I have been asking some of you what Human Rights Education means for you and your work. If there was one common point that all of you stressed, it was that Human Rights Education is about dialogue, about speaking to each other, and about the respect for human dignity.

"Everyone has a story, has the right to be listened to and heard - that is where Human Rights Education begins"

Others have told me that, for a long time, they or their peers did not know about Human Rights. They had reached the point that they believed torture, censorship, not being free constituted a normal state of the human condition. However, we know what people feel about the **inalienable** rights they have. Human Rights Education is a process of awakening, of developing one's own identity: as a person, citizen, women, gay person, Roma, member of an ethnic or political group. Ultimately, Human Rights Education is a way to live and a way of living.

In youth work and youth activities we have the responsibility to develop through our programmes a space for young people, educators and others to realise their Human Rights and develop also a cognitive understanding. In this respect, **Human Rights Education is about building relationships with oneself, with others and within and across communities.**

We cannot separate Human Rights Education from knowledge and cognition, as Human Rights are not negotiable. As was said in last year's Human Rights Week by the President of the European Youth Forum: "Human Rights apply to every human being and all have to adhere to

them, individuals, organisations, governments and institutions. Those who violate them have no place in this European house". Human Rights Education is therefore a process with very clear rules.

What are the issues of Human Rights Education today?

Numerous issues have been addressed in the working groups, and it is impossible to give an account of all of them here. In many of the discussions we have also been reminded of the indivisibility of Human Rights; for example, racism is intrinsically interwoven with phenomena of social exclusion and vice versa. Let me highlight maybe one issue in particular: human rights in situations of conflict and war. How to speak and learn about Human Rights in conflict situations? We have a number of participants from conflict areas and areas hit by the results of conflicts in the neighbourhood. We have heard about the challenges they are facing to ensure the fulfilment of daily needs and their struggle for basic liberties. The 20th century has been a century of unseen violence, cruelty and the killing of hundreds of millions of people. Human Rights Education therefore needs to allow space for humanitarian questions on the rights of refugees, civilians and soldiers in conflict areas, and for the learning of minimum standards of humanity in conflicts and wars. We cannot allow spaces and period without Humanity and Human Rights any more.

How to address these issues?

When reviewing the reports coming in from the workshops, it becomes obvious that there is one key elements in all practices and methodologies; **participation**. All of us here are promoting participation of young people and children. But let us remember that there is practically no limit to participation! And that all methods need to be looked at from this angle. Human Rights Education is learning in human rights about human rights and living human rights, for this participation is a prerequisite. But participation has also no limit for trainers, educators, teachers and others. How can we support their participation, not only in the programmes they are working in, but also in their professional environment? We have many examples here that talking about Human Rights Education in public administrations can be difficult, if not even dangerous. So, participation is key, for all involved in Human Rights Education, also to protect us from the many dangers and threats - that are still around - for human rights activists. Awareness of the risks is an essential element of our international co-operation and can only be developed through the democratic and not just token participation of everyone.

How to make it count?

For all of us, and for an institution like the Council of Europe, the European Convention on Human Rights is obviously the starting point of the work on Human Rights Education. But the Council of Europe is not only the Court in Strasbourg. Human Rights Education must happen beyond the Convention. 41 Judges in Strasbourg cannot ensure respect for Human Rights for over 800 million Europeans. Our work actually starts before and beyond the Convention and the strength of the Council of Europe is, as Antje Rothmund pointed out, **patience for Education**.

The Council makes the work for Human Rights count. The work of thousands of youth groups, NGOs and civil society at large comes to the fore here, in the European Youth Centre and other Directorates. We have seen that Education for Democratic Citizenship is a part of Human Rights Education, likewise, the work with teachers presented this morning. Indeed it is a robust network and co-operation of small and large organisations, initiatives and projects that constitutes Human Rights Education. In the last four days we have made numerous new knots

for this tissue that protect the equality of our human dignity. These knots will be essential to carry the Human Rights Education Youth Programme over the coming years and make it alive.

But there are also many other ties to be made to make Human Rights and Human Rights Education count. We are not in an isolated process and Human Rights Education will neither start nor stop with this Forum, or the programme we have launched. Let me just refer to some processes that are happening while we are speaking:

- We are in the middle of the United Nations Decade of Human Rights Education.
- UNESCO, to which we owe the belief in education through the statement "**Wars start in the mind of man and it is in the minds of men that they must be stopped**", has declared 2000 the "International Year For the Culture of Peace".
- In less than a month from now, the Heads of State and Government of the European Union will decide on a European Union Charter of Fundamental Rights.
- Next September, the United Nations will hold a Special Session on the Convention of the Rights of the Child.
- Also next year, a United Nations Conference against Racism will be organised in South Africa.
- The European Commission is preparing a White Paper on Youth Policy for the end of the year 2001.
- The Stability Pact for South Eastern Europe included the Federal Republic of Yugoslavia a few days ago, which will hopefully give a new impetus for co-operation in the region.
- The North South Centre of the Council of Europe works on a Global Education programme and other initiatives that can ensure a universal perspective in our work.

I could name many more initiatives where Human Rights Education is happening. There are places and events where Human Rights are on the agenda. Teachers, activists, youth workers, youth leaders, the education and research community need to link up to them.

Outlook for a three-year programme: how to consolidate and connect our work?

I understand the Human Rights Education Youth Programme as an invitation, an invitation to all to rethink their activities in the light of Human Rights protection and violations that are happening around us. This Forum has done the groundwork, but probably many of us are a bit frustrated because the Forum was short and there were many things going on which one could not follow.

The three-year programme aims to contribute to the creation of a European space of Human Dignity. Already, here we have achieved a huge success in forming a community committed to Human Rights Education. The European space of Human Dignity should be filled with lots of creative, innovative, experimental approaches, as promoted by this centre, bringing together the formal and non-formal education communities to form this Human Rights Education community that knows no limits in its creativity, creativity based on people, making it "personal".

I see would see four main areas for the programme to go further:

Information

- One of the main conclusions of this Forum seems to be that we needed the broad kick-off, with many approaches around the table. The website will be central tool for this.
- Dissemination and access to the programme will be central for its success and its outreach. The resource centre is one space to keep ourselves connected.
- We need to keep track of the achievements and results.

- A newsletter will not only be a tool to keep a link with all the participants and supporters of the programme, but it will also be a useful tool for our advocacy. And sometimes featuring in an official publication of the Council of Europe can be an enormous door-opener in the local community.

Get specific and make it personal

- Give people more input in how to run meetings, to experiment on how to involve large groups of people in planning their own educational processes: basically the exchange of methodology.
- Geographical and thematic focus: it is clear that the "concrete work" needs specific focus. And the recommendations and proposals made provide plenty of approaches for regional networks, for instance in South Eastern Europe, on gender issues, questions regarding racism and violence. A French philosopher once noted that the head is round, so that the thinking can change direction. I hope that the round trip in the last couple of days was useful to look beyond traditional interests and fields of works, to enrich the concrete work.
- Another conclusion regards the initial point of what Human Rights Education means, bringing it back not only to the organisations and actors, but to the people and friends around us. A conclusion is that we need to make it more personal.

Visibility, recognition and advocacy for Human Rights and Human Rights Education

- Celebrate and show the success of Human Rights Education - including the recognition in youth work and school curricula. I mentioned a number of processes going on around the world., For the Council of Europe, I see the need also to work intra-institutionally to raise the profile of Human Rights Education, for instance, in the Committee of Ministers and the Parliamentary Assembly. I believe it is the role of the NGOs to organise themselves alongside these activities to make a lobby for these issues. Here in the room are a number people linked to National Youth Councils, the European Youth Forum, and also governmental bodies - the ball is in your court.
- The steering committee should look at ways how to make the logo widely available so that all of you can label activities as part of this programme. "You never walk alone", must be the message of this Forum to those who could not be here at this event. The celebration of a media action day (why not on the 4th of December, the date of the Convention?) would be a good proposal.
- More funding nationally for the Human Rights Education activities could be obtained for more concerted advocacy campaigns. But also national governments should organise their training programmes in the context of this youth programme.

Keep an open approach to the world.

Closing Session

Mr. Havard Ovregerd made a closing speech on behalf of the European Youth Forum. He spoke of how one feels when witnessing the violation of one's own or other people's rights. The sadness and anger felt when seeing someone treated badly, when seeing a lack of respect for other people, can be turned into a positive energy. These feelings, if used constructively, can achieve change.

The role of Human Rights Education is to channel this emotional energy, to use this power for positive change, to alter things for the better.

Mr. Ovregerd, speaking from the youth organisations' point of view, said that people will often tell you that what you want to do in your youth organisation is not possible, what you wish to achieve is not realistic. But the real question is, is it realistic to accept that you cannot improve a bad situation? If the aspirations of youth organisations are utopian, then one has to believe in utopia, because all the other alternatives are not acceptable.

Human rights and the striving to make things better is the common denominator between youth organisations, the backbone of their work. This is so in the many youth organisations which are members of the Youth Forum as well. Mr. Ovregerd expressed how happy the European Youth Forum is to work with the Youth Directorate of the Council of Europe on the issue of Human Rights, because their aims are common and the co-operation good and fruitful.

A good example of this is the Human Rights Week that took place in 1999, and was co-organised by the Youth Forum and the youth sector of the Council of Europe. Partly out of the proposals of that event, the 3-year programme has evolved.

In these programmes, the key points are bringing together the formal and non-formal sector and emphasising how they complement each other. Participation is extremely important, because if young people see they have the possibility to influence their lives, they'll make the effort towards positive change.

As a closing thought, Mr. Ovregerd said that the Youth Forum will co-operate closely with the Youth Directorate on the 3-year Human Rights Education Programme, and will also continue to work on the issue in the long term.

After these closing words, **Ms. Iram Ahmed**, Chairwoman of the Steering Committee of the event thanked the staff of the European Youth Centre Budapest for their efforts in preparing and hosting the Forum. She then gave the floor to Antje Rothmund, Director of the European Youth Centre Budapest, to officially close the Forum.

Ms. Rothmund explained to participants that everything so far established in the 3-year programme is assured financially and in all other aspects. Proposals coming from the Forum's participants on how to run these programmes will be integrated. Proposals for new programme elements to be added on, however require new funds, and she encouraged all those present who

can do so to secure further funds for the 3-year programme, to enable more activities and more pilot projects to be run. She reminded the group that the RAXI campaign of 1995 also started small, but became very big due to the dedication, help and support of many people involved.

Ms. Rothmund then extended her thanks to the organising team of the Human Rights Education Forum, to partners in other Directorates of the Council of Europe, to workshop and working group leaders, to all of the participants who had contributed to the success of the event with their hard work, and to the interpreters who had made communication possible.

She then invited all those present to the farewell party, which held a "sweet surprise": a huge cake with the logo of the Human Rights Education Programme, to be shared among all who had participated in the Forum.



The sweet surprise turned out to be a big cake bearing the Human Rights Education Programme's logo - which disappeared quickly via the active participation of all present.

Appendixes:

- I. List of Participants of the Human Rights Education Forum
- II. Examples of Participants' Projects and Descriptions of Organisations
- III. Human Rights Education Bibliography and Webography
- IV. The Three-Year Human Rights Education Youth Programme

I. List of Participants

ALBANIA

Astrit Dautaj
Pedagogical Research Institute

Etleva Langore
Bethany International

Mariana Sinani
YWCA of Albania

AUSTRIA

Barbara Helm
Interkulturelles Zentrum

Monika Goodenough-Hofmann
Ministry of Education, Science and Culture

AZERBAIJAN

Azer Bayramov
Youth Development Organisation

Aziza Vazirova
Reliable Future Organisation

Nabil Seidov
Reliable Future Youth Organization

Rena Tahirova
Humanitarian Center 'YUVA'

BELARUS

Pavel Khatsuk
VIT Association of Young Intellectuals

Vladimir Kalinin
HR Association of Smorgonsk

BELGIUM

Asa Nilsson
IFLRY

Maarten Weyn
OBESSU

Mohamed Ibenhajen
Tarbia

BOSNIA and HERZEGOVINA

Adela Kovacevic
Centre for Civic Co-operation and Activity - Odzak

Bojan Stancevic
Helsinki Citizens Assembly BIH

Dzenan Tarakcija
PRONI

BULGARIA

Mariya Petrova Gencheva
Bulgarian Gender Research Foundation

Steli Peteva
Partners Bulgaria Foundation

Tzvetana Ilieva Evgenieva
NGO Organisation DROM

CAMEROON

Ntundi Kette Veronica
Christian Sister's Association

COLOMBIA

Amada Benavides de Perez
School of Peace

CROATIA

Ciril Coh
Citizenship Site: Gimnazija Varazdin

Jasmina Bozic
Project of Peace and HR Education for Croatian Pr. Sch.

CZECH REPUBLIC

Monika Homolová
Dum UM - Centre of children and teenagers

Veronika Bilková
People in Need Foundation

DENMARK

Busi Tshangase
South African Association of Youth Clubs

Pia Laulund
Danish Centre for HR

Tania Tello Rodriquez
Ungdomsringen

ESTONIA

Peeter Taim
Youth Service of Tartu City Government

ETHIOPIA

Farah Abdulsamed
Fafan development organization

FEDERAL REPUBLIC OF YUGOSLAVIA

Alexandra Vidanovic
Open Club

Ksenija Lazovic
Helsinki Committee for Human Rights in Serbia

FINLAND

Hasan Habib
Youth Department City of Turku

Marisel Julista Soto Godoy
Setlementinuorten liitto

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Gjorgji Jovanovski
Information Office of the Council of Europe-Skopje

Jane Nikolovski
Macedonian Red Cross

FRANCE

Fakia Salima
Gasprom

Ivonig Jan
Manifeste Animation-Rech—Action

Najat Zouane
Chabab

GEORGIA

Givi Mikanadze
Tbilisi International HR School

Gvelesiani Tea
Partners for Democratic Change, Georgia

Leila Koberidze
Scout Association of Georgia DIA

GERMANY

Peter Wicke
Service Civil International

GREECE

Zapros Apóstolo
Service Civil International - Hellas

HUNGARY

Adrienne Kozma
With Youth for Europe Foundation

Ágnes Varga Kelemen
*Ministry of Interior, International
Training Center*

Anikó Kaposvári
*Foundation for Human Rights and
Peace Education*

Balázs Gyurcsánszky
Pázmány Péter Catholic University

Beáta Kisszölösi Szántó
*International Federation of Red
Cross*

Csüllög Miklós

Dr. Nemeskéry Gabriella
*Women for Public Life – (Országos
Női Érdekvédelmi Egyesület, Közéleti
Nők)*

Dr. Polls Mouner
Centre for Defence of Human Rights

Dr. Vajk Kálmán
*With Families for Life (Családokkal
az Életért)*

Edit Fábrián
*Nursery Welfare and Rehabilitation
Centre*

Egry Zsuzsanna
Women in Public Life (Közéleti Nők)

Ekaterina Sokirianskaia
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Éva Pelbárt
*Hungarian National Police
Headquarters*

Gulácsi Ildikó
*Open Studies Group Association -
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Ibrahimné Németh Edit
*Women for Public Life - Közéleti Nők
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Julianna Kovács
Raoul Wallenberg Association

Károly Sáfár
Pázmány Péter Catholic University

Katalin Hollósy
Pramen

Lenka Magdalena Hromnikova
*International Federation of Red
Cross*

Majercsik Zsuzsanna
Közéleti Nők (Women in Public Life)

Nadia Banno Gomes
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CEU, Legal Studies Department, HR

Patkóné Dobos Csilla
Foundation "Together for Another"

Staskó Jánosné
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Tibor Bán

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Giulia Sannolla
Associazione Sud

LATVIA

Kristina Buharinska
Centre of Multinational Culture

Sanite Rancane
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Meridian*

LEBANON

Mansour Maya
Lebanese Human Rights Association

Mira Ali El Rez
*Leo Beirut City Club / International
Lions Organisation*

LITHUANIA

Mindaugas Kiznis
*Council of Lithuanian Youth
Organisations*

Tomas Dapkus
Adolfas Klimas Free Speech Forum

Viktorija Paliulioniene
*Vilnius Gediminas Technical
University Students Council*

LUXEMBOURG

Fabienne Schneider
ASTI-CDAIC

Robert Altmann
*Commission Consultative des Droits
de l'Homme*

MEXICO

Eduardo Martinez Loyola
Instituto Nacional Indigenista

MOLDOVA

Aliona Brasoveanu
*League for Defence of Human Rights
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Alla Levitskaia
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*Forum for Solidarity, Equality,
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Meltem Safak
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Immigrant Women*

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Youth Development Department

POLAND

Goska Malczewska
One World Association

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Movement of Catholic Students

Maria Ines Paiva Seidi
Association Oho Vivo

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Intercultural Institute

Fekete András Oszkár
*Organising Bureau of European
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Matache Margareta
Romani CRISS

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'Renaissance in Chechnya'*

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Children and Youth*

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*Bosko Taldea Federation of Bask
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Chokri Mensi
Swedish Muslim Youth Federation

Hanan Mohammed
Swedish Muslim Youth Federation

THE NETHERLANDS

Hayo de Vries

TURKEY

Zehra Neslihan Yildirim
Youth Exchange Club

UNITED KINGDOM

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*Department of Education and
Employment*

Hilary Emma Jane Crawshaw
YWCA Roundabout Centre
Tara Ann Kinney
Northern Ireland Youth Forum

UKRAINE

Kaszó Róbert
Student Association "Europe"

Sofiya Nahirma
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Oranisation of Ukraine*

Valentyna Domkyna
Donetsk Youth Debate Centre

USA

Kimberley Middleton
OSI - Network Women's Program

**WORKING GROUP
FACILITATORS**

Social exclusion

Donatella Rostagno
European Youth Forum

Conflict resolution and peace-keeping

Marija-Dubravka Uzelac
*Small Step – Centre for Culture of
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Anti-violence

Ronni Abergel
Stop the Violence Denmark

***Trafficking and violence against
women***

Nadia Yefimisch
Ukraine
and
Giorgia Testolin
*Directorate General of Human Rights
- DG II, Council of Europe*

Children's rights

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Women's rights and gender equality

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Countering racism and nationalism

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LICRA, France

Disabled people and human rights

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Production of educational materials

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Fiona Gallagher
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Curriculum development

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Peer-education

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Information and awareness-raising

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Save the Children of Macedonia

International youth work activities

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Intercultural learning

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Ukraine*
and
Erzsébet Kovács
*Association of Open Study Groups,
Hungary*

***Active, participative and experimental
education methods***

Mark Taylor
France

Anti-discrimination work

Fatima El-Hassouni
*Advisory Council for Foreigners of
the City of Strasbourg, France*

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Judge Josep Casadevall
*European Court of Human Rights,
Council of Europe*

Dr. Katalin Gönczöl
*Parliamentary Commissioner for
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*Human Rights Co-operation and
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Directorate General of Human Rights,
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Havard B. Ovregard
European Youth Forum

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Vafaie*

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Shiva Fallah
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Dariusch Onghai
Adib Reyhani
Omid Warnung
Mershad Vafaie

Performance of “Mr. Single”
Zeljko Vukmirica, Croatia

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II. Presentation of Projects and Organisations of Participants

Participants in the Human Rights Education Forum were asked to send or bring with them a description of the organisation(s) they were active in, and examples of current or recent projects.

This appendix includes all of the project descriptions, project identity cards, and information on organisations that we have received in electronic format (on diskette or by e-mail) before, during, or immediately after the Forum. It is far from being a complete library of all the projects and organisations that were present at the Forum. It is, however, a good selection.

We hope that this section will help people with similar projects or similar organisations to find each other, to learn from each other's experiences, and to build partnerships and eventually networks.

To facilitate the search for a specific person's organisation or project, the following pages have been organised in alphabetical order of participant, preceded by the name of the organisation they represented.

Association for Promotion of Mental Health in Children and Young People, FR Yugoslavia

Ms Alexandra Vidanovic



Association for Promotion of Mental Health
in Children and Youth
The Open Club - Nis

Address Trg Lale Nikolic 2
18000 Niš

E-mail: Oknis@mailroom.com
<http://www.oknis.org.yu>

Tel/fax: 381 18-523-422

The *Association for Promotion of Mental Health in Children and Young People* was founded in October 1996. In January 1997, the Association joined “*The Project for the Children of Yugoslavia*”, which was originally set up by the Fund for an Open Society. A very important part of the project was the appearance of so-called *Open Clubs* all over Yugoslavia. Nowadays, there are 12 open clubs in Serbia and Montenegro.

From the very beginning, our aim has been to offer new skills and knowledge to young people of all ages. However, we also wanted to offer them the experience of living together in a healthier, more democratic society and to promote good and creative relationships with the local community. We have never tried to challenge the local community’s potential and readiness to solve the various problems of living. The general idea was to become its partner, not opponent. By using different methods in education (organising courses and workshops), we hope to achieve better results in work with children, young people and their parents.

The Open Club in Niš has entered the fourth year of its existence. Until now, more than 3,000 children, young people and grown-ups have started and completed at least one of the numerous programmes, workshops or leisure time activities. Today we have more than 40 facilitators, workshop leaders and many more friends in our town and country. To mention some of them – English, Computer courses (basic and advanced), Internet courses, School for Parents, a Debate workshop (in Serbian and English), Publishing, Photography, a Video lab, Theatre, a Little Orchestra, Origami, Comics, Painting, Designing, Pottery, Journalism, Creative Writing, different Psychological Workshops, Computer Animation, Radio Advertising, and a Counselling Centre.

Our Comics Workshop group, one of the most prominent in the Club, took part in the 5-day “Comics Exhibition Nibs '98” and was also invited to join the first Meeting of Comic Schools in Yugoslavia organised in Leskovac 24-25.07.98. Until now, the club has supported the publishing of four issues of our club's comic books, “StripOK”. This workshop offered its project to the UNHCR and the project was accepted. The main objective was to get the people acquainted with the General Declaration of Human Rights presented in a very simple, pictorial way, in comic book form. The title of the comic book is “Freedom and Other Hallucinations” and we succeeded in printing 1,000 copies. The comic was completed on 3rd of December 1998 and had its first public promotion at the Open Clubs of Yugoslavia Exhibition in the presence of Mr. Richard Miles, USA ambassador to Yugoslavia. The Exhibition was very well attended and a lot of our comic book copies were distributed to the guests, diplomatic staff and the members of their families. Mrs. Barbara Davis from The Belgrade Office of the UNHCR received her copy at the same occasion.

We also continue publishing our club’s quarterly, “Krug” (Circle), and in 1999 we managed to publish four issues. We have also published two books on very important topics of malicious sects/cults and skinhead ideology.

At the very beginning of its existence, the Association founded a Counselling Centre trying to respond to the overwhelming need for psychological help. Although it has been primarily devoted to its membership needs, the Counselling Centre has never neglected the needs of the community as a whole. During the war, the Association, as a unique site in our city, could only partly satisfy the needs and the interests of the community, primarily due to its space limitations. Since the bombing, the situation has been even more difficult as, according to the data, the Region of Niš holds today 35,000 refugees from Kosovo and 15,000 refugees from Croatia and Bosnia. Many of the displaced and split families surely need not only financial help but also special care from the whole local community.

Besides work-shop activities, we also organise seminars, exhibitions, literary meetings, parties, gatherings and movie projections. We have succeeded in establishing very close relationships with the local community and have very quickly found ourselves deeply involved in various social activity programmes and activities trying to activate sensitivity towards local community problems and a readiness to influence their resolution. Because of this orientation, we have already had joint projects such as a photo exhibition in the City Gallery, exhibitions of hand-painted Christmas Eggs, Summer in the City (co-organised with the City Council), Drugs in Your Yard (a campaign against addiction in collaboration with the Committee for Civic Initiative from Niš), etc. Shortly after the tragic bombing of our country finished, local NGOs started to gather on our premises. Today, there are more than 30 NGOs gathering on a weekly basis. We called our informal NGO network *UNO Niš 99* (the Union of Non-governmental Organisations in Niš). Its aim is to help NGOs establish closer relationships with each other, formulate joint projects in the best interests of their local community, learn to share everything, etc.

Realised projects:

- “The Project for the Children of Yugoslavia”, started 1997, still in operation (Fund for an Open Society)
- “School for Parents”, 1997/98 (Fund for an Open Society)
- “Debate Workshop for Adolescents”, 1997/98 (Fund for an Open Society)
- “Chronicle of the Open Clubs of Yugoslavia”, 1997/98 (Fund for an Open Society)
- “Establishing an NGO Printing Centre in Nis”, 1998 (Fund for an Open Society/USAID OTI)
- “Illustrated UN Declaration of Human Rights, 1998 (UNHCR)
- “Counselling Centre”, 1999 (Fund for an Open Society)
- “Public relations to media and public performance”, 1999 still in operation (Fund for an Open Society)
- “ABC in Internet services and web presentation” (Seminar for local NGO), 1999 still in operation (Fund for an Open Society)
- “Basic Course in PC and Internet Services for Local NGOs”, 1999 still in operation (Fund for an Open society)
- “Youth Television Project” (2000, still in operation, Mott Found.)
- “Pro-election Campaign” (Turnout 2000!), 7 local NGOs, George Marshall Found. (1.9-8.10.2000)
- “Youth Bridge of Tolerance” (2000-2001, cross-border project Vidin-Bulgaria, Krayova-Romania, Nis-Serbia, Institute for an Open Society, USA)

Human resources

1 psychologist, Ph.D.
 2 psychologists, M.A.
 2 psychologists, B.A.
 2 engineers (constructions and electronics)
 1 professor of Serbian language and literature, Ph.D.
 1 professor of English language and literature, Ph.D.
 3 professors of English language and literature, B.A.
 1 sociologist, B.A.
 1 sociologist, M.A.
 1 professor of philosophy, Ph.D.
 1 professor of music, B.A.
 4 professors of painting, B.A.
 1 professor of drama, B.A.
 1 professor of Scandinavian lang. & lit. B.A.
 1 TV/movie director, B.A.
 10 students

Future plans

1. In all our future plans, the Club is going to remain a place for creative gatherings of young people and a centre dedicated to different forms of education. Therefore, we will continue to organise new workshops, orchestras and theatre. We also intend to continue publishing the club’s magazine, and we will involve more young creative people in our work.

2. We intend to persevere in developing and improving our services in the club’s Counselling Centre. Another step will be to involve greater numbers of professionals and educated non-professionals. We will work in groups, individually, in psychological workshops, seminars, etc.

3. This year, we have registered a Printing/Publishing Centre: 'Krug' (Circle). In the first place, we are going to offer to all the local and national NGOs a high-grade, quick and punctual service in printing and publishing. We are going to publish those titles from the non-profits sector which are most in demand, with a view to facilitating and involving new NGOs in the work. We will hire young people from the club and the city, by which means the Printing Centre will become a place for instructing, gaining knowledge and skills. It will also represent a creative place for new ideas and solutions and a source of self-reliance and responsibility for the young people eager for work and challenge.

4. We are going to continue to involve ourselves in the social milieu where we live and work. As we mentioned before, we have initiated the forming of a local NGO Network called UNO Niš 99, which consists of approximately 30 NGOs from our city. Some projects of the network have already been financially supported by the Fund for an Open Society Yugoslavia, Civic Initiative Belgrade, the Olaf Palme Institute, the Westminster Foundation, etc. We intend to cover topics such as minority group rights, women's and children's rights, third world development, etc.

5. Our Association started the so-called Youth Television Project, the programmes of which are intended for the young people of our city. The programmes themselves are shaped and realised by the young people supervised by those who are more experienced. Some segments are edited by students, ecologists, and our friends from Roma organisations. All those with good ideas will be given an opportunity to participate in the project. With regard to the fact that the club has founded the Youth Parliament, it will be able to develop creative ideas in the club and the city, ideas that can also be developed on the Youth TV.

The League for Defence of Human Rights in Moldova

Ms Aliona Brasoveanu

Organisation: The League for Defence of Human Rights in Moldova

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Fax: 373-2 23-36-85

E-mail: paul-ladom@cni.md

Internet: www.lado.ngo.md

Contact person: Vlad Melnic, co-ordinator of this programme.

Title of the project: the “Know your rights!” Caravan - an Economic, Social and Cultural Rights education and monitoring programme.

The programme is aimed at implementing and monitoring the economic and social rights which Moldova is a subscriber to on the basis of the European Convention of Human Rights, the European Social Charter, the Universal Declaration and the International Pact on Civil and Political Rights, art. II, point 2, adopted on December 16, 1996 in New York, by the UN General Assembly.

In its complex content, the Programme is focused on the education about, and monitoring of, the right to free choice of job and profession, the right to protection against unemployment, the right to payment, the right to professional promotion and the right to leisure.

Geographical area covered by the project: localities in Moldova.

Target group of the project: local and central mass media, public officials in the counties and NGO leaders.

The results achieved: Organising five seminars in the following localities: Chisinau, Balti, Soroca, Orhei, Comrat; publishing the bulletin “Know your rights” Reform; increasing the professionalism of the public officials and media representatives through education and training methods; organising the National Conference on Monitoring the Social-Economic Situation in Moldova; and publishing the “Public Official’s Guide”. Through this volume we contributed to the education and development of the professional abilities of the public officials working in the local and central administration.

A list of documents or materials produced: Radio programmes, the “Know your rights!” bulletin, booklets, publishing news reported by news agencies on the situation in secondary education.

Schools of Peace, Colombia

Ms Amanda Benavides de Perez

Organisation: School of Peace

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SCHOOL OF PEACE FOR YOUNG PEOPLE

Every single day the situation in Colombia is becoming more serious and worrying. Data confirms that there are more than 2 million displaced people, of which 60% corresponds to women and children. Another 3 million of our fellow citizens, corresponding to 10% of the population, live in foreign countries, because they have been forced to leave our country for a variety of reasons. Similar data shows us that the principal cause of death among people between the ages of 14 and 24 is homicide. The corruption of government employees led state entities in 1999 to lose 7.2 billion pesos. There are strikes all over the country. Guerrillas have ended up in control of towns and infrastructures. Can we imagine greater chaos?

Faced with this worrying social, ethical, and structural situation, teachers from Abraham Lincoln School considered it a priority to begin a programme which trains a group of youngsters to become multipliers of the principles of Human Rights, International Humanitarian Rights and Pacific Conflict Resolution. This project has been called SCHOOLS OF PEACE FOR YOUNG PEOPLE, NETWORKS OF YOUTH GROUPS ON CITIZEN AWARENESS AND HUMAN RIGHTS. The project is supervised and directed by a group of 6 Social Studies teachers and has been functioning since October 1997. At the present time, it has brought together 13 public, private and confessional schools from Santafé de Bogotá.

The School of Peace works to achieve the following objectives:

1. To provide a place of interaction where knowledge of the duties and rights of citizens is made possible. These interaction projects are co-ordinated by students; teachers act as guides in the process.
2. To create study groups concerning our national reality. To look for different sources of information and follow up recent news. To provide theoretical and methodological elements for the analysis of the reality in Columbia.
3. To train young people to become multipliers at the school, at other schools and in the community, to create networks of knowledge and to enable the spread awareness of Human Rights and International Humanitarian Rights, and to support all those activities that lead to welfare, solidarity and common well-being.
4. To identify needs and/or conflicts that occur inside the educational entity and to propose projects for their corresponding resolution.
5. To foster the development of young leaders who, when faced with problems, are capable of taking concise actions to co-ordinate projects in their school, family and community.
6. To create exchange networks with other institutions that deal with the study of these topics at a national and an international level and to share and compare experiences, methodology, ways of living, etc.

The School of Peace works hand in hand with some international links:

- LIFE LINK FRIENDSHIP SCHOOLS, a Swedish organisation whose headquarters are located in Uppsala. 300 schools from 50 countries in the 5 continents belong to this organisation. Its philosophical basis includes connecting youngsters with 'twins' in the whole world. To achieve this objective, LIFE LINK works with the scheme of 'twin' schools, through which an active and permanent contact is maintained. It is a fantastic opportunity for students to share and compare aspects concerning their way of living, the situation in their countries with other 'twins' in the world. Besides, it is a good way of making more friends. Moreover, it is a good chance for teachers to exchange experiences, ways of working, methodologies and strategies. By sharing with 'twins' in the world we learn how to know, identify and recognise ourselves.
- ECOLE DE LA PAIX with CHAMPOLION SCHOOL IN GRENOBLE, France: as a curious fact, during the Hague conference, we had the opportunity to attend a presentation about Peace communities

in Uraba, Colombia. We attended this presentation because it was a topic which really concerned us, and we were so surprised to realise the lecturers were students from this school who were working with this project from Uraba. Obviously, we shared information concerning this topic and as a result of it, the director of the programme, Richard Petris, came to our school to invite us to work together. We have been working on this proposal by exchanging students through a programme called YOUNGSTERS 2000 that will join participants from the 5 continents in the so-called 'French' city.

- LATIN AMERICAN PEACE EDUCATION NETWORK: following the initiative of the representatives of Argentina, all the people that represented Latin America in the Hague met in 3 different sessions in which the agenda for the next 2 years was established. 6 commissions of work were settled. I, Amada Benavides from the School of Peace in Colombia, make up part of the Latin American Network of Education for Peace, working with Alicia Cabezudo from Argentina and Celmira Garcia from the University for Peace from Costa Rica.
- The SCHOOL NETWORK HUMAN RIGHTS Programme, with the government of Austria: thanks to Alicia Cabezudo's invitation, we were included in this international programme in which there are 5 schools from America. We are working in a curricular form with eighth-grade students during 1999-2000.
- HAWAII PACIFIC EARTH 2000: directed by the composer and musician Howard Shapiro. Seventh-grade students are studying black and Indian communities from the Pacific, to share the results with our neighbours in the most developed valley during the XXI century.

In this international network, students and teachers from the School of Peace were chosen to represent Colombia at the International Conference THE HAGUE APPEAL FOR PEACE, in May 1999. This forum brought together more than 7000 participants from all the world, people who have been awarded the Nobel Peace Prize, the United Nations General Secretary and the High Commissioner for Human Rights. The objective of this forum was to stimulate the civil population to make it possible to live in peace and tolerance over the world during the XXI century. As a result of this trip to the Hague, some international networks were developed during 1999-2000. These include:

- Sixth grade: project THE WATER with Hla Wiener Neustadt school in Austria.
- Seventh grade: project HAWAII PACIFIC EARTH YEAR 2000 about INDIAN AND BLACK COMMUNITIES FROM THE PACIFIC.
- Eighth grade: SCHOOLS NETWORK HUMAN RIGHTS, promoted by the government of Austria and made possible by the contact of the Latin American Network of Peace Education
- Ninth grade: project about PACIFIC CONFLICT RESOLUTION, Doshisha High School in Japan.
- Tenth grade: EDUCATIONAL CITIES, a project with Rosario, Argentina.
- Eleventh grade: project PEACE COMMUNITIES IN SAN FRANCISCO DE ASIS in Uraba and WORLD CLASS, 2000 with the Champolion School in France.

A second course of action is related to the expansion of these types of organisation to other schools in Bogota and Colombia in a programme called the YOUNG PEOPLE CITIZEN AWARENESS AND HUMAN RIGHTS FORMATION NETWORK. A group of researchers including teachers, psychologists, and politologists has been created. 13 schools from Santafe de Bogota make up part of this organisation and a link-up with other entities from Bucaramanga and the Atlantic coast is expected. The participation of the following schools has been outstanding: as Nuevo Kennedy, Tomas Carrasquilla, Antonio Baraya, Santo Angel and Paulo VI.

The School of Peace for Young People holds meetings established by the same community. They can be at recess time, after school (an hour), at an agreed hour (according to the schedule of the school) or at any other time agreed by the community. These sessions are developed through workshops, where the active participation of all members is the most important factor. It is necessary to work with enthusiasm, energy, happiness and commitment. A researcher is in charge of co-ordinating, but students and teachers are the ones that lead the project. The topics that have been chosen to be developed include Human Rights, Pacific Resolution of Conflicts and Young People Leadership. They can vary according to students' interests.

Three forums have been set up by the schools make up part of this network:

- the first is about INVOLUNTARY DISAPPEARANCE,
- the second is titled HUMAN RIGHTS, A YOUNG PEOPLE'S COMMITMENT

- the third is a DISTRICT MEETING OF PEOPLE'S REPRESENTATIVES, which was organised with the support of the Vice-ministry for Young People and which brought together more than 300 people's representatives from the 20 localities of the capital.

During its 3 years of work, these are some of the results of the Schools of Peace:

1. We have made young people become aware of our country's reality, their commitment to the resolution of some conflicts, and the importance of civil society in the actions of the government and the groups in conflict.
2. We have created leaders capable of promoting and realising their own ideas, resolving local problems (in their community, their school and their classes) and generating alternative solutions.
3. We have offered students and adults techniques and skills for Pacific Conflict Resolution.

A. INSTITUTIONAL LEVEL

1. We have generated a time for research and discussion of our national reality.
2. We have created new networks of SCHOOLS OF PEACE FOR YOUNG PEOPLE. 13 member schools have joined in Santafé de Bogotá. We have to keep on working to strengthen the National Network, for only Bucaramanga and the Atlantic Coast have been involved up to now.
3. We have exchanged educational materials and experiences with the other schools that belong to LIFE LINK FRIENDSHIP SCHOOLS. This experience has involved teachers and students.
4. We have introduced work based on projects in Democracy class.

B. NATIONAL LEVEL

1. We have worked among institutions in a permanent form with corresponding feedback.
2. We have created links with national networks of Human Rights and Education for Peace.
3. We have enabled young people to participate in the Movement of Children for Peace.
4. We have taken part, as a leading entity, in the 12th Week of Peace in Colombia.

C. INTERNATIONAL LEVEL

We are part of the international network mentioned above.

The goal of these projects is to make the associated entities become leaders concerning the principal issues that humanity has to face during the XXI century. It is a good opportunity for students and teachers to share their experiences, ways of working and activities with people all over the world. Constant progress in communication has enabled humanity to be part of the utopia of the global village. The challenge of current generations is to keep up-to-date with the situations that occur in other parts of the world and to move away from the isolation and parochialism that have characterised us. However, this globalisation must help us to work together for the causes of the welfare of humanity: environmental protection, Human Rights Promotion, and the search for a better world to live in. Today, more than ever, this is what Colombia needs .

Education for Peace is, by definition, indisputably necessary today. The socio-political situation that we are living in requires shared efforts to propose solutions to the present crisis. Civil society can no longer wait to act. Colombian people of all conditions must become aware of the serious crisis our country is undergoing and begin working on attitudes towards a radical change. This is why we feel proud of being on the side of solutions and not problems.

Youth Unit of the Ferrara Commune, Italy

Ms Augusta Rabuiti

Organisation: UNITA' OPERATIVA GIOVANI COMUNE DI FERRARA

Address: Via Previati, 6 - 44100 Ferrara

Telephone: 39 0532 202041/200865

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Contact person: Augusta Rabuiti

E-mail: iaugusta@libero.it

The office:

- works as a central catalyst and co-ordinator of the efforts, commitments, promotion and support given by local authorities and institutions - at a local level, both within formal and non-formal educational contexts - to intercultural learning, human rights education, conflict prevention, and actions and campaigns against xenophobia, racism and all forms of discrimination;
- facilitates communication between youth organisations, NGOs and schools on the one side, and local authorities on the other, and activates synergetic actions among them, helping the integration of young people into society at large and encouraging their spirit of initiative;
- facilitates exchanges and co-operation with other European youth associations and promotes a better understanding of the diversity of our common European culture and shared heritage, ensuring that young people can play an active role in the construction of Europe;
- keeps youth associations informed about the opportunities that the Council of Europe and the European Community offer to all young people;
- organises training courses directed at youth workers, at different levels and on different subjects.

Augusta Rabuiti and the Ferrara Youth Unit is a contact point for several other projects:

Liceo Classico 'Ariosto'

Via Arianuova 19

44100 Ferrara

Italy

e-mail: ariosto@fe.nettuno.it

The school and its background.

Liceo Classico 'Ariosto' is in Ferrara, a medium sized city in the north east of Emilia Romagna, Italy. The city lies in an agricultural region but over the last few years cultural tourism has started to develop, following UNESCO's recognition of Ferrara as one of World Heritage cities, due to its historical, artistic and urbanistic characteristics.

Liceo Classico 'Ariosto' was founded in 1860, almost immediately after the Unification of Italy. At the end of the 1960s, the school began a process of radical transformation of its role as an educational institution in relation to new needs and expectations, following the civil, economic and social development of the country. In 1974, experimentation was begun on a large scale involving both curricula and teaching methods. This is still in progress today and has transformed the cultural and educational identity of the school. The area of classical education was reformed and new curricula were introduced, where students have a wider choice of what subjects to specialise in: modern languages, social sciences, and science and technology.

Liceo ‘Ariosto’ and the Connect Project

At the beginning of 2000, Liceo ‘Ariosto’ was invited by the Department of Cultural Exchanges of the Ministry of Education to join a transnational project named Connect, funded by the European Union, aimed at the development of educational policies for a European citizenship. The project involves three other Italian schools and four schools from each partner country—France, Portugal and the Netherlands.

Liceo ‘Ariosto’ has chosen to study some juridical and civic aspects of European citizenship and is at present working with three schools from the partner countries.

Title: New needs, new rights, a new charter

Aims and Objectives

Educational aims

- To promote self-awareness and understanding of the world, a critical approach to reality and the relationships between self and others;
- To promote an awareness of what it means to be a ‘European citizen’;
- To stimulate the ability to form opinions, based on facts, about citizens’ rights;
- To consolidate autonomy in the organisation and the management of a research project;
- To encourage an open-minded attitude towards study and project work;
- To foster the ability to listen to, and understand, others people’s opinions and to co-operate with them;
- To promote the ability to negotiate between different opinions and reach a positive compromise.

Cognitive aims

- To learn about some important charters and bills of rights and to understand their structure and also their historical, cultural and social background;
- to elaborate a comprehensive definition of the concept of European citizenship on the basis of the new historical situation and new needs and rights;
- to identify new needs and rights on the basis of the new historical, economic and social situation;
- to form a complex and comprehensive definition of the concept of European citizenship.

Competencies to be acquired

At the end of the project the student will be able to

- read a constitutional charter (or a bill of rights), recognising the main reasons for its origin;
- identify the main problems and needs of modern European society;
- translate these needs into their corresponding rights;
- write an article of a statute of rights.

Contents

1. Students’ rights and duties at school: from the students’ experience to the notion of ‘right’ and ‘duty’. (Experiential dimension)

End product: Students write a guidebook on school life and young people’s rights and duties in the four partner countries.

2. Charters of rights: Various charters will be examined in a historical perspective. (historical dimension).

The common basis chosen by the four schools will be:

- The European Declaration of Human Rights (November 4, 1950)
- The Treaty of Maastricht (1992)
- The Treaty of Amsterdam (1999)
- The UN Declaration of Children’s Rights (November 20, 1989)

End product: students write 1 or 2 articles of a charter of rights.

3. New needs, arising from changes in the socio-political-economic situation, mean that new rights must be established: hence the need for a new charter (social-juridical dimension).

The following areas of change have been identified by the group: health and environment; biotechnology and bioethics; communication and new media; culture and education; immigration and identity; work; and language as a vital element of personal identity and culture.

End product: students write a report on one or two areas they have studied over a period of time through newspapers, media, etc.

4. The existence of written charters alone does not guarantee that rights are respected. What can the EU do to guarantee citizens’ rights? (Political-participatory dimension)

End product: Case studies of rights which are not being respected. Students write a letter/resolution/petition to the appropriate EU institution.

Subjects involved

The subjects most directly involved in the project are: history, law, economics and languages. However, due to the nature of the project which will explore the main areas of change in the socio-political-economic situation in Europe, all subjects in the curricula might be involved.

Methodological approaches

The approaches used will include interactive teaching and flexibility of organisation, team-teaching, open classes, meetings with experts.

Target students

Students in the final year of compulsory education (15-16 years of age).

Desirable prerequisites:

--the study of elements of law as part of the curriculum

--knowledge of the important stages in the creation of the EU and its institutions and knowledge of their historical development.

Time

About 45-60 hours preferably done intensively (one week + one week + one week)

End product

A module including statement of aims, materials, and suggested procedures to be made available for teachers in EU schools.

ACLI Coccinelle

via Ariosto 88 Ferrara -Italy-

tel. 0532-202853. fax 202099

contact person: Catia Vecchi tel 03384608904

As regards Human Rights, the ACLI Coccinelle Project's target is to set up a creative laboratory in order to produce posters to sensitise public opinion.

We are talking about a place created and tailor-made only for this purpose, where a group of young people, aided by an operator, (who is the moderator and who helps them from a technical point of view in achieving the finished product) discusses, exchanges opinions and shares the same space making use of the same materials.

We believe that places like this are of great importance, places where the violation of Human Rights is discussed and where attenders can actively participate in the collective thought, by expressing their opinions in a visible and concrete way.

This may be an anomalous way of treating certain arguments, but we consider it to be one of the most involving for young people aged between 14 and 19.

Common thoughts, different impulses and co-operation skills, all these elements should bring to the creation of posters which can sensitise public opinion to this argument, which is too often understated or even ignored.

The goal is that of searching for a way to rapidly and effectively develop the individual's thoughts concerning public opinion, which very often doesn't listen to the recall of the individual and collective conscience.

The project is meant for schools because they must educate young people towards acquaintance and to reflection; the City Council can help this project to be realised by putting places at their disposal and by giving them the opportunity of using the final creations.

Posters can be printed on a large scale and distributed all over the territory.

The Intercultural Institute of Timisoara, Romania

Mr. Eugen Gherga

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The Intercultural Institute of Timisoara (I.I.T.) is an autonomous, non-governmental institution, having a cultural, civic and scientific activity, without political purposes, which adheres to the values and the principles of the Council of Europe concerning interculturality. The I.I.T. was established in 1992 with the support of the local authorities of Timisoara and of the Council of Europe.

Through its programmes and its activities, the I.I.T. pursues the development of the intercultural dimension in the fields of education and culture. The I.I.T. also promotes, at the national and international level, the climate of tolerance and interethnic communication specific to the town of Timisoara and to the region of Banat.

The I.I.T. has established a wide network of partners from different regions of Romania and from several European countries, including institutions, NGOs and professionals from its interest areas. I.I.T. co-operates very closely with local, regional and national authorities in the fields of education, culture, youth and national minorities.

A particularly fruitful co-operation has been developed with the Council of Europe, mainly with the departments of education, culture and youth, and with the Confidence-Building Measures Programme.

The Intercultural Institute has been actively involved in several important projects of the Council of Europe:

- Democracy, human rights, minorities: the educational and cultural aspects;
- All different, all equal - youth campaign against racism, xenophobia, anti-Semitism and intolerance;
- Education for democratic citizenship.

Since 1996, the Intercultural Institute

- has implemented, as co-ordinator or partner, over 20 pilot projects, mainly related to intercultural education, at local, regional, national and international level, with financial support from the Confidence-Building Measures Programme of the Council of Europe, the European Commission (Socrates, Leonardo, Phare), the Open Society Foundation and the European Cultural Foundation;
- has published 12 volumes resulting from different projects, in Romanian, French, English and Hungarian and has published the Romanian version of four volumes of the Council of Europe, including "The case for intercultural education" by Antonio Perotti and "All different, all equal - Education pack on intercultural education" elaborated by the Youth Directorate of the Council of Europe.

In 1998, the Intercultural Institute became the first Eastern-European institution to co-ordinate a transnational SOCRATES - COMENIUS action 2 project: the EURROM project aims to develop methodological guidelines and resources for teachers working with Roma children, in order to integrate Roma culture into the educational process. The partners of the EURROM project come from Romania, France, Slovak Republic and Spain.

Since 1998, the Intercultural Institute has developed close partnerships with several civic, minorities and youth NGOs from the neighbouring Yugoslavia. Two representatives of the Intercultural Institute are currently members of working groups of the Education Task Force of the Stability Pact for Southeast Europe.

MAJOR TOPICS OF OUR PROJECTS

Promoting intercultural education

There are several projects aimed at introducing intercultural education in schools with majority and minority children, in the educational activities of museums and in out-of-school activities. Different training sessions have been organised on this topic, pilot activities have been implemented and resource materials have been published.

Education for democratic citizenship

I.I.T. has implemented several projects having as objectives

- to promote civic education in schools and to develop sustainable school-community relations;
- to facilitate the relations between civil society and public authorities in a multicultural environment

Promoting good relations between majority and minorities

We are convinced that better knowledge of their respective cultures and direct collaboration between majority and minority communities can determine good and stable inter-community relations. Several projects have as partners organisations of national minorities and representatives of the different religious communities. Particular attention was given in this context to the involvement of young people.

Equal opportunities for the Roma

The problems of the Roma community has a very important place in the I.I.T.'s activities. Several projects have approached these problems under different aspects: the education of Roma children, the image of Roma in the media, the development of the civil society inside Roma communities and the improvement of the relations between public authorities and the Roma communities. The I.I.T. has collaborated in these projects with Roma associations from different regions of Romania. Representatives of the Roma community have also been involved in other projects generally addressed towards minority communities.

Promoting cross-border co-operation

Two projects have resulted from our partnerships with independent NGOs from Yugoslavia: one project, supported by the Confidence-Building Measures Programme of the Council of Europe and involving representatives of civil society and minority organisations from Voivodina, Sandjak, South of Serbia and Belgrade; and another project, BANNET, supported partially by the Stability Pact for Southeast Europe and aimed at developing cross-border partnerships and at promoting intercultural citizenship education in the neighbouring regions of Romania, Hungary and Yugoslavia by also involving the minority communities living there.

The Resource Centre of the I.I.T., created with the support of the Council of Europe and of the Kaiser Foundation of Liechtenstein, has about 5000 books and publications of the Council of Europe and has joined the *eIFL Direct* project. The Resource Centre of the I.I.T. also serves as a Local Information Centre for the Council of Europe's Information Centre from Bucharest.

I.I.T. PROJECTS

Minorities: identity and coexistence (November 1999 - December 2000)

The project has as its principal objective the involvement of young representatives of the seventeen national minorities officially recognised in Romania, in activities concerning the reconstitution of the minorities' contributions to Romanian social and cultural life, through oral history testimonies. A final volume reflecting the activities involving these young people will be published at the end of the project. This project is developed in collaboration with the Romanian Government's Department for the Protection of National Minorities and with several organisations of national minorities.

Financing: Confidence-Building Measures Programme of the Council of Europe.

Social cohesion in a multi-cultural society in the south-east of Europe (November 1999 - November 2000)

The I.I.T. is partner of this project which is co-ordinated by the European Centre of Education to Democracy. The project aims to develop a climate of tolerance and reciprocal understanding between the cultural communities from different regions of Yugoslavia. The project involves representatives of non-governmental organisations and of cultural communities from Voivodina, Serbia, Sandjak and Montenegro.

Financing: Confidence-Building Measures Programme of the Council of Europe.

I.I.T. is the Romanian partner of the **BANNET** project, initiated by the DISTRIKT 0230 organisation of Kikinda (Yugoslavia). The project aims at developing partnerships at the level of the civil society between neighbouring regions from Romania, Yugoslavia and Hungary. A part of this project, co-ordinated by the Intercultural Institute, is supported by the Stability Pact for Southeast Europe.

The investigation of the cultural request and offer - data base for giving a foundation to cultural and promotion strategies (August 2000 - February 2001)

This project aims at giving a foundation to regional cultural strategies through investigating and diagnosing the cultural requests and offers in the county of Timis. It will be implemented with the collaboration of the local authorities from Timisoara and with the Sociology Faculty from the Western University of Timisoara.

Financing: PHARE - Euroart Programme of the European Commission

AcCEs XXI - Training programme for the management of European projects (October 2000 - April 2001)

This project aims to improve the access of different types of social actors from the county of Timis to information concerning the accession of Romania to European Union membership and especially regarding the financing programmes which are available for the Romanian institutions and organisations in this context.

Financing: PHARE-Europe Programme of the European Commission

EURROM - The integration of Roma culture in school and out-of-school education (1998 - 2001)

The project is supported by the SOCRATES - COMENIUS Programme of the European Commission and it is the first project co-ordinated by an eastern-European institution (I.I.T) in this framework. The project involves partners from France, Slovak Republic, Spain and Romania. During the first year, within the framework of a network of schools with Roma pupils, the teachers developed activities aimed at the exploration of the local environment and of the history of the Roma community, through interviews with old people, analysis of archives, etc., and tried to integrate these elements into the educational process. Based on these experiments, a methodological guide for the teachers working with Roma children was produced during the second year of the project. The third year was dedicated to the insertion of the methodology that was set up in the initial year and in-service teacher-training programme and to raising awareness within Roma families and communities.

Intercultural communication - exclusion and inclusion in Europe (2000 - 2001)

This is a LEONARDO project, co-ordinated by the French organisation Calliope which includes, besides the I.I.T, partners from Portugal, Czech Republic and Hungary. The project is aimed mainly at elaborating and testing several training modules in intercultural communication for three categories of people: teachers, social workers and facilitators for youth activities.

Intercultural education in multi-ethnic communities (June 2000 - June 2001)

The project is aimed at implementing activities on intercultural education in lower secondary classes from majority and minority schools of three Romanian regions: Transylvania, Moldavia and Banat. These activities have strengthened mutual knowledge, communication and confidence between different ethnic communities and reinforced the links between school, civil society and local authorities in a multicultural environment, giving an increasing role to national minority NGOs.

Financing: Confidence-Building Measures Programme of the Council of Europe.

Representatives of the Intercultural Institute are members of several working groups of the Education and Youth Task Force in the framework of the Stability Pact for Southeast Europe.

I.I.T. is a partner, with the Socio-Cultural Association of Roma from Banat, in the project **The training of the leaders of Roma communities from the county of Timis**, co-ordinated by the Ecumenical Foundation of Timisoara and financed by the PHARE Democracy Programme.

COMPLETED PROJECTS

The education of children from Roma communities: the training of the teachers who work in Roma environment (June 1996 - January 1998)

Two training seminars were organised within the framework of this project. The target public consisted of teachers with Roma pupils and young representatives of the Roma communities acting as school mediators, who developed a series of activities in their communities aimed at increasing school attendance and at improving relations between families and school. A final report was published in Romanian and French.

Partners: Romani Criss Bucharest; the Institute of Education Sciences Bucharest; GREF; the Gypsy Research Centre Paris; the Confidence-Building Measures Programme of the Council of Europe.

Financing: the Confidence-Building Measures Programme of the Council of Europe.

The press and tolerance (March 1997 - March 1998)

An analysis of the way in which the Romanian press presents the Roma minority constituted the base for several workshops in Timisoara, Bucharest, Cluj-Napoca and Iasi, joining together journalists, representatives of the public authorities, social scientists and representatives of the NGOs and of the Roma communities. The role played by the press in the case of interethnic conflicts involving Roma people was also analysed. A national seminar on this subject was organised at the end of the project and a volume reflecting the conclusions of the analyses and the debates was published in Romanian and French.

Partners: the Faculty of Journalism and Communication Sciences of Bucharest; the Journalism Chair of the Western University of Timisoara.

Financing: Foundation for an Open Society of Romania; the Confidence-Building Measures Programme of the Council of Europe.

Youth network for an intercultural Europe (September 1997 - January 1999)

Young people coming, in particular, from underprivileged social backgrounds and belonging to the Romanian, Hungarian and Roma communities of Timisoara and Budapest were involved in parallel in artistic activities aimed at developing their communication abilities, their self-esteem and their capacity to understand each other by respecting their cultural differences. A methodological guide of intercultural education addressed to the youth workers was also published at the end of this project.

Partners: the Alliance for the Cities' Youth Organisations of Budapest.

Financing: Confidence-Building Measures Programme of the Council of Europe, Foundation for an Open Society Romania.

Social cohesion and cultural inheritance (June 1997 - December 1998)

The success of this project consisted in a greater visibility of the minorities and in the introduction of intercultural education activities in several Romanian museums, located in different regions with a strong multicultural character. The pilot phase of the project was developed with the Museum of Banat in Timisoara. A methodological guide of intercultural museum pedagogy was published in Romanian and French.

Partners: the Romanian Ministry of Culture, museums of Nürnberg (Germany), Brasov, Timisoara, Resita, Constanta, Drobeta Turnu-Severin, Bucharest, Zalau, Iasi.

Financing: Confidence-Building Measures Programme of the Council of Europe.

Social cohesion and cultural diversity (May 1998 - March 1999)

The project was aimed at reinforcing social cohesion in the different denominational groups from Romania, and more particularly from Brasov, Bucharest, Cluj-Napoca and Timisoara. The target group consisted of young representatives of various religions that coexist in Romania. Cultural multi-religious itineraries and debate meetings constituted the core of the project's activities.

Partners: the European Centre of Education to Democracy; different cultural communities from Brasov, Cluj-Napoca, Bucharest and Timisoara.

Financing: Confidence-Building Measures Programme of the Council of Europe.

EDDEM - Education for democracy: the role of the administration agents working in a multicultural environment (April 1998 - December 1998)

With an aim of raising consciousness among the representatives of the public authorities about the importance of the respect for human rights and also for cultural diversity, several seminars were organised involving the teachers, the police representatives, the civil servants of the local government, the NGOs and the representatives of the national minorities.

Partners: the European Centre of Education for Democracy; the School Inspectorate, the Police, the local and regional authorities of Zalau, Iasi and Timisoara.

Financing: the Confidence-Building Measures Programme of the Council of Europe;

Civic and human rights education in the Roma communities of Timisoara (September 1997 - July 1998)

Members of the Roma communities from several districts of Timisoara were trained in order to be able to facilitate contacts between Roma people and local authorities. Several public meetings in the concerned districts were also organised by those members.

Partners: the Socio-Cultural Association of Roma from Banat; the Timis County Council.

Financing: PHARE Democracy Programme of the European Commission.

Intercultural education activities in schools with Roma pupils of the county of Timis (October 1997 - July 1998)

The aim of the project was to improve school attendance and to ensure equality of opportunity for the Roma pupils. In six schools of the department of Timis which have a significant number of Roma pupils

"Intercultural Clubs" were created, bringing together Roma and Romanian pupils in activities encouraging the expression of the children's creativity. The activities of these Clubs were animated by the teachers, assisted by students in psychology trained in the use of informal intercultural techniques of education. At the same time, members of the Roma community, acting as school mediators, facilitated contacts between the school and the families.

Partners: the Socio-Cultural Association of Roma from Banat; the Timis School Inspectorate.

Financing: Open Society Foundation Romania

Mosaic (May 1999 - July 2000)

The project was aimed at developing relations of collaboration between schools and cultural institutions from different multicultural regions of Romania. The activities developed in the framework of the project had as a purpose the reinforcement of social cohesion within groups that implied the participation of the minority and majority young people.

Financing: Confidence-Building Measures Programme of the Council of Europe.

Intercultural education in multi-ethnic schools (July 1999 - March 2000)

The project, implemented by the Foundation for Human Rights and Peace Education in Budapest in collaboration with the I.I.T., was aimed at introducing methods of intercultural education into multi-ethnic primary schools. In Romania, the activities were organised in collaboration with the Teachers' House in Timisoara and with the support of the Timis School Inspectorate.

Financing: European Cultural Foundation.

I.I.T. took part in the activities of disseminating the results of the Council of Europe's **Democracy, human rights, minorities: educational and cultural aspects** project. In this context, the I.I.T. organised a seminar concerning the introduction of an intercultural perspective to Religious Education in Romania and published in Romanian several works elaborated by the Council of Europe within the framework of this project.

EDES - Education for Democracy and European Studies in Romania

The international project, EDES, developed in 1999, was included in the *Education for Democratic Citizenship* Programme of the Council of Europe. It contributed to the improvement of civic education and teacher-training in the countries concerned: Croatia, Ukraine, Romania, the Slovak Republic and Lithuania. In Romania, the co-ordination of the project was ensured by the I.I.T., in collaboration with the Ministry for National Education.

Youth exchange projects

In 1998, the Intercultural institute was involved in partnership with Woodcraft Folk (UK) in a bilateral youth exchange for disadvantaged young people from Romania and the UK. In 1999, a similar exchange was organised in partnership with the Aramaic Association from Sweden. Both projects were supported by the Youth for Europe Programme of the European Commission.

Conferences programme (1997 - 2000)

For more than three years, with the support of the Council of Europe's Confidence-Building Measures Programme, the I.I.T. invited Romanian and foreign experts, recommended by the Council of Europe, to conferences and to take part in round tables on topics related to interculturality. The principal topics approached were: intercultural education, the role of the media in a multicultural society, intercultural approach in the social sciences, the protection and the development of the inheritance in a multicultural society, and cross-border cultural co-operation. Three French and Romanian volumes which have been published bring together the texts of these conferences.

Financing: Council of Europe's Confidence-Building Measures Programme.

Together into the future, Slovakia

Ms Eva Tornova

Organisation: Spolu do buducnosti - Together into the Future - Jekethano Dzivipen
Address: Trenciansky studentsky dom; Mierove namestie 16, 911 01 Trencin, Slovak Republic
Telephone/Fax: 00421-831-7444650
Email: sdb_tif@yahoo.com
Contact person: Eva Tornova

Geographic area: Slovak Republic (initial focus is the Trencin region)

Target groups: all residents of the Slovak Republic

Mission: Together into the Future seeks to create unity between the Romani and the non-Romani citizens of the Slovak Republic, so that conditions can be developed for co-operation and living together in harmony and prosperity, without violence and discrimination.

The six-month project "First Steps" has the following goals:

- A. that the public begins to be aware of the existence of Together into the Future (TIF) and our goals.
- B. an educational programme to promote understanding and tolerance, utilising "The Gypsies of Svinia", a Canadian documentary set in Slovakia. This can be done within schools or as public gatherings. Tolerance "peer groups" can be developed.
- C. the development of human, communication and material resources.
- D. organisation of Week Against Racism in the Trencin Region. This should include visits to schools, a cultural performance, and seminars.

Activities in progress:

- logo contest
- essay and poetry contests on the theme of human rights and tolerance
- Children's Festival in Nove Mestom Nad Vahom Nov. 19/2000
- Human Rights Day Festival in Trencin Dec. 9/2000
- preparation of brochure
- activism in the sphere of Roma children being sent to schools for the handicapped

Results to date:

A private scholarship was acquired and given to a Romani student to attend university.
A grant has been received from the Trencin Informal Association.

Plans for the future:

The mission of TIF will be accomplished through:

- social and cultural events
- educational activities
- media campaigns
- economic development programmes
- housing projects
- international co-operation
- publication of promotional and educational materials
- human rights protection

Fafan Development Organisation, Ethiopia

Mr. Farah Abdulsamed

Organisation: PEACE AND HUMAN RIGHTS EDUCATION PROJECT

Address: Farah a/sammad, Bole road, P.O. Box 1971 code 1110, Addis Ababa, Ethiopia

Telephone: 251-1-53 47 30 or 251-9- 21 57 59 mobile

Fax: 251-1-51 82 54

Email: fassammad@hotmail.com

MISSION

The peace and human rights education project is a newly founded project by the Fafan Development Organisation, to educate people in peace and human rights education that can give them a brief understanding of the area.

VISION

The project prepares programmes and supplementary curriculum education for law enforcement personnel, high school and college students, in the form of seminars, workshops and public debates.

TARGET GROUPS

The project focuses on young people, the police and judiciary systems of all the countries of the whole Horn of Africa.

One World Association, (Polish branch of Civil Service International)

Ms Goska Malczewska

EDUCATIONAL PROGRAMME ABOUT REFUGEES AND NATIONAL MINORITIES "DIFFERENT – THE SAME"

Organisation: One World Association /the Polish Branch of Civil Service International

Address@ Ul. Krasynskiego 3A/1, 60-830 Poznan, Poland

Telephone: 48 (0)61 84-84-338

Telephone/Fax: 48 (0)61 84-84-337

Email: Scipl@mail.icpnet.pl

Internet: http://free.ngo.pl/sci_owa

Contact person: Goska Malczewska, Programme Co-ordinator

Duration of the project: March 2000-August 2001 (but is very likely to be prolonged)

Geographic area covered with the project: Poland, with a special emphasis on the Poznan region

Sponsors: United States Institute of Peace, Westminster Foundation for Democracy

Co-operation and support: UNHCR Poland, Central Teachers' Training Office, Educational Department of Poznan, various organisations dealing with refugee and minority issues

Target group: young people, especially students of high schools (15-18), as well as Polish society as a whole

Aims: - to raise awareness about refugee issues both in Poland and worldwide

- to provide knowledge about national minorities in Poland, their culture, origins, and present situation
- to make the target group abandon stereotypes, prejudices, and hostility towards refugees and national minorities
- to contribute to creating a conscious, open-minded and tolerant society

Content:

- interactive lessons in high schools, run by OWA volunteers (2 about refugees and 2 about minorities for each class)
- 6 training events for teachers and volunteers willing to run such lessons
- 3 international work camps with volunteers from many countries
- PolMaRo Major Training (Polish-Hungarian-Romanian)
- widespread publicity work in the mass media (press articles, radio interviews, etc.)
- issuing various educational materials
- Evaluation, Dissemination & Follow-Up Seminar
-

A description of methodology used and of innovative aspects:

The lessons are run in an interactive way, in which students are not passive receivers of knowledge, but rather active participants in the learning process. Therefore, such methods as games, simulation, brainstorming, discussion, role-play, work with photos, and group work are used. The rejection of authoritarian teaching is a very innovative aspect in the Polish educational system. OWA receives very positive feedback from both students and school directors.

The results achieved:

A few thousand young people informed about refugee and minority situation and increased empathy toward these groups. Very good contacts with local authorities responsible for education. Numerous articles about the programme in local, national, and international press (which implies an increased awareness of society). Involvement of young people in projects for the benefit of refugees and minorities. General fulfilment of the project aims.

A list of documents of materials produced: a handbook for the leaders of lessons on the refugee/minority issue, informational packs, leaflets, a poster, a photo album, a brochure about work camps.

All the materials are/will be available in English, Russian, and Polish.

The Youth Department of Turku, Finland

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Title of the activity:Multicultural activity

The project area/region:The city of Turku

The target groups: basically, young people from minority backgrounds but also multicultural groups.

The objectives of the activity:

The Youth Department of Turku supports increasing young people's awareness of human rights and opposing human rights violations. Providing information on human rights is an important part of the multicultural youth work of our department. Besides this, the Youth Department of Turku organises human rights days and discussions, and provides practical advice. In addition to the work done at the local and national level, the department takes part in local and international human rights activities.

Multicultural youth work is also involved in promoting human rights and strengthening equality locally in terms of majority-minority relationships.

Macedonian Red Cross

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Contact person: Jane Nikolovski, President of Youth

Project 1

Title of the project:

Training for Youth Leaders in Primary and Secondary schools

Geographic area covered with the project: Republic of Macedonia

Target group: Children in primary and secondary schools

Objectives:

- To give practical training to the youth leaders of Macedonian Red Cross in our seven main principles and the Geneva Conventions, and introduce them to their rights and the rights of other children.
- To give to these children practical training and the ability to work with young people in primary and secondary schools. They will be able to try this form of introduction to the work of the Red Cross, the seven main principles, the Geneva Conventions and to introduce friends to their rights and the rights of other children.
- To increase their awareness about the rights of the others irrespective of which religion or ethnic group they come from.
- Approval from the Ministry of Education to enter into the education system of Republic of Macedonia.

The results achieved:

We have had good results because we have tried these young trainers with young people from the Red Cross and much more than was expected from the children has been achieved.

A description of the methodology used and of innovative aspects:

Workshops, seminars, lectures, and the attempted practical implementation and follow up of the work of the trainers.

A list of documents or materials produced:

Manual for students and teachers in primary and secondary schools, informative diary for the children in primary schools, etc.

Project 2

Title of the project:

Human Values (Tolerance and Coexistence)

Geographic area covered with the project: Republic of Macedonia

Target group: Children in primary and secondary schools

Objectives:

Non-measurable Objectives:

- To create a cultural framework broad enough to include values from different cultures.
- To create an inter-cultural communication channel.

Measurable Objectives:

- To give to the children the opportunity to try this form introduction to the work of the Red Cross, the seven main principals, the Geneva Conventions and to introduce them to their rights and the rights of other children.
- To increase their awareness about the rights of the others irrespective of which religion or ethnic group they come from.
- Approval from the Ministry of Education to enter into the education system of Republic of Macedonia.

The results achieved:

The project is still going on but we can see the results. They show that progress has been made in relations between ethnic communities, and the children are becoming more concerned about the rights of the others irrespective of which religion or ethnic group they come from.

A description of the methodology used and of innovative aspects:

Workshops, lectures, the practical implementation of realistic games, follow up of the implementation.

A list of documents or materials produced:

Manual for students and teachers in primary and secondary schools, a brochure for human values and other materials.

Project 3

Title of the project:

Seminar for the students of the universities of Macedonia

Geographic area covered with the project: Republic of Macedonia

Target group: Students

Objectives:

- To introduce the students to the Macedonian Red Cross, to our seven main principles, the Geneva Conventions, International Humanitarian Law and to open discussion about them and the rights and the protection of the rights of the people during the wars that they are monitoring.
- To give to the students the chance to try this form of introduction to the work of the Red Cross, to increase their awareness about the rights of others, which are monitored even during wars.(Even wars have limits.)

The results achieved:

We have results from this form of presentation and open discussion. It's always good to see the opinion of others and their knowledge concerning IHL and the Geneva conventions.

A description of the methodology used and of innovative aspects:

Workshops, seminars, lectures with brochures etc..

A list of documents or materials produced:

Manual for lectures, brochures etc.

Peace and Human Rights Education for Croatian Primary Schools Project

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The *Peace and Human Rights for Croatian Primary Schools Project* was initiated in February 1997 under the auspices of UNESCO, the Government of the Kingdom of the Netherlands, the Government of the Republic of Croatia and the Croatian Commission for UNESCO, with the aim of developing a comprehensive approach to peace and human rights education for Croatian primary schools. It was carried out by a group of researchers from the University of Zagreb, working in close co-operation with teachers and peace/human rights activists from Croatia and abroad.

At the beginning of 1998, the conceptual framework of the project and its programme for grades 1-4 was adopted as part of a comprehensive K-12 human rights education programme, worked out under the auspices of the National Human Rights Education Committee and the Ministry of Education and Sport.

The project was carried out in two phases. In the first phase (February 1997-February 1998), a conceptual framework and draft reference materials in peace and human rights education were finalised on the basis of: a) the analysis of some 50 educational programmes received from abroad; b) review of international standard-setting documents and national policy statements; c) review of the 1991-1997 educational initiatives, programmes and projects in Croatia; d) analysis of Croatian curricula and students' textbooks; e) analysis of nation-wide field research on the attitudes, needs and expectations of school principals, teachers, pupils and pupils' parents; and f) the recommendations of the International Expert Round Table "Peace and Human Rights Education: Bases for Development of the Croatian Model", held in June 1997.

In the second phase (February 1998 - March 1999), the work on the project focused on: a) the revision of draft reference materials by Croatian experts and teachers; b) organisation of the International Symposium "Common Goals – Varieties of Approaches: Promotion of Human Rights, Peace and Democratic Citizenship Through Education", held in November 1998; and c) the elaboration of the Draft Policy Paper on Peace and Human Rights Education for Croatian Primary Schools, submitted to the National Human Rights Education Committee and the Ministry of Education.

Besides the Draft Policy Paper, the following reference materials for teachers and students were prepared by the project: a) Teachers' Manual; b) two Pupils' Textbooks (for grades 1&2 and 3&4); c) Analysis of Programmes in the World; d) Field Research Report; e) Interdisciplinary Dictionary; f) Standard-setting Documents; g) Annotated Bibliography h) International Directory, and i) the report from the International Symposium "Common Goals – Varieties of Approaches: Promotion of Human Rights, Peace and Democratic Citizenship Through Education".

Development Education for Youth (DEFY), Ireland

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The Integration of Human Rights Education into Irish Youth Organisations / One World Week

This project covers youth organisations working in the Republic of Ireland and those working in both the Republic and Northern Ireland. The main target groups of the project are youth organisation staff and volunteers, youth workers, youth leaders and young people. Indirectly, the project targets the general population through youth-led public awareness raising.

The objectives of the project are:

- to co-ordinate the growth of human rights education within 20 partner youth organisations;
- to integrate models and approaches for human rights education into existing youth organisation programmes and/or develop new programmes;
- to build or strengthen structures necessary for the sustainable growth of human rights education within youth organisations;
- to focus on themes of concern and relevance to youth organisations, chosen by them and to make links between local and global dimensions of these issues;
- to train youth organisation staff and volunteers, youth workers and youth leaders who act as multipliers for the involvement of their young members;
- to produce age-specific educational resources based on the identified needs of young members of their organisations
- to engage young people in taking action on particular issues.

Over the past ten years, the number of partner youth organisations that DEFY supports has risen steadily from six to twenty. The number of multipliers that DEFY works with has also significantly increased. Research undertaken or commissioned by DEFY indicates that young people in Ireland are aware of young people's rights and believe that they can bring about change at a local, national and global level.

The methodology used by DEFY is active and participative. The contract/support agreement mechanism, whereby organisations review existing programmes and plan realistic programmes for the coming period, ensures ownership of the human rights education programmes by the youth organisations. Activity packs designed to be used by trainers, youth workers and youth leaders, are produced based on relevant research. Links are made between local and global justice issues, leading to empowerment of young people through action.

The following are DEFY Resources which are related to the theme of human rights:

Research

Trends in Irish Youth Opinion on Development and Justice Issues. A comparative analysis of National samples, 1995 – 1999.

Development and Justice Issues: Irish Attitudes (1999). DEFY and Irish Marketing Surveys.

Challenges for Change: Development education in disadvantaged youth work (1996).

One World Week Resources

The World Has Got Enough (1999) - focuses on inequalities between poverty and wealth.

Off Your Trolley, the Great Supermarket Challenge (1997) – focuses on human rights and fair trade.

Living on the Edge (1996) – focuses on the rights of people who live on the edge of society.

Jointly Produced Resources

The Rights Stuff (1998). DEFY, Trócaire and Amnesty International. This resource was published to mark the 50th Anniversary of the UN Declaration of Human Rights and focuses on the rights of young people.

All Different All Equal (1996). NYCI, DEFY – focuses on equal rights regardless of skin colour, religion, gender or culture.

Forum for Solidarity, Equality, the Environment & Development, Nepal

Ms. Kanhaiya Prasad Joshi

Organisation: FORUM FOR SOLIDARITY EQUALITY, THE ENVIRONMENT & DEVELOPMENT

(FOSEED)

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Project Title: Educational Material for Human Rights Education

Goal: The promotion of Human Rights Education

Objectives: to facilitate conditions suitable for the teaching & learning of Human Rights

To set up actual formal or non-formal classes.

To attract a large number of people

To enrich the dissemination of Human Rights Education

To enhance Human Rights Educational Activities

Country:

Nepal is a small, hilly and landlocked kingdom which lies between China to the north and India to the south, and which covers an area of 147,181 square kms. Topographically, it is divided into 3 regions, namely, the Himalayan Region in the north, the Mahabharat ranges or high & steep mountain regions including valleys in the middle, and the Churia hills with the narrow strip of flatland in the extreme south. Their occupancy rates are 18 percent, 65 percent and 17 percent respectively from the north to south.

The total population is a little more than 22 million. The density of the population varies greatly from one region to another. The Lowland region called Terai, lying in the south has the highest density whereas the snow-capped Himalayan region has the lowest.

The country has been divided into 14 zones, 75 districts and 5 development regions. The disparity between the development regions in the developmental state and the population figure is also very great.

The national per capita income is around 215 US Dollars. The literacy rate is around 30 per cent. There exists a big gap between male and female literacy rates and likewise literacy rates vary greatly between the regions. The life expectancy is around 55 years of age.

Nepal, although a small country, is full of diverse natural vegetation, numerous ethnic groups, languages, cultures and religions.

Political aspects and the state of HUMAN RIGHTS:

The present democratic system was restored in 1990 in Nepal. The wave of democratic movements at the beginning of the 90s which prevailed all over the world could not leave this small Himalayan Kingdom uninfluenced. Before that, there used to be an autocratic system called the Panchayat system. It existed for 30 years. During those 3 decades, the people of Nepal were deprived of even the most basic civil rights.

The repressed & suppressed feelings and conscience of the people burst out and threw away the past political system. The leaders unitedly from different political parties, different factions and from different ideological backgrounds, along with the people and with their support, were able to reinstate the pluralist democratic system which had been overthrown in 1960. However, the leaders being inexperienced in running government, the aspirations of the people are still unfulfilled.

Although the democratic system is in operation throughout the country, the violation of Human Rights is still felt in practically all aspects and walks of life .

4 years after the passing of the Bill to set up the Human Rights Commission at the Parliamentary Meetings, it has happened only recently. However, as the government is not committed to what it says and as its agreement with the international instruments and the convention is limited to the papers that it has signed, the

commission itself is despised and not co-operated with. On the contrary, it is in the forefront of violating the civilian rights of the people.

Moreover, in comparison with the lobbying and campaigning activities going on in the nation by numerous organisations for the awareness of the people, the works related to Human Rights Education are in a very poor condition.

Justification: In the present situation of increasingly acute violation of Human Rights, day by day in the country, the necessity of educating the general people about Human Rights has become more indispensable than in the past century. Thus, programmes like these of Human Rights Education have to be commenced as soonest as possible.

The reports of violations of Human Rights currently happening have preceded the report of Amnesty International on the situation of Human Rights in Nepal, 2000, by becoming even worse and worse. In this worsening situation, the work of disseminating and imparting Human Rights Education for the social security, peace and also for the safeguarding of the recently reinstated democratic system must continue.

As a result, the gap between the haves and have-nots is widening. The gulf between the standard of living of the general people and the political leaders, industrialists, businessmen and corrupt civil servants is alarming. In the countryside, where the majority of the population is illiterate, the small astute sector of the population have been enjoying themselves greatly by taking advantage of the national wealth at the expense of the poor people, whilst exploiting their labour.

Taking into the consideration the saying, “The child is the father of man”, the target group as set by the present project is rational.

Target Group: Lower Secondary & Secondary Level Students (age group between 12- 17)

Activities:

- Collecting reference materials
- Sorting & reading collected literatures
- drafting
- editing
- typesetting
- layout & designing
- proof readings
- finalising
- printing
- the final product would be used as the text book for those classes running programme

The book will be of around 100 pages, which includes lessons, exercises, illustrations, etc.

The language of the book will be Nepali, the only official and the commonest language of Nepal.

Open Society Institute - Network Women's Program, U.S.A.

Ms Kimberley Middleton

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Human Rights Advanced Leadership Training for Women (HRALTW) Overview

Human rights norms and practices provide a powerful tool for articulating and advancing gender issues and incorporating them into the changing laws and practices of their countries. It is out of these issues and concerns that the Network Women's Program decided to concentrate its first efforts in the area of the Women's Participation in Public Life program on women's human rights, through the Human Rights Advanced Leadership Training for Women (HRALTW).

The Network Women's Program, in partnership with Women, Law and Development International (WLDI) and Human Rights Watch, began the Human Rights Advanced Leadership Training for Women in 1998. The program provided three one-week training courses on human rights advocacy, spanning over two years for more than 100 participants from 22 CEE/CIS countries. The primary objective of this program was to expand the power and influence of the global movement for women's human rights through the participation of highly skilled women's rights advocates from the region.

Participants formed small teams based on their country of origin, choosing to work on a wide variety of rights issues ranging from domestic violence to labour discrimination to trafficking of women. Their advocacy strategies included public education, constituency-building and policy change. Using a participatory, practical approach, every team drafted a case study based on their experience, analysed its strengths and weaknesses, and implemented their strategy with the help of seed grants. In addition, the Internet Program provided each participant with the funds for a laptop computer and related equipment, in order to empower each woman through an email Internet connection, thereby increasing their communication with each other and the international women's movement.

Many teams successfully used local media to raise awareness of their chosen issue. The Lithuanian team published an article in a national newspaper claiming that the new law on "Equal Opportunities" passed in the Lithuanian Seimas (Parliament) did not adequately address discrimination against women in the labour market. The team stressed that the reality for women in Lithuania is that they are "considered too old at 35 [to be employed]; the qualities of physical attractiveness are often preferred over skills, experience and qualifications; they are often coerced by their employers to sign declarations stating they will not get pregnant during their time of employment; and are faced by newspapers overloaded with gender discriminating ads." The article generated multiple responses and sparked a national discussion on women's human rights.

The Macedonian team formed a women's human rights watch group that conducted the first successful media campaign and law suit against sexual harassment in the workplace. This precedent created a positive environment for the enforcement of the anti-sexual harassment law.

Central Asian teams noted that, until the training, women's human rights issues had not been raised in their countries. Consequently, their team conducted seminars and informational round tables to increase the general awareness of women's human rights.

The Turkmenistan team created a women's information centre to help inform women of their rights. They plan to increase the services of the centre to provide information on children's rights and domestic violence.

While teams focused on their countries of origin, some Roma women's issues transcend national boundaries. Roma women's activist, Nicoletta Bitu, addressed the need for Roma women to participate in decision-

making processes that create governmental Roma policy in the Czech Republic, Slovakia, Hungary, Bulgaria, Romania, Macedonia and Spain.

Many participants said that, prior to the training, they assumed only lawyers could use national and international laws to advocate women's human rights. While implementing the country strategies, many realised that, as NGO leaders, they have the knowledge and tools to advocate successfully for women. A Bulgarian participant commented, "learning (...) practical skills of advocating was new to me. Through my work (...) with UNDP, I was acquainted with international [and] UN documents, declarations, mechanisms and institutions, but did not know how they functioned, [nor] how they could be used. I found this information very helpful, adding to the picture I had."

When asked about what skills and knowledge were gained from the training, one Czech team participant responded, "never before the training did I (...) recognise women's rights as an integral part of human rights. [In] international law and human rights [courses] at the University [I attended], women's rights were never mentioned."

The training program was based on the manual, *Women's Human Rights Step by Step*, which presents definitions, human rights instruments and mechanisms, and methodologies for documenting and monitoring women's human rights. Throughout the training cycles, participants were introduced to the history of human rights and were provided with an overview of the international human rights mechanisms and instruments used for advocacy at the local, national, regional and international levels and their relevance for women. Each country team developed an advocacy strategy around a specific issue on which they would work for the duration of the training period.

As a result of this project, a large number of women in the region are poised to advocate women's human rights more effectively and to further build advocacy capacity among women from their own communities. Participants acquired greater self-confidence and leadership skills as well as the realisation of their potential role as advocates for change in their societies. A well-trained core of human rights advocates are now equipped with the necessary skills to train others and to develop human rights strategies. In addition, the Network Women's Program supported many of the participants to attend the Beijing +5 events, and "*Women's Human Rights Step by Step - A Practical Guide to Using Human Rights Law and Mechanisms to Defend Women's Human Rights*" is being translated into several languages of the region for women to use. As a result of the Connectivity Grants and the creation of a listserv for all the participants, the women have a forum through which to communicate and share experiences, advice, and information with each other.

MALI KORAK (Small Step) - Centre for Culture of Peace and Non-violence, Zagreb, Croatia

Ms Marija-Dubravka Uzelac

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Project Team:

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Grozdana Ribiči, Vesna Juki-Otrek – Split

MALI KORAK - Centre for Culture of Peace and Non-violence, Zagreb, is a non-profit, non-governmental organisation. It was founded in Croatia at the beginning of 1993. and registered in 1994.

Mali Korak has been a member of *Anti-war Campaign Croatia*, a network promoting non-violent social and political change. Continuing the project for non-violent action training and education, a lot of workshops and training courses have been organised for trainers in conflict resolution.

More than five years of organising workshops and seminars on non-violence and conflict prevention has shown that there is a great need for considering and applying different ways of dealing with conflict in an ethnically and religiously diverse society.

Mali Korak has worked especially on teacher-training in conflict resolution/transformation/management and education for peace. Experiences from the workshops have been gathered in a manual for lower and upper primary school level. The book "**Let's Be Friends**", by Maja Uzelac (editor), L. Bognar and A. Bagi was published in Zagreb in 1994 (first edition) and in 1997 (second edition).

Another book, "**Za Damire i Nemire; Opening the Door to Non-violence**" (M. Uzelac (editor)), Zagreb 1997 (second revised edition) is a manual in affirmation/communication/problem-solving skills, bias awareness and trauma healing for a pilot programme in 5th grade.

For the last three years, *Mali Korak* has been mainly supported by UNICEF, through Maja Uzelac as project leader of the *Peaceful Problem-Solving and Peer Mediation Project* for 39 primary schools in Western and Eastern Slavonia and other war-affected areas in Croatia.

MISSION/VALUES/GOALS

The main goal is the promotion and development of a culture of peace and non-violence at a personal and community level.

MALI KORAK (*A SMALL STEP*) is aimed at empowering people of different social and ethnic backgrounds to take an active part in creating a democratic and peaceful life in Croatia, by:

- supporting the process of creative conflict transformation, community-building relationships, reconciliation, mutual trust and tolerance in professional and everyday life;
- contributing to the development of civil society and understanding of its values;
- developing the teaching methods and an educational model for multiplying the education of non-violence and co-operation, peace and tolerance for children, young people and adults.

The main idea of MK is to introduce conflict resolution and peer mediation into schools.

Developing an extracurricular programme (model) with series of workshops for teachers, pupils and parents, we hope to start the process of understanding/developing a more diversified society.

ACTIVITIES

Mali Korak organises:

- workshops, seminars, and training courses in non-violent conflict resolution, mediation and facilitation for teachers and schools,
- training for trainers in non-violent communication and conflict management skills,
- annual meetings of Croatian CR teacher-trainers devoted to an exchange of experiences and developing future programmes at schools,
- networking of conflict resolution NGOs in conflict resolution education in former Yugoslavia and in Eastern Europe.

Mali Korak publishes:

- bulletins, textbooks, manuals, posters, bookmarkers...

Mali Korak encourages:

- shaping conflict resolution programmes for the specific purposes
- establishing CR education teacher-training groups
- establishing pilot projects in peace education for schools
- establishing small social research teams and projects
- establishing peer mediation teams.

www.human-rights.net/mali-korak

The manual ZA DAMIRE I NEMIRE in English:

ERC.HREA.ORG/LIBRARY/PRIMARY/

OPENING_THE_DOOR

Centre of Civic Education and Juridical Enlightenment, Russia

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The Short History of the Organisation

The Centre of Civic Education and Juridical Enlightenment is an independent, non-governmental organisation (NGO).

It acts in accordance with the Law of the Russian Federation "About Public Associations". The Centre was founded in 1997. It was registered in November 1998. The Centre of CE and JE is the product of the joint British-Russian project "Network for Democracy" which is carried out by the British organisation, "Citizenship Foundation", with financial support from the " Know How Found" (Great Britain).

Our aims are:

- forming the Civil Society in Russia;
- stimulating democratic processes in our region.

The Centre works as an information and public centre. We have published "A Young Citizen's Passport", "You and your Rights", "You and Your Responsibility", "You, me, we", "Freedom of Choice", and "Workshop of Civic Education". These books are supplied for teachers and pupils. These supplies tell them about Human Rights and other present-day juridical problems. Accordingly, our Centre works as a concept and methodical centre. We are the transformers of original British technologies. In this way, we elaborate educational methods in civic education and upbringing.

The Centre brings out the informational bulletin "Newsletter". The Centre of Education has organised several Summer Schools for the teachers of the Rostov region, teenager debates on the drug problem and the problem of capital punishment. The Civic Education section has run competitions for teenagers on the topics "Mercy", "Ecology", "Democracy". The Centre has connections with public organisations such as the Youth Centre of Human Rights, and the Committee of Soldiers' Mothers in Rostov-on-Don. Our Centre has a joint projects with the Westminster Foundation (Great Britain) such as the "Civil Juridical Education Of Parents And Men Called Up For Military Service", etc.

Nowadays, the Centre works with teenage offenders, teenage invalids and their parents. The main tasks of the Centre are to help them in adapting to society.

We are planning a new project "Leader of the XXI century". This project is connected with electoral rights and the preparation of new leaders in democratic Russia. We are planning to realise it in partnership with public and state organisations. The creation of a Children's Parliament in Rostov-on-Don will be a result.

Dear colleagues, if you are interested in our information, we will be glad to answer your questions and to work together.

MiRA Resource Centre for Minority Women, Norway

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MiRA Resource Centre For Minority Women, Norway

The aim of MiRA Recourse Centre is to promote equality for black, immigrant and refugee women in Norway. We try to increase awareness about the specific conditions that often determine the quality of life for minority women and young girls.

The MiRA Centre is a place for self-organisation and a space created for minority women to define their own realities.

The MiRA Centre offers legal assistance and counselling on legal and social matters to immigrant and refugee women, as well as to young girls from minority backgrounds.

The MiRA Centre is the only networking organisation for minority women on a national and Nordic level. The centre frequently arranges seminars and conferences for women and young girls where they discuss the issues related to their current socio-economic, political and cultural situation.

Information is essential for the creation of a solid two-way communication and a mutual understanding of cultures and society. Information is also important for developing an insight into what it means to live in a multicultural society and to learn to respect the differences that exist or arise.

MEETING PLACE FOR YOUNG GIRLS

MiRA has a network group of young girls. They arrange meetings and seminars about subjects of particular concern to their situation. The girls mobilise other girls and build support groups. We offer legal assistance and counselling, or girls can come to us just to talk.

- Problems in the family
- Education
- Problems at school
- Legal problems
- Their rights in regard to marriage or divorce
- Racism conflicts

FORCED MARRIAGE ALSO HAPPENS IN NORWAY

Both forced and arranged marriages take place in Norway. Forced marriage is illegal in Norway. Forced marriage is when the parents or family find a partner who the daughter or son is forced to marry, either by direct or indirect threats of violence or other consequences. The forced marriage can be cancelled and declared annulled. It is important to be aware of the fact that arranged marriage is not illegal in many societies.

Schoolopbouwwerk Turnhout, Belgium

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1st of September, the classroom is totally full again.

The children start on a new career as a student. To succeed in this career, a large amount of brain, a positive self-esteem and a lot of social skills can help. Besides this, a secure home with a rich language and daily support is important. Not every child has these competencies and possibilities. After 4 pm, the same children enter a totally different world where the school, for a variety of reasons, is sometimes far away from a home where another language is spoken and a world where parents want to help but can't. School and people with few chances to develop are two different worlds. To know each other is a first step to a better education.

“Schoolopbouwwerk” wants to give parents and children more chances and possibilities in education.

Therefore “Schoolopbouwwerk” supports parents and young people with few chances to develop, so they are able to participate in the school and the educational system in a short time.

In this way “Schoolopbouwwerk” tries to maximise the chances for development of people from other cultures from 2 ½ years on, in the field of education.

“Schoolopbouwwerk” works with the children and parents and goes to the schools. Through this, “Schoolopbouwwerk” gets the support of a lot of organisations and people with opportunities to develop.

“Schoolopbouwwerk” builds bridges between the school and the family.

Besides this, “Schoolopbouwwerk” can create or improve the communication and participation between the different worlds. (family, school and neighbourhood)

To achieve this aim, “Schoolopbouwwerk” uses several ways of working, e.g. home visits, language vacations, training for teachers and parents, workgroups for parents, etc.

Parent support

- playing at home
- teaching parents how to play with their children
- showing the way to the ‘play-o-theque’
- education support
- counselling/guiding parents with regard to the schools
- stimulating language
- teaching parents how to read with their children
- showing the way to the library
- showing the way to Dutch lessons
- enlarging school participation
- translating school info for parents
- individual guidance
- showing the way to services that specialise in guiding pupils
- stimulating educational interaction

Children support

- homework-guidance at home
- homework-classes
- language vacations
- individual guidance
- information about studies
- showing the way to people who can contribute help
- scholarship applications
- guiding communication between the child and the school
- guiding children who only speak foreign languages
- guiding conflict situations

School support

- implementation of, and guiding schools towards, taking more consideration for children in a vulnerable position on the ladder of society.
- educating schools on subjects such as generation-poverty and immigrants
- bringing info
- offering educational material to schools
- bringing schools and parents together - improving communication
- promoting initiatives
- building a network between schools and partners
- developing a homework policy

History

Since '96, "*Schoolopbouwwerk*" has been a part of the Sif-policy plan in the Belgian city of Turnhout. The city itself and the local integration centre have been the initiators. The team is made up of 3 people: a network trainer and 2 assistants.

The main objective of "*Schoolopbouwwerk*" is to increase the educational opportunities of children and parents within risk groups.

"*Schoolopbouwwerk*" works with every school in the city of Turnhout, although, at the moment, it is more focussed on children up to the age of 18.

Justice for all

All of humanity is equal; the world is my home; all of humanity is my family; the father is Adam and the mother is Eve.

Common Fate, Hungary

Ms Mónika Má dai

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Presentation of history of the organisation

The Common Fate Organisation (its full name: Common Fate Integrational Organisation for Disabled and Able-bodied People - the title shows and explains everything) was founded on the 26th of October, 1995. In accordance with our main mission written in the constitution (charter), we have been trying to change the attitudes - often based on artificially spread misunderstandings and prejudices - of non-disabled people with regard to people living with different disabilities.

Among our membership you can find people living with mobility, visual, hearing and mental problems, people with other differences and non-disabled "normal" people. Most of them are highly qualified youngsters.

For the realisation of our goals:

- Our members - in mixed groups (non-disabled + people with different disabilities) regularly attend several types (segregated-special, normal and integrated) of nurseries, elementary, secondary and high schools, colleges, and dormitories to introduce themselves and be ready to be consulted, trying to show through our personal examples and experiences that living with disabilities does not automatically means living between limits. This generally entails informal conversations with pupils, students, teachers and social workers - we do not want to avoid even one question. -
- The mentioned series of school-visits were and have been the basis and background of the mapping-work about the integrated educational systems and institutions at elementary and secondary levels in Hungary (the resulting picture is terrible).
- The pride of our 4-year-long work is also closely connected with the visits mentioned above: It is a two-phase national seminar about the advantages and disadvantages of integrated education, with the participation of famous international experts, Hungarian specialists, "ordinary" educators, trainers and concerned (disabled and non-disabled) youngsters organised by our membership. Ideas and initiatives that appeared here could be of great practical use for a new modification of the Hungarian Educational Law.
- The Common Fate Forums, which thematically follow the members' needs and requirements, are the place for the spreading and gaining of information, consulting and "the acceptance of differences". For example, there has been an introduction (according to the legal aspect) of the several means of support for people with mobility problems in Hungary; meetings for people with Krishna –beliefs; natural therapists; Catholic youngsters singing in a famous church-choir; and we were lucky to invite a specialist as a guest and listen to her lecture about an extraordinary mapping of the public buildings of some districts in Budapest with regard to the level of disabled access.
- Following this report, we were able to do our mapping work in the other 4 districts of Budapest. (For a long time we have already had legislation obliging buildings to be accessible to the disabled. Despite this, in reality you can hardly find any public buildings and places in Hungary which conform to the legislation and the just claims and needs of people living with disabilities.)
- However, we can say that there have already been some noteworthy results: some districts have started their " Ramp-projects ", and " Curb breakdown projects", while the Hungarian Railway Company is installing more and more train elevators and the Budapest Bus Company is does the same with its Easy-buses.

- We organise courses and training sessions and take part in those which are organised by others. For example, our one-year free English-language course for mixed groups gave normal self-confidence and a good starting stimulation to lot of youngsters with disabilities. In the labour market, it is a great and necessary advantage to know languages (especially if you live with a disability).
- We are permanently working in partnership with several NGOs at national and international levels. Among these, some are regular partners, mainly the Pedagogical, Youth and the Disabled Organisations and Associations, while some are partners for a single project only.
- We are organisers and participants in several Hungarian and European conferences, youth exchanges and meetings., of which the following are just a few examples: 1.) exchange with Romanian handicapped children 2.) plan for a similar exchange with Slovakian disabled youngsters 3.) just last year we were the host organisers in the 3rd phase of a multilateral European Long Term Training Course, called “European Human Bridges”, in which disabled and non-disabled youngsters from 7 countries (United Kingdom, Sweden, Slovakia, Portugal, Romania, Bosnia-Herzegovina and Hungary) have already regularly met for four years to discuss various topics such as disability and ability, intolerance and discrimination, training for youth leaders and human rights.

Using the expertise of our members who are computer specialists –, we are gathering, summarising and developing the details and research –results, planning to prepare for the publication of a guide-book. This work has been co-ordinated by one of our leading-members, a road-building engineer, –and will be a guide to obstacle-free buildings in the 4 districts mentioned above. In this publication we would like to give some useful and practical advice about the possibilities and limits of standard procedures in the regulation of the building process. This kind of information would be given mainly to an official in the local Council of Europe.

BETZAVTA, Germany

Mr. Peter Wicke

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BETZAVTA - Together

Training in Democracy and Tolerance
"All people have the equal right to freedom"

Everybody wants to live according to his/her own needs, values and norms.
By this he/she comes into conflict with others. How will the parties concerned deal with these conflicts? With means of power? With violence? With majority decisions? With consent? With compromises?

BETZAVTA trains the ability of every person to also consider the needs and values of others.
BETZAVTA deals with the following 5 topics within the wide area of Human Rights Education:

Democratic Principles - Minority and Majority - Basic Rights - Equality before the law - Democratic decision-making processes

The participants in such training courses try to find solutions for various conflicts, which take into account the greatest degree of freedom for all persons involved.

BETZAVTA is a training-programme with lots of exercises and reflections dealing with ones own opinions and social behaviour, and testing their democratic basis.

The participants are confronted with their everyday behaviour in conflict situations and decision-making processes.

BETZAVTA promotes dialogue between opponents. Solutions may be found together, solutions that allow the utmost degree of freedom for all persons involved.

BETZAVTA training courses can last from one day up to a whole week.

BETZAVTA addresses groups or individuals, e.g. teachers, pupils, employees or volunteers, who want to improve their social abilities in order to achieve a more democratic and tolerant way of living and working together.

The Danish Centre for Human Rights, Denmark

Ms Pia Laulund

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Youth project:

European Youth Conference “Youth for Human Rights”, see also the website at: www.youthhumanrights.net for further information.

Contact persons: Pia Laulund, Information officer, phone 45 33 30 88 31, email: PL@humanrights.dk and secretary Robina Maroof, Phone 45 33 30 88 30 email: RY@humanrights.dk

Region covered by the project:

Europe (members of the Council of Europe and candidate countries)

Target groups:

Young people (aged around 18 - 30 years old)

Students in higher education or people actively involved in organisational and/or political work, who have an interest in human rights, politics and social conditions in general.

The objectives of the project:

The Youth Conference was initiated and is being organised by the Danish Centre for Human Rights in co-operation with the Danish Youth Council and is under the auspices of the Secretary General of the Council of Europe, Mr Walter Schwimmer.

A young man and woman from each European country are invited to participate in the creation of a youth plan of action for human rights and democracy in Europe.

The plan of action will describe how young people can help promote democracy and human rights in Europe. This work will:

- Help foster a network of dedicated and active young Europeans who are committed to human rights.
- Encourage young people from countries all over Europe to play an active role in the drafting of a Plan of Action for human rights and democracy in Europe.
- Provide young people with a platform for contributing to the substance of the new EU Charter on Fundamental Rights.
- Empower young people; inspire and encourage them to co-operate with others from different cultural backgrounds; and to instil them with courage and responsibility with respect to the European community.
- Nurture fiery souls who will engage themselves in the promotion and protection of human rights in Europe.
- Educate future opinion- and decision-makers who can ensure the continuity of the work within the field of human rights in Europe.

Description of the methodology and innovative aspects:

The Youth Conference will take the form of an online debate on the Internet, which will commence in December 2000. It is the intention that the online debate is to be concluded with a face-to-face conference in Copenhagen in November 2001, and, hopefully, the conference will be followed up every second year by a new host country, thereby providing the participants with a platform for following up on the Plan of Action and ensuring that the conference does not become an isolated event.

Lycée Classique d'Echternach, Luxembourg

Mr. Robert Altmann

PROJET D'ETABLISSEMENT DU LYCEE CLASSIQUE D'ECHTERNACH

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Intitulé : ORGANISATION D'UNE JOURNEE DE COLLECTE DE FONDS

Région : Est + centre du pays (13 communes, 9 supermarchés, 13 entreprises etc.)

Groupe cible : Tous les élèves du Lycée classique et technique d'Echternach (Ires et 12es exceptées), soit quelque 1200 élèves. Seuls les élèves des classes supérieures ayant quinze ans accomplis sont admis à exécuter des travaux rémunérés, soit quelque 350 élèves.

Objectif du projet : Combattre certaines tendances se manifestant au niveau de la société actuelle : le regain de l'individualisme, la progression de l'égoïsme et de l'indifférentisme, la perte de l'esprit d'initiative, le déclin du sens des responsabilités.

Résultats obtenus : Le pourcentage des élèves qui s'engagent chaque année à effectuer des travaux rémunérés ou à être présents à des stands a peu varié depuis le lancement du projet en 1996 : il dépassait régulièrement les 75% (plus de 300 élèves). Chaque année, plus de 1.500.000.- LUF ont été collectés au profit d'une ONG. Les ONG ayant jusqu'ici bénéficié de la collecte de fonds sont les suivantes : l'UNICEF (enfants traumatisés par la guerre en Bosnie), Croix-Rouge (enfants cardiaques en Ukraine), Pro Niños Pobres (enfants de la rue au Brésil) et Handicap International (enfants handicapés au Cambodge).

Méthodologie :

1. *Choix du projet* : appel aux ONG par voie de presse, examen des projets soumis par un groupe d'élèves, présentation des projets par des porte-parole à une assemblée d'élèves (IIes, 12es, délégués de classe des classes supérieures), vote
2. *Information et sensibilisation* : présentation du projet choisi à tous les élèves du lycée par des membres du groupe de pilotage, semaine d'information à l'intention des élèves des classes supérieures (tables rondes, conférences), expositions, films
3. *Activités* : réalisation par les élèves d'articles destinés à la vente (t-shirts, sacs de toile, autocollants, cartes de voeux, montres-bracelets, casquettes, papier lettre, casse-noisettes etc.), production de matériaux d'information (affiches, dépliants, journal d'élèves, guide de l'enseignant), visite du projet mis en oeuvre par l'ONG (Bosnie, Ukraine, Brésil, Cambodge) et réalisation d'une cassette vidéo (extraits diffusés par RTL Télé Luxembourg), mise en oeuvre de la journée de collecte de fonds...

Documents et matériaux produits : affiches, dépliants, journal d'élèves, cassettes vidéos, guide de l'enseignant .

Stop the Violence, Denmark

Mr. Ronni Abergel

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Founded in the fall of 1993 by 5 inner city youths from Copenhagen as a response to a knife stabbing episode involving a mutual friend of the founders,. the movement was initiated to combat the alarmingly frequent and brutal incidents of youth violence in Denmark.

The movement's main objective is *to create awareness and a change in attitude among young people towards violence* and introduce them to non-violent alternatives. Stop the Violence practises person-to-person dialogue and peer group education primarily in schools, youth clubs, colleges, technical and trade schools all over Denmark. Arranging in average 200 debates and dialogue sessions a year. The dialogue sessions give the young people present an opportunity to consider and evaluate their own attitudes towards the use of violence and also the chance to learn more about how to avoid (using) violence, aiding and assisting in witness situations as well as how to support friends in trouble. The effort is focused on promoting an honest dialogue through mutual respect.

The primary activities include creating awareness through national information and debate campaigns, publications for education, anti-violence demonstrations, seminars, lectures and concerts. Stop The Violence works to strengthen the self-empowerment of young people to develop and organise activities.

Currently, 28,500 young people enjoy free membership in the Stop The Violence organisation, which is in the final year of a 4-year test period funded by the Danish Ministry for Social Affairs.

The official midway evaluation and report on the progress of the Stop The Violence movement has recently been completed and has now been made available. Please contact us if you would like to receive a copy of the report.

Partners for Democratic Change - Georgia

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Who Are We?

Partners for Democratic Change - Georgia (Partners-Georgia) is a non-governmental, non-profit organisation established in co-operation with Partners for Democratic Change - International, in October 1996, and is dedicated to promoting civil society and advancing a culture of conflict management and change management in Georgia and the South Caucasus region.

Partners-Georgia provides training, consultation, and problem-solving services to Georgian NGOs, the national and local government entities, mass media representatives, IDPs, minority groups, and the private sector. Since its establishment, Partners-Georgia has had experience working with diverse domestic and international groups. As Partners-Georgia is the only 'Partners' centre in the South Caucasus region, it continually works to deliver services to organisations and individuals across the South Caucasus. The Centre enjoys extensive contacts with NGOs throughout Georgia and the rest of the region.

Partners-Georgia is a member of an international network of locally managed Centres for Change and Conflict Management located in the US, Argentina, Bulgaria, Czech Republic, Slovakia, Hungary, Poland, Lithuania, Romania and Croatia. As a member of Partners for Democratic Change's international network of Centres, Partners-Georgia has had first-hand experience building and participating in a multinational NGO network. Through this network, Partners-Georgia has strengthened, and continues to build, its training and facilitation capabilities by participating in a number of workshops organised by Partners-International or other 'Partners' Centres. Accordingly, Partners-Georgia has a network of trainers which contributes to its programmes on a contract-by-contract basis.

What Do We Offer?

Partners-Georgia's training programmes are specifically tailored to meet clients' needs. Using interactive methods, case studies and simulations, training programmes combine theory and practice to build the client's professional skills. Representative training programmes include:

- Effective Communication
- Public Speaking
- Team Building
- Leadership
- Effective Meetings - Facilitation and Moderation
- Conflict Management
- Negotiation
- Fundraising and Social Marketing
- Participatory Planning

Partners-Georgia also provides a variety of services aimed at assisting parties to resolve differences, achieve consensus and manage changes. These include:

- Meeting facilitation
- Co-operative planning
- Consulting

Youth Action for Peace – Tane Timor, Portugal

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TITLE OF THE PROJECT

BUIBERANI SIRA LAO FAHE

(Courageous Women Working And Sharing)

REGION COVERED BY THE PROJECT

This project will be implemented mainly in East Timor but some of the activities will take place in Portugal.

TARGET GROUPS

Young people, especially young Timorese women

AIMS

- To contribute to a society of Peace and Justice in East Timor as a new and free country
- To empower the young women for active participation in the building of the Timorese democracy and civil society, based on and for Human Rights
- To create a permanent network between south-east Asian and European young people
- To create, in Dili, capital of Timor Loro Sae, the “South East Peace Lab”

INITIATIVES AND ACTIVITIES

There is no future without free women and free men. Freedom cannot be built upon the oppression of any person or creature.

The future of Timor Loro Sae will not exist without the freedom, dignity, justice and respect that each woman of the Fuik (brave) people of East Timor deserves.

Therefore, because we do believe in these ideals, we structured this project in different but complementary interventions, diversified strategies and methods, both local and public.

In summary, we can present the general idea of *BUIBERANI SIRA LAO FAHE* in the following way:

- **Working for Peace and Tolerance**

A multi-phase training course for Timorese youth leaders: concepts, methods, values and the educational dimension in leading and working with young people.

- **Buiberani sira**

A book with the testimony of two women about the events before and after the UN Consultation in August 1999, including the extreme violence and destruction started just after the Referendum.

- **Timorese women towards a free future**

An education for development project about contraception, which was created, managed and accomplished by young women.

- **Conference about the Future**

An international conference about the future of young people in the free East Timor, with the co-operation, partnership and networking with Europeans being looked at and analysed from the perspective of youngsters.

- **Album**

Album made of pictures and testimonies of young women born and brought up under Indonesian occupation.

- **Kay Rala Xanana Gusmão resource centre**

In Coimbra, a library of pictures, documents, objects, projects to be put at the disposal of young students or other people concerned about international relations, world peace or human rights

- **Tane Timor in Dili**

The venue has been found, and now we must fully equip it in order to establish a place for non-formal education, meetings, voluntary work and communication among Timorese youth and all those who want to participate in the utopia of a world of freedom and justice.

- **South East Peace Lab**

In a region where Human Rights are so often violated under the cover of cultural justification and where the recent past has been war and permanent violence, and because the exchange of people and ideas, intercultural learning, and permanent dialogue are all absolutely necessary for a safe future and the rule of Human Rights, this Peace Lab will have the aim of creating a space for reflection, knowledge, material production, educational programmes and innovative methods in Human Rights Education.

THIS IS A 3-YEAR PROJECT WHICH STARTED IN AUGUST 2000

Donetsk Youth Debate Centre, Ukraine

Ms Valentina Domkina

Name of organisation: Donetsk Youth Debate Center

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Director: Domkina Valentina

Co-ordinator: Sheyhus Vladimir

Region: Ukraine, mainly Eastern Ukraine.

Target group:

Donetsk Youth Debate Centre has a broad network of debate clubs in which young people are involved. We work with junior and senior pupils, orphan school pupils, students, school and orphan school teachers, and leaders of social organisations.

Organisation's aim:

The development of children's and young people's participation in contemporary social life, by means of realisation of international social and educative programmes such as "Debate", "Health Education", "Street Law", "Conflict and Communication", "Humanity and Environment", "Gender Equality", "Youth Leadership", "The Role of NGOs in Establishing a Civil Society", etc.

Results achieved:

In more than 30 cities of Eastern Ukraine, the debate clubs have been created and are supported, and relationships with national and international organisations have been established. The Centre's workers have studied in social organisations of Poland, USA, and Britain.

There are highly qualified trainers on the Centre's programmes prepared in seminars at national and international levels. The Centre houses methodical literature on these programmes.

Donetsk Debate Centre is a well known organisation in the region, regularly conducting work with young people. We work with international foundations, state and commercial structures with the aim of youth development – "Civic Education".

Over the last year, the Centre has conducted more than 5 projects in which more than 300 pupils, 200 students, 300 orphan school students, and 200 teachers of secondary and orphan schools took part.

The Donetsk Debate Centre is a part of network of debate centres throughout Ukraine, and also of the "New Wave" network of children's and youth organisations.

Description of methodology used and new issues

During the activities, the interactive method of group work is used. We also conduct distance training, seminars, and round table discussions. Discussions, which not only give new information but also teach critical thinking as well as developing speech-giving and communicative abilities and skills, have become a rather popular way of working.

List of documents or materials prepared

- "Open World" Soros Fund programmes on the direction of "Rights";
- "Civil Education" programme for schools;
- "Human Rights in the Modern World" textbook;
- "Approaching the Future" human rights in school programmes;
- "Your Rights" hand book for young people;
- "Children's Rights – Human Rights" informational and methodological book (3 vol.);
- "Youth Rights" methodical recommendations
- "Civil Initiatives in the Area of Women's Rights" training materials;
- "World Book of Children's Rights" set of hand-out materials (Soros Fund);
- "Children's Rights Convention" set of hand-out materials (Youth Fund UNO);
- postcards on the topic of Human Rights;
- Booklets and other materials about Donetsk Youth Debate Centre.

Association of Youth Workers, Russia

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Name: Educational course 'Protection of Children's and Young People's Rights'.

Location: Tula city

The Association of Youth Workers (an inter-regional, non-governmental organisation which includes youth workers), together with Tula State Pedagogical University, has developed the project 'Protection of Children's and Young People's Rights' and introduced this educational course into the students' curriculum.

The project is implemented by:

The Law Department, Tula State Pedagogical University (Tula city). A course on 'Protection of Children's and Young People's Rights' has been introduced while implementing the educational activity.

The inter-regional, non-governmental organisation, the 'Association of Youth Workers', which was created in 1994 by uniting branches in 10 regions of the Central part of Russia, and which aims to defend young people's rights in all spheres.

Author of the project: Doctor Nehaev Viktor Viktorovich, PhD in history, Professor of the Law Department, Tula State Pedagogical University, academic of the Academy of Humanitarian Sciences; senior scientific worker of the Scientific Research Centre at the Institute of Youth (Moscow).

Target group: students of the legal and historical departments

Project aim: providing knowledge, skills and experience in the human rights of primarily teenagers and young people to the students of institutions of higher education .

Achieved results: the course has been running for three years; printed works on the topic have been published.

Needs and perspectives: the project is planned to be distributed to the member branches of the Association of Youth Workers. Within the framework of these objectives, the problem is a lack of financial resources for the purpose of publishing educational and popular literature on human rights and project implementation.

Innovative aspects: this course is original, developed and introduced for the first time.

Documents list:

Youth Rights Protection, Tula, 2000

State service on youth affairs, Tula, 2000

Social-legal aspects of the implementation of the state youth policy in the Russian Federation, Moscow, 1999

Social-youth work: international experience (education-methodological handbook). Moscow, 1997, p. 271-279

VORMEN, Belgium

Mr. Wim Taelman

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Contact person: Wim Taelman

VORMEN is a new organisation, which was founded in April 2000.

Geographical area covered: Flanders (the Flemish-speaking part of Belgium)

Project: Integrating Human Rights Education into the youth sector

Target group: youth organisations

VORMEN has submitted a 3-year project (2001-2003) to our ministry of Youth and Sports implementing the Council of Europe's Human Rights Education Youth Programme 2000-2002 in the Flemish-speaking part of Belgium. A Flemish/Dutch manual, a resource centre, a website and a trainer-training course are its main concrete objectives (followed by networking, increasing Human Rights Education expertise and capacities, etc). Work on special target groups (e.g. unparticipative young people or migrant young people: the choices are still to be made) and on special themes (e.g. violence, or violence against women; the choices are still to be made) will be integrated into it.

If subsidised (this annual decision is yet to be taken for next year), the project will be able to employ a person with an educational background (the equivalent of approximately a $\frac{3}{4}$ of a full-time post) and it also foresees a (modest) amount of money to work with.

Project: Supporting teachers in implementing Human Rights Education

The cross-curricular attainment goals for the second and third grade of secondary schools, which will be decided upon in the next few months in the Flemish Parliament, include human rights educational goals – under the heading 'citizenship education'. We will submit projects to the educational authorities which will allow us to support teachers in the implementation of these attainment goals in their schools: a manual for the implementation of the cross-curricular attainment goals, networking with teachers facilitating the exchange of ideas and materials, and in-office training will be the main activities.

Project: Producing Human Rights Education materials

There are not many Human Rights Education materials available in our language. In order to fill that gap, we are planning (if we get the financial resources) to translate some good English Human Rights Education manuals and other resources into Dutch/Flemish. We are also considering translating the Council of Europe education pack, including the video, "Stand up now for human rights".

III. Bibliography and Webography

Prepared by the Librarians at the European Youth Centres of Strasbourg and Budapest

1. Webography

<http://plato.acadiau.ca/courses/idst/IDST2216/peacehr.htm>

This page lists important HR organisations, conventions, agreements on HR and provides links to other HR pages.

<http://www.hrea.org/>

Human Rights Education Associates (HREA) is a non-profit organisation whose main mission is to support efforts aimed at introducing human rights concepts and values. Their web-page includes databases, education and training materials and interactive learning tools on human rights.

And <http://erc.hrea.org>

The Electronic Resource Centre of the [Human Rights Education Associates](#) (HREA), provides access to HRE materials. On this site you can find a HUMAN RIGHTS EDUCATION library, HUMAN RIGHTS EDUCATION links, HUMAN RIGHTS EDUCATION database and a HUMAN RIGHTS EDUCATION calendar.

<http://www.iz.or.at/humanrights/>

School Network Human Rights - A project of the Austrian Ministry, co-ordinated by Interkulturelles Zentrum Teachers and students from 41 countries developed joint projects and agreed on activity plans to find out if human rights are respected – in their schools, in their homes, and in their communities. The international projects are on: Participation, Racism & Xenophobia, Human Rights and Violence/Conflict and Violation of Children's Rights

<http://www1.umn.edu/humanrts/education/pihre/content.htm>

A manual for teachers and people who work with young people to start Human Rights Education. On the website what HR and HUMAN RIGHTS EDUCATION are is explained. There are also teaching methods and activities, about teaching young and older children and Human Rights Documents

<http://www.human-rights.net/links.html>

The Human Rights Net provides a list of useful Human Rights links. Here you will find tools, education and training resources, urgent alerts, websites of NGOs and international organisations, and other useful links.

<http://www.pdhre.org>

People's Decade for Human Rights Education: with some links to human rights materials & human rights at stake in different issues.

<http://www1.umn.edu/humanrts/peace/peaceedu/partnerstoc.html>

Peace Resource Centre introduces the Partners in HUMAN RIGHTS EDUCATION Resource Pack, which gives an introduction to, and methods and resources for, HUMAN RIGHTS EDUCATION.

<http://www.amnestyusa.org/education/> or <http://www.amnesty-volunteer.org/usa/education/index.html>

Amnesty International's contribution to HUMAN RIGHTS EDUCATION. You can find useful links to their HUMAN RIGHTS EDUCATION network and to HUMAN RIGHTS EDUCATION materials.

<http://www.un.org/>

The UN website.

<http://www.unhchr.ch/> and <http://www.unhcr.ch/teach/teach.htm>

Here you can find the Universal Declaration of Human Rights.

There's also a site for teachers with useful materials and tools for HUMAN RIGHTS EDUCATION

<http://www.hrw.org/>

This is the homepage of Human Rights Watch, an organisation dedicated to protecting the human rights of people around the world.

<http://coe.fr> and <http://culture.coe.fr/edu/eng/edulist.html>

The web page of the Council of Europe. Under 'education' you can find out about 'Education for democratic citizenship', the 'Network for School Links/Exchanges and Human Rights'.

<http://www.human-rights.net/ehrn/index.html>

The 'Education in Human Rights Network' is an informal grouping of individuals and organisations concerned with HUMAN RIGHTS EDUCATION in schools.

<http://www.human-rights.net/>

The aim of Human Rights Net is to provide a platform for human rights organisations and networks. Here you will find the homepages of NGOs and information on their activities and publications.

<http://www1.umn.edu/humanrts/>, and for HUMAN RIGHTS EDUCATION,

<http://www1.umn.edu/humanrts/education/4thR-F97/masthead-F97.htm>

The Library of the University of Minnesota contains a large collection of international **human rights** treaties, instruments, general comments, recommendations, decisions, views of treaty bodies and other U.N. **human rights** materials

<http://aix1.uottawa.ca/hrrec/>

The Human Rights Research and Education Centre of the University of Ottawa

<http://www.stthomasu.ca/research/AHRC/AHRC.HTM>

The Atlantic Human Rights Centre at St. Thomas University in Fredericton aims to support education about, and understanding of, human rights by promoting trans-disciplinary human rights education programmes.

http://www.state.gov/www/global/human_rights/1996_hrp_report/96hrp_report_toc.html

Country Reports on Human Rights Practices from 1996

<http://www.hri.ca/hredu/index.shtml>

Courses and Seminars on HRE as well as books and materials

Useful Internet addresses (02/02/2000)

This list covers:

- Council of Europe
- Education
- Europe - general
- European Union
- Funding
- Human rights/conflict resolution
- Intercultural learning
- Minorities
- News & current affairs
- Politics
- Racism & intolerance
- Reference
- Social & Development Issues
- Youth organisations & Youth-related sites

COUNCIL OF EUROPE

Campaign: Europe - a common heritage: <http://culture.coe.fr/postsummit/pat/en/epatrimoine.htm>

Centre for Europe's Children: <http://eurochild.gla.ac.uk/>

*Includes references to Council of Europe documents including the **full texts of recommendations and resolutions on young people - even documents dating back 40 years or more!** Sponsored by the Council of Europe and UNICEF, among others. You can search for documents from all the organisations on the same search form, if you wish. Also includes full text of selected Council of Europe documents on education, legal affairs, health, family policies, migrants and mass media insofar as they concern children.*

Council of Europe Home Page <http://www.coe.fr>

Now includes links to the Human Resources web site with information on job vacancies in the Council and in other international organisations: <http://www.coe.fr/jobs>

Council of Europe Intranet page: <http://home.coe.fr/>

The **internal** Internet site for Council staff. News on what the Council is doing. Includes links to the DIT site, the Human Resources Division, to other Council of Europe sites (Links) and to national and local newspapers (Kiosque).

Council of Europe Information and Documentation Centres in Central and Eastern Europe

CID Bratislava: <http://www.radaeuropy.sk>
CID Budapest: <http://www.europatanacs.hu>
CID Ljubljana: <http://www.idcse.nuk.si>
CID Moscow: <http://www.coe.ru>
CID Skopje: <http://www.cdi.org.mk>
CID Sofia: <http://www.cid.bg>
CID Tallinn: <http://www.ciesin.ee/enidk>
CID Warsaw: <http://www.radaeuropy.org.pl>

Council of Europe Parliamentary Assembly <http://stars.coe.fr/>
Includes The Europeans - the electronic newsletter of the Parliamentary Assembly

Council of Europe Publishing: <http://book.coe.fr>
Information in either English or French on Council of Europe publications with the possibility of ordering online.

Directorate Of Social And Economic Affairs: <http://www.coe.fr/dase/>
Includes: "Recent demographic developments in Europe" <http://www.coe.fr/dase/pop/>

ECRI European Commission against Racism & Intolerance
<http://www.ecri.coe.int>

EUDISED (EUropean Documentation & Information System for EDucation) <http://www.bdp.it/banche/banche> ;
select EUDI. *Educational research information from around Europe.*

European Centre for Modern Languages, Graz http://culture.coe.fr/ecml/index_e.htm

European Commission of Human Rights: <http://www.dhcommhr.coe.fr>
Activities, procedures, lists of members and sessions, press releases and Commission reports.

European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment <http://www.cpt.coe.fr>

European Court of Human rights: <http://www.dhcour.coe.fr>
General information, basic texts, judgements, current cases.

EYCB <http://www.eycb.hu>
Home page of the European Youth Centre Budapest.

Human rights: <http://www.dhdirhr.coe.fr> *General information about the work of the Council, the European Committee for the Prevention of Torture, the European Social Charter, and the Framework Convention For The Protection Of National Minorities.*

Naturopa: <http://www.nature.coe.int/>

North-South Centre: <http://www.nscentre.org>

Press releases from the Council of Europe: *Click on "NEWS" or "Actuality". The same site also includes "Europa 40+", the newsletter of the Directorate for Information*

Directorate of Youth and Sport: <http://www.coe.fr/youth>

EDUCATION

Educational Development Resource Centre: <http://hednet.polyu.edu.hk>
Resources for students and staff, teaching tips, links to journals and other sites. Maintained by Hong Kong Polytechnic University.

European Schoolnet Web: <http://www.eun.org>
Part of a strategic initiative on the part of 18 education ministries in Europe in co-operation with the European Commission - a forum for the development of multimedia educational networks in Europe.

Informal Education homepage: <http://www.infed.org>

Theory & practice of informal education: youth work, participation, community development. Aimed at youth workers, teachers, social workers and others.

UNESCO: <http://www.unesco.org>

EUROPE - General

Albania <http://www.albanian.com>

Links to sites on Albania.

Central Europe Online navigator <http://www.centraleurope.com>

EuroMed: <http://www.euromed.net>

Euro-Mediterranean partnerships

Europe online: the European gateway to the Internet

<http://www.europeonline.com>

Search sites in Europe by country or by theme. Links to information & bulletin boards on a wide variety of themes.

Governments on-line http://europa.eu.int/gonline_en.html

Links to Internet sites of the EU member states' governments

Russia today <http://www.russiatoday.com>

World Wide Web virtual library: Russian and East European studies <http://www.pitt.edu/~cjp/rees.html>

Yellow Web Europe Directory: <http://www.yweb.com/>

Links to resources on the internet: Arts and culture, cities and regions, health and medicine, news and media and much more.

EUROPEAN UNION

CEDEFOP (Centre Européen pour le développement de la formation professionnelle) <http://www.cedefop.gr>

Information about the organisation, its activities, its staff and publications.

Economic and Social Committee <http://www.ces.eu.int/>

European Union server: EUROPA <http://europa.eu.int>

Structure and contents constantly being up-dated. Available in the main EU languages - other languages will be available in the future. Useful links to information on institutions, procedures, etc.

DGV - Employment, Industrial relations & Social Affairs <http://europa.eu.int/en/comm/dg05/home.htm>

DGX - Audio-visual media, information, communication & culture: <http://europa.eu.int/comm/dg10/index.html>

DGXXII - Human Resources, Education & Youth: <http://europa.eu.int/en/comm/dg22/dg22.html>

Eurodesk <http://europa.eu.int/en/comm/dg22/eurodesk>

European network for the dissemination of European Union information and the provision of a telephone enquiry service for young people and those who work with them. Information on funding, education, training, etc.

European Commission <http://europa.eu.int/comm/index.htm>

The Commission's work programme, profile of the commissioners in all of the official languages. Also information on publications and the Commission's delegations around the world.

European Parliament web site: <http://www.europarl.eu.int>

Information in the eleven official languages of the Member States. Includes full text of some parliamentary dossiers and details of procedures.

European Union "Citizens First" initiative: <http://citizens.eu.int>

Information on your rights as a national of an EU member state

European Voluntary Service: <http://europa.eu.int/en/comm/dg22/volunt>

Description of the programme plus a regular newsletter

Leonardo: <http://europa.eu.int/en/comm/dg22/leonardo.html>

Youth for Europe: <http://europa.eu.int/en/comm/dg22/youth/youth.html>

FUNDING

Bernard Sunley Charitable Foundation: <http://www.caritasdata.co.uk/charity9/ch001269.htm>

Financial assistance for charitable projects for e.g. community aid, youth clubs and training

Charities Direct <http://www.caritasdata.co.uk>

Information on funding organisations in the UK

Charity Know-How: <http://www.charitynet.org/charityknowhow>

Grant-making body concerned particularly with Central and Eastern Europe and the newly-independent states

CharityNet: <http://www.charitynet.org/index.html>

Clover trust: <http://www.caritas.co.uk/charity7/ch000287.htm>

Grants to registered charities only; funding priority areas include disadvantaged children and young people

Deutsches Spendeninstitut: <http://www.dsk.de>

Information in German and English on German charities, hints for donors, links to funding organisations in other countries and to international sites.

Directory of Social Change: <http://www.d-s-c.demon.co.uk>

Organisation which supports voluntary and community organisations. Information on publications and training courses as well as funding.

European Foundation Centre: <http://www.efc.be>

Links to other funders' sites and many corporate funders in Europe.

Soros Foundation: <http://www.soros.org/>

Private foundation operating in many European countries.

UK Fundraising: <http://www.fundraising.co.uk>

Information on grants. Predominantly UK and US, but some European information too. Includes the UK fundraising bookshop.

HUMAN RIGHTS/CONFLICT RESOLUTION

Association mondiale pour l'école instrument de paix (ÉIP): <http://www.eip-cifedhop.org/eip/>

Conflict Analysis & Resolution Bookshelf: <http://osf1.gmu.edu/~jwindmue/conflict.html>

CAIN (Conflict Archive on the INternet): <http://cain.ulst.ac.uk>

Multimedia database of resources relevant to teaching and research on the Northern Ireland conflict.

Conflict resolution network: <http://www.crnhq.org/>

Conflict resolution resources: <http://isca.indiana.edu/conflict.html>

Conflict resolution, research and resource institute (CRI): <http://www.cri.cc/>

Institute for Global Communications: Peace net: <http://www.igc.org/igc/peacenet/>

Conflict net: <http://www.igc.org/igc/conflictnet/>

International Training Centre on Human Rights and Peace Teaching:

<http://www.eip-cifedhop.org/page/en/frame.html>

Information available in English and in French.

National Conference on Peacemaking and Conflict Resolution: <http://web.gmu.edu/departments/NCPCR/>

The Online Journal of Peace and Conflict Resolution: <http://members.aol.com/peacejnl/>

Social Science Information Gateway (SOSIG) - International Security, Peace-Keeping and Conflict:

<http://www.sosig.ac.uk/roads/subject-listing/World/intsec.html>

Statewatch: <http://www.statewatch.org>

Monitoring the state and civil liberties in the European Union: bulletin, publications and database.

World Association for the School as an Instrument of Peace

<http://www.eip-cifedhop.org/>

Information in English and French. Publications, resources etc.

INTERCULTURAL LEARNING

Europublic: <http://www.understanding-europe.com>

Established to inform about cultural differences between Europeans and how these affect everyday life both on a personal and a professional level.

Intercultural Press: <http://www.interculturalpress.com/>

Books & resources on Intercultural Learning. Includes "hot links" to other sites on intercultural learning.

International Association for Intercultural Education <http://www.lix.oxbacksskolan.se/~iaie/index.shtml>

Standards: the international journal of multicultural studies: <http://stripe.colorado.edu/~standard/>

The web of culture (TWOC) <http://www.webofculture.com/>

"Designed to educate and entertain on the topic of cross-cultural communications".

Includes the cultural bookstore and links to other sites.

MINORITIES

European Centre for Minority Issues: <http://www.ecmi.de>

NEWS & CURRENT AFFAIRS

Yahoo! News:

http://dir.yahoo.com/News_and_Media/Newspapers/By_Region/Countries/

A very comprehensive list of links to newspapers from all over Europe

All links: <http://www.all-links.com>

Index of 3500 newspapers from around the world, from Albania to the Ukraine and UK.

BBC News: <http://news.bbc.co.uk>

Comprehensive news service. Includes breaking stories, UK and world news. Those with the technology can watch the one o'clock or the nine o'clock news or listen to Radio 5.

CNN: <http://www.cnn.com>

Well set out, up-to-the-minute information with photographs.

Dernières Nouvelles d'Alsace : <http://www.sdv.fr/dna>

Updated daily to give current edition. You can also search the archives.

Le Monde : <http://www.lemonde.fr>

Free. Takes long time to download.

Le Monde diplomatique: <http://www.monde-diplomatique.fr>

Now available in English, German, Italian and Spanish

Back issues available free of charge on the site. Free monthly summaries and selected articles available.

New York Times : <http://www.nytimes.com>

News Resource: <http://newo.com/news>

Prepared by the Press Association. Links to newspapers, radio and TV around the world. Lists by region and by country.

NewsBase Russia: <http://www.newsbase.co.uk>

Business news from the former Soviet Union. Available on subscription though there is a free trial. Includes links to other sites.

News index: <http://newsindex.com>
News stories from hundreds of global newspapers and sources.

El Pais: <http://www.elpais.es>

La Republica: <http://www.republica.it>

Svenska Dagbladet: <http://www.svd.se>

Russia Today : <http://www.russiatoday.com>

Die Welt <http://www.welt.de>

POLITICS

Address Directory For The Politicians Of The World: <http://www.trytel.com/~aberdeen/index.html>

Hansard : <http://www.parliament.uk> *UK Parliamentary proceedings*

International Institute for Democracy and Electoral Assistance (International IDEA) <http://www.int-idea.se/>

RACISM & INTOLERANCE

ARiC : <http://www.aric.nl>
Databases, news & facts, agenda & information on organisations (based in the Netherlands).

CARF (Campaign Against Racism and Fascism): <http://www.carf.demon.co.uk/>
Includes links to other sites, information about campaigns and articles on racism and related issues.

DIR Information Centre on Racism Research <http://www.uni-marburg.de/dir>

Homebeats: <http://www.homebeats.co.uk>
Associated with a CD-ROM of the same name, this site is being developed by the UK Institute for Race Relations. It will give users the possibility of exploring the history of a particular area to find out where the different groups in the population came from, taking in geography, colonisation and famous people who have been active in fighting racism.

Mrax: <http://www.mrax.com>

United for intercultural action: <http://www.xs4all.nl/~united>
Includes lots of links, their information leaflets, the calendar on internationalism and details of anti-racist campaigns.

REFERENCE

Dictionary: <http://eurodic.echo.lu/cgi-bin/edicbin/EuroDicWWW.pl>
Multilingual dictionary

The weather: <http://weather.yahoo.com>

World Factbook: <http://www.odci.gov/cia/publications/factbook/index.html>
Produced by the CIA, gives background information on the countries of the world.

SOCIAL & DEVELOPMENT ISSUES

CASCADE: <http://www.cascade.u-net.com/>
Drug information service for young people, maintained by young people.

Cool Planet: <http://www.oxfam.org.uk/coolplanet>
Oxfam has worked around the world in developing countries for many years. This site is "Oxfam's cyber-planet for kids. Here you'll find amazing facts about the world we live in, you can find out which famous stars support Oxfam, you'll get help with homework, and you can join in the fun by helping Oxfam in its work with poor people. All in all, it's a great surf - guaranteed". There's also a Cool Planet page for teachers.

European Monitoring Centre for drugs and drug addiction: <http://www.emcdda.org>

The Lisbon-based **European Monitoring Centre for Drugs and Drug Addiction (EMCDDA)** is one of [11 independent agencies](#) established by the European Community to work on specific topics ranging from education and training to the environment and drugs. The agencies' common aim is to achieve a degree of decentralisation in Community activities and to develop scientific or technical know-how in their particular fields.

Groundswell Project: <http://www.oneworld.org/groundswell>

"Promoting and developing self-help initiatives with homeless, landless and socially excluded people". Well laid-out site. Still under construction, but clear from the outset which sections are already available.

Observatoire Français des Drogues et des Toxicomanies: <http://www.ofdt.fr/presofdt/index.html>

As the name suggests, this is a French site concerned with the struggle against drug abuse. *Information in English and French*

Women's studies archive: <http://www.womensperiodicals.psmmedia.com>

International women's periodicals.

YOUTH ORGANISATIONS & YOUTH-RELATED SITES

See the "Links" page on the Youth Directorate web site: <http://www.coe.fr/youth/english/links.htm>

Centre d'information et de Documentation Jeunesse: <http://www.cidj.asso.fr/>

Youth information in France

Youth information centres (by country): <http://www.alli.fi/euro/eryica/country.html>

Youth Work links and ideas: <http://www.youthwork.com/>

Links to youth work resources on the Internet, ideas for activities to use with young people, a selection of web sites set up by and for young people.

2. Documents at the EYC Library in Strasbourg:

–HUMAN RIGHTS EDUCATION / EDUCATION AUX DROITS DE L'HOMME

–COUNCIL OF EUROPE DOCUMENTS / DOCUMENTS DU CONSEIL DE L'EUROPE

Avis sur la Recommandation 1346 (1997) de l'Assemblée parlementaire relative à l'éducation aux droits de l'homme. COMITE DE L'EDUCATION. CC-ED(98)18.

Draft declaration and programme on education for democratic citizenship, based on the rights and responsibilities of citizens. COMMITTEE OF MINISTERS. CM(99)76REV.

Draft terms of reference of the Council of Europe Commissioner for Human Rights: request for an opinion. PARLIAMENTARY ASSEMBLY. DOC.8196. COE.C.2.3

Education aux devoirs de l'homme : proposition de recommandation. MARTELLI ET AL. ASSEMBLEE PARLEMENTAIRE. DOC.8012. COE.C.2.3

Education aux responsabilités de l'homme : rapport. MARTELLI, V. (RAPP.) ASSEMBLEE PARLEMENTAIRE. DOC.8283. COE.C.2.3

Education in the obligations of the individual : motion for a recommendation. MARTELLI ET AL. PARLIAMENTARY ASSEMBLY. DOC.8012. COE.C.2.3

Education in the responsibilities of the individual. MARTELLI, V. (RAPP.) PARLIAMENTARY ASSEMBLY. DOC.8283. COE.C.2.3

Evaluation of the Council of Europe's part in the CIVITAS summer training. SHAW, V. IN-SERVICE TEACHER TRAINING IN HUMAN RIGHTS AND CITIZENSHIP EDUCATION. DECS/EDU/BIH(98)2.

How to organise training workshops on the European Convention on Human Rights : conclusions of a multilateral meeting. DIRECTORATE OF HUMAN RIGHTS. SECTION FOR DEMOCRATIC STABILITY PROGRAMMES. H(99)4.

'In our hands' - the effectiveness of human rights protection 50 years after the Universal Declaration : proceedings.... COUNCIL OF EUROPE. . COE.E.1/98

Programmes and activities of the Directorate of Human Rights in the field of human rights awareness and education : information note. HUMAN RIGHTS INFORMATION CENTRE. H(97)15REV1.

Programmes et activités de la Direction des Droits de l'Homme en matière de sensibilisation et d'éducation aux droits de l'homme : note d'information. CENTRE D'INFORMATION SUR LES DROITS DE L'HOMME. H(97)15REV1.

Projet de déclaration et de programme sur l'éducation à la citoyenneté démocratique fondée sur les droits et les responsabilités des citoyens. COMITE DES MINISTRES. CM(99)76REV.

Rapport du groupe de discussion 6 : promotion des droits de l'homme : information, éducation et formation. GERTNER, K. COMITE DIRECTEUR POUR LES DROITS DE L'HOMME. 50DUDH(98)DG6.

Recommandation 1401 (1999) : Education aux responsabilités de l'homme. ASSEMBLEE PARLEMENTAIRE. REC.1401. COE.C.2.1

Recommandation 1401 (1999) : Education in the responsibilities of the individual. PARLIAMENTARY ASSEMBLY. REC.1401. COE.C.2.1

Répertoires des universités d'été et autres cours universitaires sur les droits de l'homme. CENTRE D'INFORMATION SUR LES DROITS DE L'HOMME. H(98)11.

School of civil society : presented by the Local Democracy Agency in Ohrid. CONFIDENCE-BUILDING MEASURES : PILOT PROJECT LOCAL DEMOCRACY AGENCY IN OHRID. CBM(99)38.

Stages de formation et universités d'été dans le domaine des droits de l'homme en 1999 organisés avec le soutien du Conseil de l'Europe. DIRECTION DES DROITS DE L'HOMME. H(99)1.

Stages de formation et universités d'été dans le domaine des droits de l'homme pour des participants des pays d'Europe centrale et orientale avec le soutien du Conseil de l'Europe. CENTRE D'INFORMATION SUR LES DROITS DE L'HOMME. H(97)13.

Training courses and summer schools in the field of human rights for 1999 supported by the Council of Europe. DIRECTORATE OF HUMAN RIGHTS. H(99)1.

BOOKS / LIVRES

Free to speak : a manual for teaching about human rights in the English language classroom. MYERS, M. (ED.). PL:Krakovie: Sklad i lamanie, 1998 Y.342.7 MYE

Policija ir zmogaus teises. KATUOKA, S.. LT:Vilnius:Europos Tarybos informacijos ir dokumentacijos centras, 1998 COE.E.6/98 PO

Sola in clovekove pravice : vzgoja in pouk zaclovekove pravice v osnovni soli. DIVJAK, MILAN. INFORMACIJSKO DOKUMENTACIJSKI CENTER SVETA EVROPESL: Ljubljana: Center, 1998 COE.E.4/98 SO

Tous concernés, l'effectivité de la protection des droits de l'homme 50 ans après la Déclaration universelle : actes.... CONSEIL DE L'EUROPE. . COE.E.1/98 TO Y.342.7 TOU

Tous les êtres humains ... : manuel pour l'éducation aux droits de l'homme. SAVOLAINEN, K. (ED.). FR:Paris:UNESCO, 1998 E.36/85

ARTICLES

Human rights education for street and working children : principles and practice. IN: *Human Rights Quarterly*, Vol. 20, no. 1 (Feb. 1998) , p.173-193. H

L'éducation aux droits de l'homme : projet de recommandation de l'Assemblée parlementaire du Conseil de l'Europe. IN: *Bulletin européen*, 575, anno 48, n.4 (apr. 1998) , p.12-13. P V.PER

Project THRO : teaching human rights on-line. IN: *Human Rights Quarterly*, Vol.20, no. 4 (Nov. 1998) , p.945-961.H

Education aux devoirs de l'homme : projet de recommandation de l'Assemblée parlementaire du Conseil de l'Europe. IN: *Bulletin européen*, 577-578, anno 48, n.6-7 (giugno-luglio 1998) , p.12-13. P V.PER

L'éducation aux droits de l'homme : projet de recommandation de l'Assemblée parlementaire du Conseil de l'Europe. IN: *Bulletin européen*, 575, anno 48, n.4 (apr. 1998) , p.12-13. P V.PER.

The holocaust and education for citizenship : the teaching of history, religion and human rights in England. IN: *Educational Review*, Vol. 50, no. 1 (Feb. 1998), p.75-83. E.

This part of the bibliography covers items added to the Council of Europe's libraries since the end of 1997. It is by no means an exhaustive list of human rights resources.

The items listed are grouped under the following headings:

- ◆ Human rights - general
- ◆ Children's rights
- ◆ Death penalty
- ◆ Environment
- ◆ Medicine & Bioethics
- ◆ Human rights education
- ◆ Minorities, migrants and refugees
- ◆ Religion
- ◆ Social rights
- ◆ Women's rights

Cette bibliographie regroupe des informations bibliographiques sur des documents rajoutés aux bibliothèques du Conseil de l'Europe depuis la fin de 1997. Ce n'est pas une liste exhaustive des ressources dans le domaine des droits de l'homme.

Les documents sont regroupés sous les titres suivants :

- ◆ Droits de l'homme - général
- ◆ Droits de l'enfant
- ◆ Peine de mort
- ◆ Environnement
- ◆ Médecine & Bioéthique
- ◆ Education aux droits de l'homme
- ◆ Minorités, migrants, réfugiés
- ◆ Religion
- ◆ Droits sociaux
- ◆ Droits des femmes

**HUMAN RIGHTS - GENERAL /
DROITS DE L'HOMME - GENERAL**

**COUNCIL OF EUROPE DOCUMENTS /
DOCUMENTS DU CONSEIL DE L'EUROPE**

2nd European meeting of national institutions for the promotion and protection of human rights : report of proceedings. COUNCIL OF EUROPE, DANISH CENTRE FOR HUMAN RIGHTS, ORGANISATION FOR SECURITY AND CO-OPERATION IN EUROPE, UNHCR, COUNCIL OF THE BALTIC SEA STATES ON DEMOCRATIC INSTITUTIONS AND HUMAN RIGHTS. H(98)4. *COE.E.6/98 EU*

Activities for the Development and Consolidation of Democratic Stability (ADACS) : report on the implementation of activities for 1998 in the field of human rights. DIRECTORATE OF HUMAN RIGHTS. DDH/ADACS(98)2.

Answering the challenge of the Universal Declaration of Human Rights : the Council of Europe and human rights. CLANCY, D. DIRECTORATE OF HUMAN RIGHTS. H(98)14.

Basic human rights documents of the Council of Europe available in Central and Eastern European languages. DIRECTORATE OF HUMAN RIGHTS. H(98)3REV4.

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IV. The Three-Year Human Rights Education Youth Programme

European Youth for Human Rights

Human rights education – understood as educational programmes and activities that focus on promoting equality of human dignity – represents an irreplaceable value in the shaping of a European dimension of citizenship meaningful to all Europeans. Developed in conjunction with other programmes of the Directorate of Youth and Sport of the Council of Europe – intercultural learning, participation, and empowerment of minorities – human rights education has the potential to be a catalyst of action and a source of synergies. Non-formal education in youth work must also consider the evolution, practice and challenges to human rights, concerning their universality, indivisibility and inalienability, and their meaning to the young people of today.

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

Among the new groups reached by the activities of the Directorate of Youth and Sport are many which work specifically or generically in the field of human rights but which, apart from rare opportunities provided by some of our activities, have few possibilities of consolidating their relationship with the Council of Europe. The fiftieth anniversary of the European Convention on Human Rights is an appropriately symbolic moment to launch a youth programme that puts human rights at the centre of its work.

The Solidarity Fund for Youth Mobility, developed by the International Union of Railways in co-operation with the European Youth Foundation, stands as a successful example of concerted action to promote equality of opportunities, solidarity and social inclusion. Its accessibility and flexibility are also a demonstration that large institutions can adapt to the concerns of young people and respond to the specific needs of particular groups. The International Union of Railways supports the human rights education programme financially and it is hoped that this will inspire other potential sponsors.

An open programme built on youth participation

Philosophy and partnership

The Human Rights Education Youth Programme aims to:

- Achieve a maximum “multiplying effect” and involve practitioners;
- Integrate accumulated experience in intercultural and non-formal education, youth

participation and research;

- Develop new associative networks and synergies with other Council of Europe Directorates;
- Consider human rights in a broad global perspective in line with present perceptions in the field;
- Take into account innovations in educational approaches and media;
- Be accessible to and reflect the diversity of European societies and their young people.

This programme can only be successful through close partnerships with other organisations interested in this field. These should allow for the maximum multiplying effect, the taking stock of previous experiences, and the development of synergies with other sectors and priority areas. The programme therefore welcomes contributions and partnerships from:

- Local and national youth organisations and youth groups;
- Non-Governmental Organisations active or interested in Human Rights activities at national or at European level;
- Local authorities and institutions concerned with and involved in non-formal and formal education with young people;
- The European Youth Forum and its member organisations.

As far as possible, the experiences of different UN bodies (Office of the High Commissioner for Human Rights, UNESCO, UNICEF, UNHCR, UNDP, UNIFEM) will be taken into account, as well as NGO projects within the framework of the Stability Pact for South Eastern Europe.

Forum on Human Rights Education European Youth Centre Budapest 7-12 November 2000

The Forum on Human Rights Education was the first major activity of the three-year programme. It brought together more than one hundred people, all of them practitioners of human rights education in non-formal and formal settings.

Objectives

- To inform, motivate and empower participants working in human rights education;
- To explore human rights education as an educational concept from a pan-European perspective and beyond;
- To provide an opportunity for networking and useful partnerships;
- To exchange examples of good practice amongst practitioners of human rights education in formal and non-formal education;
- To define the role of human rights education for young people;
- To examine ways of introducing human rights education as a means of conflict prevention and resolution;

- To document projects, methodologies and methods of human rights education in order to produce a handbook for practitioners in the field;
- To develop perspectives for the integration of human rights education in youth programmes, integrating accumulated experience in intercultural learning.

Resources

Internet site

Visibility and access are two very important dimensions of the programme. An Internet site is being developed on the European Youth Centre Budapest server in order to:

- Establish a site devoted to human rights education and to this programme;
- Provide updated information to project partners and other concerned individuals and organisations about the progress of the programme and participation in its activities;
- Provide on-line educational resources and useful links in relation to human rights education;
- Collect and receive comments, suggestions and proposals concerning projects and, especially, about other existing resources in human rights education;
- Reach local audiences and partners in the whole of Europe.

The site will be gradually developed alongside the programme itself, and will be available from January 2001 onwards.

Resource centre on human rights education

To support the programme and its users, the European Youth Centre Budapest will set up an education resource centre. The resource centre will gather together learning materials and information about methods in different media (books, CD-ROMS, educational kits, games, videos, etc.), and in different languages.

Access to these will provide youth workers, educators and specialists with reference works, lists of trainers and resource lists in different countries in different languages. Part of the resource collection's materials will be available through the Internet.

Together with the Internet site, the resource centre will also contribute to making pilot projects more visible and their results available to a wider public.

The resource centre welcomes suggestions for publications and reference materials worth purchasing, as well as donations of relevant books and reference and educational materials.

Educational tools

Manual on human rights education

The first challenge that the practitioner or volunteer in human rights is confronted with is how and where to find materials and methods suitable for the audience and theme addressed. There is a wide range of materials produced by diverse organisations, but they are either too general, too specific or too dispersed to be readily accessible. Furthermore, most have been produced in the light of specific national situations, so that they are not always transposable to other cultural or social contexts.

The Human Rights Education Youth Programme will respond to these challenges by putting together a manual on human rights education addressed primarily to practitioners and focusing on interactive and experiential methods suitable both to formal and to non-formal education.

Objectives

- To produce a handbook of methodological approaches and methods for use by youth workers and educators in formal and non-formal settings in order to motivate young people's action and to raise their awareness of human rights;
- To provide multipliers in formal and non-formal education with accessible and usable education tools as well as basic background information about human rights;
- To review and make an inventory of existing materials and manuals on human rights education and maximise their potential;
- To review the pedagogic and didactic issues surrounding human rights education as a concept and a learning area applicable and adaptable to the whole range of European societies and education systems;
- To explore, from both theoretical and practical perspectives, the links and differences between concepts such as human rights education, citizenship learning and intercultural learning.

The manual will be produced in English, French and Russian. The Directorate of Youth and Sport will encourage translations and publication in other languages by governmental and non-governmental partners.

The first edition will be distributed free of charge and will be accessible through the Internet

Violence against young women

Seminar at the European Youth Centre Budapest, 21-27 May 2001

This seminar will address violence against women and more specifically also the trafficking of young women. Both phenomena affect an increasing number of young women and concern all European societies.

Objectives

- To bring together partners and institutions active against the trafficking of young women and violence towards women;
- To highlight the need to combat these persisting violations of human dignity through legal and educational means;
- To explore the role of human rights mechanisms and of human rights education in preventing such practices;
- To collect innovative responses, in institutional and educational terms, by local projects to such realities;
- To provide feedback on those realities and responses within the human rights education programme;
- To reach out to new partners and address new issues concerned with European youth policy.

The draft programme and practical conditions of participation will be available from January 2001 onwards on the EYCB's website.

Youth against violence

Seminar at the European Youth Centre Budapest, 15-21 October 2001

Violence is the first and most direct form of human rights violation.

Young people and youth groups confronted by situations of open violence – be it in the context of war or in socially violent environments – have found positive responses to violence which, by their nature and approach, are often human rights projects. This is the case with some projects in the Balkans and in the Caucasus, but also in suburban environments in most European cities (dealing with, for example, street violence, delinquency and bullying at school).

These initiatives are especially positive because they constitute a rejection of violence and involve young people in “educating” others and providing alternatives to violence. They show new forms of youth participation and of active citizenship.

Objectives

- To bring together local project leaders and young people active in peer-group projects against violence, delinquency and urban crime;
- To highlight the role of peace education and conflict resolution in human rights education;
- To develop networks of local associations, projects and young people active in anti-violence peer-group projects;
- To examine and share experiences and practices in promoting dialogue between local authorities (such as the police and schools) and young people;
- To address the specific problems and challenges faced by young people in suburban areas, and investigate innovative forms of participation and non-formal education;
- To reach out to new audiences involved in European youth policy.

The draft programme and practical conditions of participation will be available from June 2001 onwards on the website of the EYCB and the Human Rights Education programme.

Long-term Training Course “Participation and Citizenship” : a training course on empowerment of minority young people in Europe

This training course is based on the implementation and evaluation of local participation projects by minority youth leaders. It has been run by the Directorate of Youth and Sport since 1997 and is a concrete follow-up to the “all different – all equal” youth campaign.

It is aimed at training and empowering minority youth leaders to develop projects and associative strategies committed to the advancement of civil society based on participation, intercultural education and human rights.

The course will be open to:

- Minority youth leaders active in local, regional or national associations who are interested in developing projects on participation and citizenship for minority youth;

- Other youth leaders and youth workers interested in developing strategies and projects for the participation of minority youth in their organisations;
- General practitioners in human rights education who are particularly interested in working with or addressing minority communities.

Practical information

The course is run in three phases:

- An introductory seminar, 3-18 March 2001, at the European Youth Centre Budapest. Participants will receive basic training and information, and will plan their projects.
- A practical phase, during which participants will work on their projects in their communities, organisations, and home countries.
- An evaluation seminar, 21 November – 2 December 2001, at the European Youth Centre Strasbourg, to evaluate the projects and complete the identification of training needs among participants.

In previous years the course has been run in English, French and Russian.

Application forms and more information will be available from December 2000 from the European Youth Centre Budapest.

Info: eycb.secretariat@coe.int

Training of trainers

Training course at the European Youth Centre Budapest, March 2002

The year 2002 will be the culmination of the human rights education programme, at which time local impact and involvement will reach peak level. This will be achieved through both local and national training and, especially, through support of local projects.

A European education programme relies on materials and methods (the manual), on people able and interested in providing training to others, on multiplying its approaches and experiences, and, above all, on enabling others to adjust and adapt the approaches and methodologies to their local contexts and target groups. Trainers are crucial agents in this respect.

Objectives

- To train trainers and multipliers in human rights education at national level;
- To familiarise trainers with the approaches and activities of the manual on human rights education and on how best to use it and adapt it to local contexts and realities;
- To establish a European network of trainers on human rights education;
- To prepare activities for disseminating the manual on human rights education at national level;
- To explore further non-formal and formal education activities dealing with human rights education.

The draft programme and practical conditions of participation will be available from November 2001 onwards on the EYCB's website.

National and regional training courses

The European 'Training of Trainers' course will be followed up by training programmes at national level in order to reach the maximum number of educators and young people concerned, including those working in pilot projects.

These national training courses will be organised in close co-operation with national authorities and partners. Some courses will be organised at "regional" level, that is, for neighbouring countries or countries where a common language may be used.

Objectives

- To organise regional and national training courses for trainers and educators active and interested in human rights education;
- To develop regional and national networks of trainers and educators;
- To support and sustain the efforts of local NGOs and schools in developing human rights education projects;
- To motivate NGOs and institutions to use the manual on human rights education and to train leaders and trainers in its use and development;
- To explore channels of co-operation between the formal and non-formal education sectors at national and regional level;
- To maximise the multiplying effects of the programme and ensure it makes a concrete impact.

The Directorate of Youth and Sport expects to co-organise a minimum of five courses. We welcome proposals and requests for co-operation from national institutions and partners.

Pilot Projects

Priority: local action and local impact

The Human Rights Education Youth Programme can only have a concrete impact if it reaches young people and partners at the local level across Europe. In order to support innovative local initiatives which would otherwise be difficult to reach, the Council of Europe's Directorate of Youth and Sport will provide financial and institutional support to pilot projects.

This support may be financial, as well as through recognition, monitoring, and networking with other projects across Europe.

Financial support to pilot projects should be seen as exceptional, limited to the duration of the programme, and as a way to foster innovation and good practice. In order to qualify for support, projects must:

- Be directly related to young people and to human rights education or to a specific theme addressed by the programme;
- Be prepared, run and managed by a local association, institution or youth group acting directly with children, young people or a specific target group of the programme;

- Have an educational or awareness-raising function;
- Have a participatory approach, from conception to evaluation;
- Integrate intercultural learning in their educational approach;
- Be open to other partners of the Human Rights Education Youth Programme and anticipate using the resources generated through the programme;
- Have a clear potential local impact while being open to European networks;
- Take place between January and December 2002.

Each project may be funded up to a maximum of 75%, within amounts from 15,000 FRF (2,286 Euros) as a minimum to 50,000 FRF (7,622 Euros) as a maximum.

Application forms, specific conditions of participation and information about deadlines will be available from the Directorate of Youth and Sport from March 2001 onwards.

Steering, management and evaluation of the programme

The youth programme will be supervised by a Monitoring Group providing political legitimacy and representation as well as expertise in the field. It will be accountable to the statutory bodies of the Directorate of Youth and Sport. The group will work in accordance with three principles:

Co-management

Co-management has been practised in the youth sector of the Council of Europe for more than 30 years. In practice, the policy orientations and programme of the Directorate of Youth and Sport are decided co-operatively by representatives of young people and their organisations and national governments. For the Council of Europe, this is a way to secure the democratic participation of young people to allow them to exercise responsibility, and to secure efficiency.

Synergies

The youth programme will involve other Council of Europe directorates concerned, to avoid duplication and take advantage of previous experience. Similarly, in order to maximise existing resources, organisations and institutions already active in similar programmes will be invited to join the programme.

Participation

Participation is more than just taking part. Participation also means that the contents and management of the programme will be defined in close co-operation with its users and partners through regular evaluation and feedback. The Directorate of Youth and Sport is also committed to taking into consideration all suggestions and proposals for co-operation related to the programme and the way it is carried out.

The Directorate of Youth and Sport will manage the programme. The programme secretariat will be based at the European Youth Centre Budapest.

Evaluation and follow-up

The evaluation process will start in 2001 and will be concluded by early 2003, and will include:

- An analysis of the results achieved and of the feedback from target groups and partners;

- An evaluation seminar, bringing together pilot project organisers, users of the education manuals, educational teams involved, and partners in the programme;
- A final evaluation and follow-up meeting of the Programming Committee;
- Publication of the results of the evaluation through the Internet site and in printed form.

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