

Human Rights Education Forum

General Report

European Youth Centre Budapest
7-12 November 2000

Rapporteurs: Tobias Flessenkemper & Adrienne Englert

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

Human Rights Education Youth Programme 2000-2002

Report of the seminar – “Human Rights: a tool for stability”

Documentation of the Human Rights Education Forum

Report of the seminar “Violence Against Young Women in Europe”

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”Every member of the Council of Europe must accept the principle of the rule of law and of the enjoyment by all persons within its jurisdiction of human rights and fundamental freedoms”

Article 3 of the Statute of the Council of Europe

“Human rights education shall be defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes.”

UN Decade for Human Rights Education, Plan of Action

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The composition of the team that prepared and ran the Human Rights Education Forum reflects the principles of partnership and co-management.

- Ms. Iram Ahmed, youth organisations representative from the Programming Committee of the Directorate of Youth and Sport
- Mr. Giacomo Filibeck from the European Youth Forum
- Ms. Valentina Stemenova-Crumbie from a Bulgarian human rights organisation, “Human Rights Project”
- Ms. Erzsébet Kovács, trainer, Hungary
- Prof. Vedrana Spajic-Vrkaš, University of Zagreb, member of the Council of Europe’s Education for Democratic Citizenship project
- Mr. Rui Gomes, Programme and Training Administrator, European Youth Centre Budapest



150 participants from all countries of Europe and numerous local participants from Budapest and its surrounding areas. The different backgrounds of participants reflected the community of actors the Council of Europe wants to involve in the programme, namely Human Rights activists, volunteers in youth and community work, youth leaders, educational practitioners and teachers and experts from academia. The Forum was an example, not only of the interdisciplinary approach, but also of intergenerational co-operation by gathering participants from all age ranges, starting from the age of 18.

Two sets of *working groups* and *workshops* provided space for the sharing and deeper study of educational practices and topical Human Rights issues. They comprised, in a nutshell, the main areas of the three-year programme:

- Participation and citizenship
- Minority rights
- Children’s rights
- Anti-violence work
- Women’s Rights and Gender Equality
- Countering Racism and Nationalism
- Anti-discrimination work
- Conflict prevention and reconciliation
- Training in Human Rights Education
- Resource collection and sharing

The full results of 20 working groups, the speeches and inputs made by various educational and Human Rights experts, as well as the full list of participants, their organisations and a selection of their projects and activities are available in the



We, Heads of State and Government of the Council of Europe Member States,

- Convinced that the diversity of traditions and cultures has for centuries been one of Europe's riches and that the principle of tolerance is the guarantee of the maintenance in Europe of an open society respecting the cultural diversity to which we are attached;
- Convinced that to bring about a democratic and pluralist society respecting the equal dignity of all human beings remains one of the prime objectives of European construction;
- ...
- Launch a broad European Youth Campaign to mobilise the public in favour of a tolerant society based on the equal dignity of all its members and against manifestations of racism, xenophobia, anti-Semitism and intolerance.

...Excerpt from the Vienna Declaration – Declaration and Plan of Action on combating racism, xenophobia, anti-Semitism and intolerance, Vienna, 9 October 1993



Vienna in 1993 and in Strasbourg in 1997 emphasised the role of young people in developing a culture of Human Rights. Throughout Europe, youth groups developed and ran the successful campaign against Racism, Anti-Semitism, Intolerance and Xenophobia under the motto *all different – all equal*.

On the occasion of the Human Rights Week in Budapest 1999, Ms Antje Rothmund (now the Executive Director of the European Youth Centre Budapest) established the link between the campaign and Human Rights activities carried out today in the youth field: “The experience of the European youth campaign against Racism, Xenophobia, Intolerance and Anti-Semitism, and the broadening of the scope of the youth field to include minority issues, has shown that there is a real and pressing need for the youth field to address Human Rights in innovative and novel ways. It has also shown that non-formal education, such as that carried out by the Council of Europe Youth Directorate and its partner organisations, is an essential tool for the promotion of Human Rights and the prevention of Human Rights abuses. Five years after the initiation of the campaign, the issues and the problems it addressed are no less pressing.”

Thus, the impetus of the campaign is not to be underestimated. It gave birth to countless new initiatives, networks and organisations by young people working with and for young people in the field of Human Rights and, ultimately, also to the Human Rights Education Youth Programme launched by the Forum. With this development in mind, the Council of Europe felt that a space for action and synergy shall be offered to consider the evolution, practice and challenges to human rights – concerning their universality, indivisibility and inalienability – and their meaning to today's youth.



“We, the European Ministers responsible for Youth, meeting in Bucharest on 27, 28 and 29 April 1998 for our 5th Council of Europe Conference are

Convinced that building a democratic and interdependent Europe depends on the participation of all its young people,

...

Convinced that creating conditions favourable to participation and to the exercise of active citizenship by young people depends on recognising the abilities they acquire in daily life from formal and informal education, initial and further education,

...

Considering the need for a dynamic youth policy which will enable the Council of Europe to meet these new challenges and so contribute to social and cultural cohesion in the member states and Europe-wide, and reaffirm the essential and positive role of young people in building a democratic Europe based on solidarity,

Considering that this policy must rest on a genuine partnership, and reaffirming the leading role of the non-governmental youth organisations and other bodies involved in it,

...

Recalling that youth policies are aimed at all young people, we recommend that the Committee of Ministers:

1. develop training programmes on project planning and management for members of non-governmental youth organisations as multipliers for young people in general, people responsible for youth work and staff of the government authorities concerned, on the basis of the Council of Europe’s priorities: respect for human rights, rejection of all forms of intolerance, education for citizenship ...”

Excerpt from the Final Declaration of the 5th Conference of European Ministers responsible for Youth, Bucharest, 27-29 April 1998



Thirdly, with the end of the Cold War, a “new holy trinity” of Human Rights, Democracy and the Market Economy has become a guiding element for the development of European societies. For the Human Rights agenda, new contradictions and problems might emerge from this triangle. Probably, the most obvious and striking of these contradictions is the tension between a Market Economy and Human Rights. Human Rights give no protection against the strong and overwhelming market forces. However, the majority principle of Democracy might come into conflict with the protection of minorities guaranteed by Human Rights. How can we answer these contradictions?

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Major Human Rights instruments of the Council of Europe

The European Court of Human Rights is the “watchdog” for the implementation of the European Convention on Human Rights and is open to complaints from all individuals living on the territory covered by the Convention.

The European Social Charter, the Framework Convention on the Rights of National Minorities, the Charter of Local and Regional Languages and the European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment are not directly included in the work of the Court. They are implemented through other legal instruments, such as regular reports of signatory states and specialised surveillance Committees.



The European Convention On Human Rights

Prof. Kardos further outlined the mechanism of the European Convention of Human Rights and the work of the Human Rights Court in Strasbourg. The Convention and the Court have contributed to a large extent to setting European standards in the implementation of Human Rights. Interestingly, standards can be developed in two ways, either through existing national Human Rights practices being adopted as new European standards or by the Court and Convention themselves setting new standards.

The enlargement of the Council of Europe and, thereby, of the European Convention throughout the 1990s, did not bring real changes to the system of Human Rights protection by the Court and the Convention. There were no additional demands on the Court, partly because ethnic and minority rights issues are not covered by the Convention, and partly because new member states were cautious about recognising the Court’s possible jurisdiction on “touchy” issues such as privatisation.

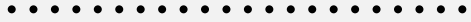
Every Person Counts

“For the social implementation of Human Rights, the work of individual citizens and their non-governmental organisations is indispensable”, underlined Prof. Kardos. The European Convention cannot be enforced solely by the work of the Court in Strasbourg, but needs to rely on the Human Rights awareness of the national jurisdiction. The same is the case for creating a culture of Human Rights throughout society. Here, activities like the Human Rights Education Youth Programme carried out by young people and NGOs are equally essential. Though NGOs have no possibility in the current system of Human Rights protection to file complaints on behalf of individuals or groups of individuals whose rights have been violated (*“class action”*), such a practice could possibly strengthen the mechanisms of Human Rights protection.



“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.”

Mr Kofi Annan, Secretary General of the United Nations on the occasion of the 1st World Conference of Ministers responsible for Youth, Lisbon, 8-12 August 1998



The 21st Century – Age Of Human Rights

The Council of Europe, the Organisation for Security and Co-operation in Europe and, lately, the European Union deal with Human Rights issues. According to Prof. Kardos, their much-voiced commitments to Human Rights gives evidence to the statement that the 21st century will be the “Age of Human Rights”. Never before in history have so many individuals been aware of their rights, which could give rise to a certain degree of optimism that this vision may become reality. The Human Rights Education Forum itself gave evidence for this optimism.

Defining Human Rights Education

The term **Human Rights Education** brings together concepts that many speak of regularly. However, there might be at least as many definitions as there are people discussing them. The Forum provided an opportunity to ask many of the participants what Human Rights Education meant for them and for their work. If there was one common point that all of them emphasised, it was that Human Rights Education is about dialogue, about speaking to each other and about respect for human dignity.

Others have said that they themselves did not know about Human Rights for a long time. They have been in situations where they believed that torture, censorship and not being free can be a normal form of the human condition. Though we know that people feel deeply about the **inalienable** rights they have, this is not always a conscious state of awareness. Human Rights Education is a process of awakening and of developing one’s own identity, may it be as a person, citizen, woman, homosexual person, Roma, member of an ethnic or – why not? – political group. Ultimately, Human Rights Education is a way to live and a way of living.

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

.....
“Everyone has a story, has the right to be listened to and heard – that is where Human Rights Education begins”

Participant at the Human Rights Education Forum

.....

Human Rights are not negotiable. As Mr Pau Solanilla – then President of the European Youth Forum – said during 1999’s Human Rights Week: “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.

To underline the diversity of approaches in Human Rights Education, and to set the stage for the work of the following days, two educationalists were asked by the organisers of the Forum to present their definitions of Human Rights Education. The following extracts are from the inputs of Mr. Peter Lauritzen, Head of Youth Policy and Education Division, Directorate of Youth and Sport of the Council of Europe, and Ms. Vedrana Spajic-Vrkaš, Professor at the University of Zagreb.

The Role of Young People in the Promotion and Development of Human Rights (Mr. Peter Lauritzen)

“I shall argue that Human Rights are a universal value to humankind. I feel confirmed in doing so by a very special trait of the European Convention – individual pleas are based on territory not on nationality, i.e., a Nigerian citizen who is mistreated in a Member State of the Council of Europe can appeal to the European Court of Human Rights.

In the Council of Europe, we basically do two things: we set standards of good practice and good governance by creating European legal instruments such as conventions and we talk about it, for instance, in our educational programmes. In the Directorate of Youth and Sport, we are dealing with education and youth policies.

Is there a particular role for young people in all that? I think so. We witnessed, during the revolutions of young people during 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 revolution and social change. There are numerous examples of this from all over Europe. Somewhere in between all of them the youth movement was born.

The first big item on the agenda is health: to bring an end to the exploitation of the young bodies and to give them time to relax and to do things other than work. Out of this emerges the second big item: access to education; and the discovery of nature and community. The brutal take-over by fascism and communism interrupted this movement



Human Rights Education, in the context of the Youth Programme and of the Forum shall be understood as **“educational programmes and activities that focus on promoting equality in 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, intercultural learning, global education, etc.



until it broke out again in 1968. For totalitarian regimes, the role of youth was to follow and obey authority. In 1968, young people were claiming international solidarity, anarchy and the reduction of the state as well as new forms of living together, thus changing the family structure. Has this so little to do with Human Rights? Your body, your culture, your sexuality, your political freedom? I think it is in the very centre and I can only repeat, the role of young people in the history of Human Rights is too little highlighted. There is the strong role of young people and youth organisations in the Helsinki Process during the 1970s, and it still goes on as we witness the same in South Eastern Europe with the arrival of Otpor in Yugoslavia and young people’s role in the fall of Milosevic. Some of them are here, bearing witness; I welcome them with particular pleasure.

What does this contribute to the definition of Human Rights Education? I think I have shown that Human Rights Education will not only deal with legal instruments and rights and entitlements, but will also deal with the cultural, political and societal context. The value angle to the issues is, therefore, not the angle of justice actually 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 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 even not at all know very well when their own dignity is violated. If you bring together at random victims of terror and violence, harassment and persecution, and discrimination and humiliation from all over the world, and you make them put on paper their beliefs, I am quite sure that something very, very similar to the United Nations Declaration of Human Rights or the European Convention would come out. I am convinced that this is the other lesson. Why stand in front of existing Declarations, Conventions and other legal instruments as if they were dead letters? 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. The strength of non-formal education is its capacity to develop social qualifications, which due to individual assessment are difficult to develop

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Judges Cannot Stand The Pace

The European Court of Human Rights last week rejected a claim by three men who claimed that criminal proceedings against them in the UK had taken too long and had violated their human rights.

Article 6:1 of the Human Rights Convention outlaws unreasonably long cases, but the Strasbourg judges ruled that the four years and six months it took from being charged to being convicted in court was a reasonable length of time in that particular case.

And how long did it take for the human rights court to reach that verdict from the moment the three men lodged their complaint in Strasbourg? Four years and ten months ...

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in formal education systems. “One cannot teach democracy in undemocratic institutions”, we used to say. Is this still true? I think that the cognitive curriculum of Human Rights Education can be perfectly dealt with in schools, together with innovative educational methods adapted to the school format. In addition, I believe that the training of social qualifications in non-formal education cannot be achieved if disconnected from knowledge and cognition. This is why, I would describe this Human Rights Education Forum and the programme that is built on it as the key event of the year in the youth field of the Council of Europe.

All that we are doing on non-formal education in South Eastern Europe is activism without orientation, if we do not share common values. These are Human Rights in the broader sense: 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 everyone. If we don't have it, we must fight for it. This is why the youth agenda fits perfectly into the Human Rights agenda and vice-versa: empowerment, fairness and equality, access to work and education related to Human Rights Education as items. What needs to be developed at the same time is a citizenship agenda. It will have to consist of rights and entitlements and will also have to talk of duties and obligations. Maybe, they will emerge during your work in the working groups.”

Education For and About Human Dignity (Ms. Vedrana Spajic-Vrkaš)

“I will begin by defining Human Rights Education as education about, for, and in human dignity. I would also emphasize the universality, indivisibility, interdependence, inalienability, and multiplicity of rights and freedoms of the individual. I consider



“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 (...).”

Excerpt from Article 10 of the Human Rights Convention, engraved on the plaque which was presented to the European Youth Centre Budapest by the Statutory Bodies of the Council of Europe’s Youth Sector on the occasion of the 50th anniversary of the European Convention on Human Rights.



Human Rights Education 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.

Then we can go on and define Human Rights Education as something that is lifelong, something that is continuous. 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, meaning 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. It is trans-disciplinary, meaning that it stretches over social sciences, humanities and natural sciences. In addition, because we are in the position to fight for rights of all the future generations, not only of our own, it should also be trans-generational: it should include knowledge of the past, abuses and promotion in the past, as well as in the present – with the aim of reaching some goals for future generations.

...

Let me say a few words on the history of Human Rights Education. It is not as if Human Rights Education started a few years ago, as many people would like to believe. 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. 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 also in education in general.

These were methods rather than content. At the time, the old content was 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 deformalization of school systems, meaning that there was a focus on life-relevant knowledge and skills. There was also the appearance of a kind of inclusive education, the desegregation of students with special needs, which was a very important



“Human Rights Education needs tolerance, for which group dynamics with an open atmosphere are essential. These allow people to look at things from a different perspective. Personal interaction is important for creating a dialogue among people, for instance, in our projects in the Near East.”

(Mr Peter Wicke, Service Civil International, Germany)



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.

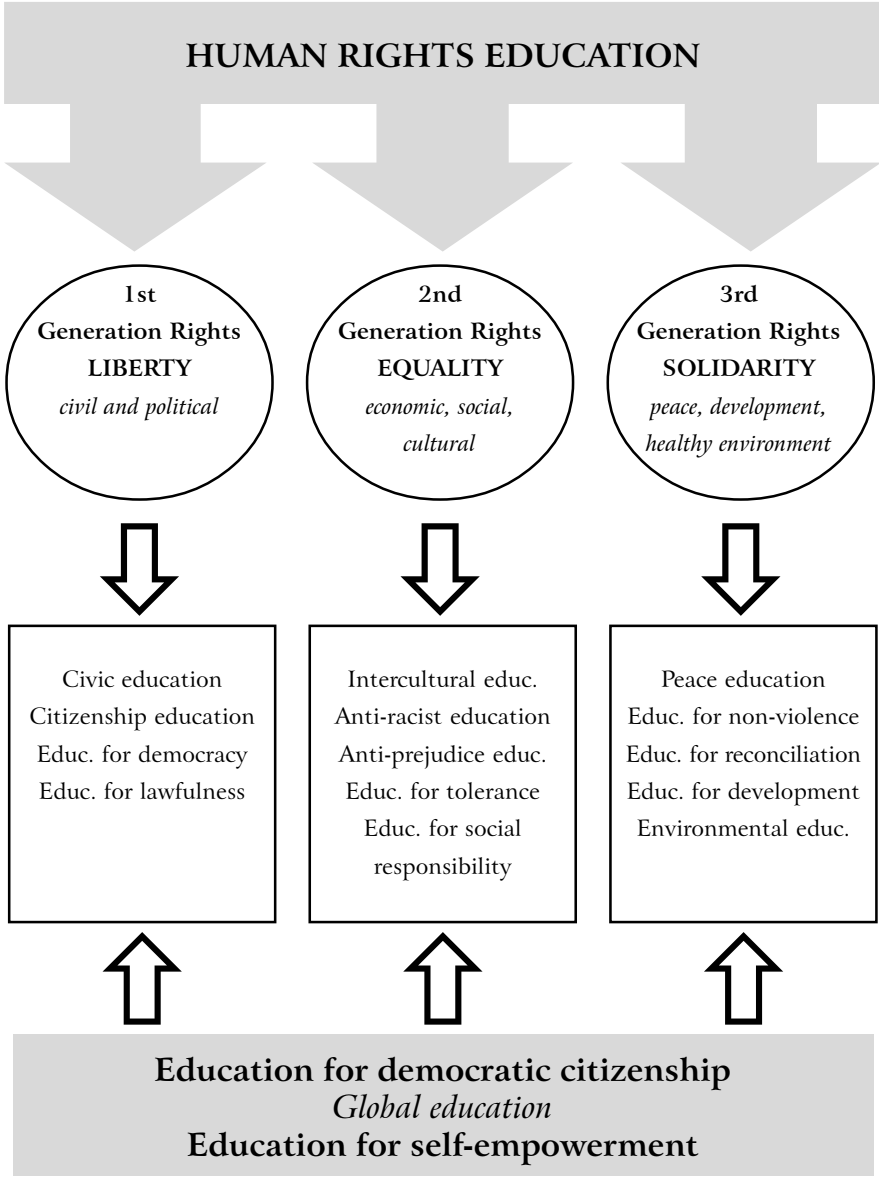
Out of these ideas came many different programmes, most of them developed outside the formal school system – as NGO educational initiatives. The second thing that is very important is that these initiatives were based on the issue of rights. At the same time, school programmes were based on the issue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

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

...

Human Rights Education is really linked to three generations of rights. 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. 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 i.e. rights to liberty. On the other hand, intercultural education, anti-racist education, anti-prejudice education, tolerance and social responsibility education are more concerned with equality rights. Third generation rights, which are rights of solidarity, are more linked to educational innovations, linked to restoration of peace, maintenance of peace, non-violent actions, reconciliation, as well as education for development.



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“For me, Human Rights Education is a new subject. In Northern Ireland, we are discussing a new Bill of Rights. I want to link the rights in this bill to the lives of the youngsters in our youth club. The diversity of the participants here allows me to get new ideas that fit the needs of the 11 to 25-year-olds I am working with.”

(Ms Tara Kinney, Northern Ireland Youth Forum, United Kingdom)

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What are the Issues of Human Rights Education Today?

This was the guiding question of the second day of the Forum. Nine working groups provided a space for sharing activities, methods, results, problems and challenges for the particular topic and Human Rights Education. They provided a space for learning from each other, but also to explore how the issue relates to Human Rights Education and what Human Rights Education can do for it. Summary presentations of the working groups can be found in this report. For a more complete account please refer to the documentation of the Forum.

Social Exclusion, facilitated by Ms Donatella Rostagno (European Youth Forum)

The working group’s aim was 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 and to reflect on ways of addressing social exclusion.

Conflict Resolution and Peace-Keeping, facilitated by Ms Maja-Dubravka Uzelac (Small Step – Centre for Peace and Non-violence, Croatia)

The working group’s aim was to allow an exchange of participants’ different experiences in and awareness of approaches, activities and strategies in the area of conflict and conflict resolution, and to discuss the relationship and interdependence of teaching conflict resolution and Human Rights Education. One of the conclusions is that conflict resolution should be an important part of Human Rights Education and that Human Rights Education is an important part of conflict resolution.

Anti-Violence, facilitated by Mr Ronni Abergel (Stop the Violence, Denmark)

The working group’s aim was to establish and recognise similarities in problems with violence in the different countries of the participants, to single out the most important

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“The value of human dignity is at the centre of my work with immigrants. We encourage those young immigrants coming to us and to share their story with their peers. I believe that the Human Rights Education Youth Programme will also provide more recognition for our work.”

(Ms Giulia Sannolla, Associazione Sud, Italy)

•••••

issues and causes for the violence in the different countries, to define the different types of violence that our society is confronted with today and to discuss possible solutions, methods and experiences from our work. One of the conclusions is that violence is a symptom of social unrest and directly linked to the situation in any given society. We should not treat the symptom but the problem itself, i.e. the reasons for violent behaviour.

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)

The working group’s aim was to reach a common understanding of the problem of trafficking in human beings and to run a simulation exercise on “causes, consequences and ways out”. As the problem of trafficking in human beings constitutes a blatant violation of human rights contained in the Universal Declaration of Human Rights, debates were centred around some of its articles, in view of differing interpretations of how they apply to trafficking in women. One of the conclusions reached was that NGO leaders should study more profoundly basic legal documents such as the Universal Declaration of Human Rights or the European Convention on Human Rights.

Minority Rights, facilitated by Mr Rui Gomes (Council of Europe, European Youth Centre Budapest)

The working group discussed in three subgroups challenges and achievements regarding work with Roma, the issues of Anti-Racism and Anti-Discrimination and cultural and educational awareness-raising and their achievements. One of the conclusions was that education is not enough and that politics is also an agent of change in the field of minority rights.

Children’s Rights, facilitated by Ms Elke Wisch (UNICEF)

The working group discussed how to work with children regarding Human Rights and Children’s Rights issues, how to increase child participation in this work, how to work on specific child protection issues, what children’s rights are and what constitutes a violation of a child’s rights and how to facilitate exchange of experience and



“I am impressed by the high number of young Human Rights activists here. Their knowledge and experience gives me confidence to continue our Human Rights Education programmes with schools and develop more out-of-school activities on learning for citizenship.”

(Ms Marina Kovineva, Civic Rights Education Centre, Volgograd, Russian Federation)



information and build partnerships. In conclusion, the working group felt that children’s rights issues should have a place in the Human Rights Education Youth Programme. In particular, spaces for discussion on child protection issues like street children, exploited children, children in conflict with the law and children with disabilities and special needs etc. 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 Filibeck (European Youth Forum)

The working group’s aim was to assess the relevance of this issue in the context of Human Rights Education in Europe, to share experiences and knowledge, to find a common starting point for future networking strategy in this field and to define some proposals for the follow-up of the Forum.

Countering Racism and Nationalism, facilitated by Ms Alexandra Palt (International League against Racism and Anti-Semitism, France)

The working group focussed on Education against Racism. The key element in education against racism was, for the participants, the importance of meeting and exchanging, as the single most important element in education against racism is the knowledge of the “Other“.

Disabled People and Human Rights or What can Human Rights Education Give to People with Disabilities?, facilitated by Dr Mónika Mádai (European Human Bridges, Hungary)

The working group’s aims were to find useful ways of encouraging young people and specialists, with and without disabilities, from several countries, to put into practice international Human Rights law, such as the UN Declaration. The working group looked at the social vs. medical model of the way Human Rights apply to people with disabilities. One of the conclusions was that the Human Rights Education Youth Programme has to look at minorities including people with disabilities.

Numerous issues were addressed in the working groups. In many of the discussions, the participants of the Forum were reminded of the indivisibility of Human Rights and how, for example, racism is intrinsically interwoven with phenomena of social

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“Human Rights Education is a way of living. We did it in recent years without knowing that all our activities were about Human Rights Education... All the propaganda in Yugoslavia could not change what people felt are inborn Human Rights.”

(Ms Alexandra Vidanovic, Open Club Nis, Federal Republic of Yugoslavia)

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exclusion and vice versa. A particular highlight was the issue of human rights in situations of conflict and war and how to speak and learn about Human Rights in conflict situations. A number of Forum participants came from conflict areas and areas hit by the results of conflicts in their neighbourhood. They face important challenges 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 give space to humanitarian questions on the rights of refugees, civilians and soldiers in conflict areas and to the learning of minimum standards of humanity in conflicts and wars. One cannot allow spaces and periods without Humanity and Human Rights any more.

The International Committee of the Red Cross presented one project example: Wars Also Have Limits – International Humanitarian Law in Human Rights Education

“In addition to the challenges of Human Rights Education, it is necessary to pay attention to a related issue, that of the dissemination and teaching of International Humanitarian Law (IHL), sometimes referred to as the law of armed conflict or the law of war. IHL is the body of international norms and standards that 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.

On the one hand, they aim to protect certain categories of persons no longer or not taking part in hostilities, such as prisoners of war and civilian detainees or the civilian population. On the other hand, there are norms aiming to prohibit certain categories of means and methods of war on humanitarian grounds, and thus treaties aiming to prohibit certain weapons or means of war which are deemed to be to cruel or which have an indiscriminate effect.

It is the conviction of the International Committee of the Red Cross that, in any Human Rights Education programme or curriculum, there should always be at least a window on Humanitarian Law and on the protection of human dignity in war. The ICRC,



“Human Rights Education is about the protection of the equality of human dignity. Disadvantages still exist for many people also in Europe: gender, class or ethnicity are some examples. Therefore, Human Rights Education is about awakening people to the rights they have. I will integrate the experiences from this Forum into my day-to-day activities for the empowerment of women.”

(Ms Hilary Emma Crawshaw, Young Women Christian Association, Edinburgh, United Kingdom)



in its mandate for the assistance and protection of war victims, is actively involved in promoting Humanitarian Law, whether it is with the soldiers in the front line or in peaceful regions where it seeks to develop co-operation with civilian educational circles.

...

If we accept that young people 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 – the question is: how can this be made relevant for them? Two examples from ICRC projects follow:

- The textbook for Russian pupils of the 5th grade (11-12 years) includes an extract from Tolstoy’s “War and Peace”, in which a young drummer boy is taken prisoner by a Russian brigade. This gives the opportunity to discuss issues such as children in war, the protection of prisoners of war, material and spiritual losses brought about by war, the image of the enemy, as well as, to some extent, the notion of patriotism and its excesses.
- “Exploring Humanitarian Law” is a project to develop an interdisciplinary module for civic and citizenship education courses at secondary level. Its rationale is based on three observations with regard to armed conflict, violence and young people. The module shall raise awareness of the basic principles of Humanitarian Law and encourage young people to become actively involved in protecting, defending and restoring the dignity of others. As a pilot project it has been introduced in over 20 countries for the school year 2000-2001, including in Northern Ireland, Croatia and Lithuania.

Extracts from the presentation by Mr Stéphane Hankins, Legal Adviser, International Committee of the Red Cross, Regional Delegation for Central Europe (Budapest). More information at <http://www.icrc.org>

•••••
“For me, Human Rights Education is when I work with young gays and lesbians, talking about their life, about their feelings and about questions of normality. Some people in the Slovak Republic perceive homosexuality as an illness, so it is extremely important to reaffirm young people in their lives and promote their own rights. We offer places to tell their stories, where they can create their own understanding of things through the sharing of experiences.”

(Mr Martin Krajcik, social worker, Habio, Slovak Republic)

•••••

How to Work in Human Rights Education

While the working groups of the Forum addressed the issues of Human Rights Education, a set of workshops tried to look at the “how”. The workshops were a space for participants to learn from each other and to explore new approaches, methods and challenges in a particular field of education. Issues covered in the workshops included:

- Active, participative and experiential methods
- Intercultural learning
- Working in the classroom
- Production of education material
- Campaigning and advocacy
- Curriculum development
- Peer-education
- Information and awareness-raising
- International youth work activities

If one is to summarise the experiences from the workshops, it becomes obvious that there is one key element in all practices and methodologies: **participation**. Those working in Human Rights Education are indeed promoting participation of young people and children. Clearly, there is practically no limit to participation. The working methods presented at the Forum reflected this philosophy.

Human Rights Education is learning in human rights, about human rights and living human rights, and participation is a prerequisite of this. However, participation has also no limit for trainers, educators, teachers and others. How can one support their participation, not only in the programmes they are working in, but also in their professional environment? There were many examples showing that talking about Human Rights Education in public administrations can be difficult and, sometimes, even dangerous. Therefore, participation is the key for all involved in Human Rights

dialogue with them, as the recommendations are a new phenomenon for the bureaucracy and they do not always know how to deal with them.

Dr Gönczöl can also launch ex-officio investigations if there is reason to believe that a blatant Human Rights violation has occurred. Whatever the starting point for an investigation, urgent and immediate intervention is absolutely necessary to fulfil her role. Ideally, the Parliamentary Commissioner has a conflict-solving role, as the intervention should not only remedy the situation, but also avoid problems in the future. In this respect, she stressed that the independence of the Ombudsman's office is crucial. This independence also requires appropriate financial resources, to avoid "window-dressing" in Human Rights protection. Dr Gönczöl underlined the role of Civil Society and NGOs, which is of utmost importance. They can inform citizens about their rights and provide, for instance, her office with information. After a recommendation has been made, the follow-up would be examined. Without these means, Human Rights remain on paper and do not become a living reality.

Key Activities of the Council of Europe in the Field of Human Rights

When developing Human Rights Education activities, the Council of Europe Directorate General of Human Rights is a key source of information of these rights and on their protection. *Mr. Stefano Valenti* introduced its most relevant activities for the Human Rights Education Youth Programme.

Of prime importance for the protection of Human Rights and repression of their violation remains the system of the European Convention on Human Rights and the recently established office of a High Commissioner on Human Rights, an office currently held by *Mr. Alvaro Gil-Robles*.

The idea of instituting the office of the Council of Europe Commissioner for Human Rights was first approved at the Summit of Heads of State and Government held in Strasbourg in October 1997. The purpose of this independent institution is both to promote the concept of human rights and to ensure effective respect and full enjoyment of these rights in Council of Europe member States. The Commissioner for Human Rights is elected by the Parliamentary Assembly for a non-renewable term of office of six years.

The fundamental objectives of the Commissioner for Human Rights are to:

- promote education in and awareness of human rights in the member States
- identify possible shortcomings in the law and practice of member States with regard to compliance with human rights
- help promote the effective observance and full enjoyment of human rights, as embodied in the various Council of Europe instruments

A key activity of the Council of Europe in the field is the organisation and follow-up of the European contribution to the World Conference against Racism, Racial Discrimination, Xenophobia and related Intolerance in September 2001. The Council of Europe believes that racism constitutes a Human Rights violation and is concerned about the persistence of racist phenomena throughout Europe. A recent attempt of the Council of Europe to contribute to solutions in this field, beyond preventative work and the completion of legislation in the member states, is the adoption of protocol 12 to the European Convention that adds anti-discrimination to the Human Rights catalogue.

Protocol No.12 to the European Convention on Human Rights, prohibiting all forms of discrimination, was signed by 25 of the Council's member states at the beginning of November 2000, and will come into force when ten states have ratified it. The Convention's present provision on discrimination is limited in scope as it prohibits discrimination only where rights recognised by the Convention are affected. The new

protocol removes that restriction and provides that no-one can be discriminated against by any public authority on any ground. The new article 14 reads:

“Article 14: The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.”

Prevention of Human Rights violations requires the involvement of civil society and education. They can spread the essential message of Human Rights broadly in society, contribute to the training of professional groups and develop and disseminate good practice. In its work on the various Human Rights instruments, such as the European Convention on Human Rights (ECHR), the European Social Charter (ESC), the European Convention for the Prevention of Torture (ECPT) and the framework Convention for the Protection of National Minorities (FCPNM), the Council of Europe considers civil society as the best ally in the protection of Human Rights.

The Education for Democratic Citizenship project

In 1997, the Education for Democratic Citizenship (EDC) project was set up with the aim of finding 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. In 1998, the project received further political support at the 2nd Summit of the Heads of State and Government of the Council of Europe (October 1997 in Strasbourg). 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.

For more information go to <http://culture.coe.fr/postsummit/citizenship/>

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The written evaluation handed out at the end of the Forum was filled in and returned by 81 participants. According to them, the most successfully achieved objectives of the Forum were:

- To be a basis for networking and partnerships (highly achieved for 81% of the respondents)
 - To motivate participants to pursue projects (highly achieved for 75% of the respondents)
-

Conclusions for the Human Rights Education Programme

The Forum launched the three-year Human Rights Education Youth Programme and was intended as an invitation to rethink activities and programmes in the light of Human Rights protection and violations. The Forum has laid the ground for future work.

The three-year programme aims to contribute to the creation of a “European space of Equality of Human Dignity”. Already, at the Forum a huge success was achieved by the formation of a community committed to Human Rights Education. The “European space of Equality of Human Dignity” should be filled with lots of creative, innovative, experimental approaches as promoted by the European Youth Centre Budapest. The Forum brought together the formal and non-formal education sectors to form a Human Rights Education community that knows no limits to its creativity; a creativity based on people and organisations all over Europe that bring Human Rights Education to life.

At the conclusion of the Forum, three areas were identified as essential for the success of the Human Right Education Youth Programme. The three areas give evidence of the importance of consolidating and connecting the work of the many existing activities.

Information exchange

- The physical space of a Forum of over 150 participants provided the right starting point to bring to the “fore” the many approaches in Human Rights Education that exist. The *Internet site* will be a central tool for further developing a Permanent Forum on Human Rights Education and connecting the various actors.
- Dissemination of information and broad access to the Human Rights Education Youth Programme will be central for its success and its outreach. A *Human Rights Education 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 advocacy. It was clearly stated by participants that featuring in an official publication of the Council of Europe could be a very useful door opener in their local communities.
- Information and publicity about achievements and results of initiatives and projects

in the field of Human Rights Education is needed. This information would not only give publicity to the actors in the field, but also enlarge the possibilities for transfer of good practice in conjunction with the other tools for information exchange in a decentralised manner. The *Resource Centre on Human Rights Education* will be the space to provide this information and publicity.

Specificity of action and support

- In carrying out the programme and the “concrete” work, it is necessary to focus activities geographically and thematically. The recommendations and proposals made at the end of the Forum provide plenty of approaches for regional and thematic networks, for instance in South Eastern Europe and in the Russian Federation or on gender issues and on anti-racism and anti-violence.
- In line with the observation on “participation”, it is a prerequisite of success that people can receive more input on how to run meetings and experiment with how to involve large groups of people in planning their own educational processes. There is a clear wish to exchange and experiment with methodology more often.
- Another conclusion regards the initial point of Human Rights Education in one’s own environment. In promoting Human Rights, it is important to bring experiences and discussion back – not only to the organisations and actors – but to the working environment, friends and families. Human Rights Education does not happen in a vacuum, but only when it is made personal. In this respect, participants are looking forward to realising pilot actions on the ground with the support of the European Youth Foundation.

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. A number of processes are happening around the world. For the Council of Europe, there is a need to work inter- and intra-institutionally to raise the profile of Human Rights Education.
- The steering committee should look at ways of how to make the logo widely available so that many actors can label activities as part of the 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, for example, on the 4th of December (the date of the Convention) could be a good proposal.
- More national funding for Human Rights Education activities could be obtained for more concerted advocacy campaigns. However, national governments should also organise their training programmes in the context of this youth programme.
- Similar to the “North-South Prize” of the North-South Centre – European Centre

for Global Interdependence and Solidarity of the Council of Europe, the Directorate of Youth and Sport could develop a method of recognising achievements by projects and initiatives in the field of Human Rights Education.

For the participants of the Forum and for the Council of Europe, the European Convention on Human Rights is obviously one of the starting points for the work on Human Rights Education. However, Human Rights Education must happen beyond the Convention. 41 Judges in Strasbourg cannot ensure respect for Human Rights for over 800 million Europeans. The work actually starts before and after the Convention and one strength of the Council of Europe is – as Antje Rothemund pointed out in her opening remarks – the “**patience for education**”.

The Council of Europe makes the work of thousands of youth groups and NGOs on Human Rights visible. Civil society at large comes to the fore in European Youth Centres and other Directorates. The Forum has confirmed that “Education for Democratic Citizenship” is a part of Human Rights Education. Indeed, it is a robust network, and the co-operation of small and large organisations, initiatives and projects is the essence of Human Rights Education. The Forum has made numerous new knots for these tissues that protect the equality of human dignity. These knots will be essential to carry the Human Rights Education Youth Programme over the next years and beyond.

Those who could not participate in the Forum should not forget all the other possibilities to join the work. The Human Rights Education Youth Programme of the Council of Europe is not an isolated process. Human Rights Education will neither start nor stop with this Forum or with the programme that has been launched.

This Forum has established again, and confirmed the strength of the interdisciplinary approach of the Council of Europe. An enormous richness of experiences, practices and ideas about Human Rights Education for young people in Europe was presented and discussed. Thanks to participants from outside Europe, the Forum strongly felt the need to underline the promotion of 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.

Coming from a huge variety of organisations, networks and representing different approaches of learning and teaching Human Rights, both in non-formal and formal educational environments, the Forum has shown that Human Rights Education needs to be based on, and carried by all of these actors. 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.

Comments of participants during the final evaluation

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

...where fruitful exchange of knowledge and experience has taken place, we feel ready to utilize 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 feel the Forum as 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 cooperate all around the world.

... we will take back to our countries information, experiences and enthusiasm to promote the education of 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 motivation 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 cooperation. We are pleased to know that we are not alone in our work for the protection of human rights and democratic citizenship.”

Appendices

Programme of the Human Rights Education Forum

Tuesday, November 7

20:30 Informal welcome evening

Wednesday, November 8

- 09:30 **Official opening of the Forum** by
Ms. Iram Ahmed, Chairperson of the preparatory group of the Forum on Human Rights Education and
Ms. Antje Rothemund, Executive Director of the European Youth Centre Budapest
- 09:45 Introduction to participants
- 10:15 **The Council of Europe's Directorate of Youth Sport and the Youth Programme on Human Rights Education**, by
Mr. Rui Gomes, Programme and Training Administrator at the EYCB
- 11:15 **Human Rights in Europe today** - keynote speech by
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 Spajic-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

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 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 Antisemitism, France
 - **Disabled people and Human Rights**, facilitated by *Ms. Mónika Máдай*, 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*

Friday, November 10

- 09:30 Opening and introduction to the programme of the day
- 09:40 **Three project examples**
- 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*, United Kingdom
 - **Information and awareness-raising**, by *Ms. Irina Luceska*, Save the Children, Ex-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 Cooperation, 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**, by *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**

Saturday, November 11

- 09:30 **Plenary introductions**
- **The Directorate General for Human Rights and its activities**, by *Mr. Stefano Valenti*, Directorate General of Human Rights

- **The Project “Education for Democratic Citizenship”**
By *Ms. Monika Goodenough-Hoffman*, Education Committee of the Council of Europe, and information on **“Human Rights Education in the Classroom”** by *Mr. Mark Taylor*
 - **The Youth Programme on Human Rights Education,**
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**
- 21:00 Reception
- 21:30 Theatre dance performance by the Vienna Dance Workshop

Sunday, November 12

Departure of participants

List of Participants

ALBANIA

Astrit Dautaj
Pedagogical Research Institute
Etleva Langore
Bethany International
Mariana Sinani
YWCA of Albania

AUSTRIA

Barbara Helm
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Monika Goodenough-Hofmann
Ministry of Education, Science and Culture

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Aziza Vazirova
Reliable Future Organisation
Nabil Seidov
Reliable Future Youth Organization
Rena Tahirova
Humanitarian Center 'YUVA'

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Vladimir Kalinin
HR Association of Smorgonsk

BELGIUM

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Tarbia

BOSNIA and HERZEGOVINA

Adela Kovacevic
Centre for Civic Co-operation and Activity – Odzak

Bojan Stancevic

Helsinki Citizens Assembly BIH
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PRONI

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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

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Ciril Coh
Citizenship Site: Gimnazija Varazdin
Jasmina Bozic
Project of Peace and HR Education for Croatian Pr. Sch.

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Monika Homolová
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Veronika Bilková
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Pia Laulund
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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
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YWCA Roundabout Centre
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Valentyna Domkyna
Donetsk Youth Debate Centre

USA

Kimberley Middleton
OSI – Network Women's Program

Working group facilitators

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Donatella Rostagno
European Youth Forum

CONFLICT RESOLUTION AND PEACE-KEEPING

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ANTI-VIOLENCE

Ronni Abergel
Stop the Violence, Denmark

TRAFFICKING AND VIOLENCE AGAINST WOMEN

Nadia Yefimisch
*Young Women from Minorities,
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Georgia Testolin
*Directorate General of Human Rights -
DG II, Council of Europe*

MINORITY RIGHTS

Rui Gomes
European Youth Centre Budapest

CHILDREN'S RIGHTS

Elke Wisch
UNICEF-Germany

WOMEN'S RIGHTS AND GENDER EQUALITY

Teresa Cunha
YAP– Portugal
Giacomo Filibeck
European Youth Forum

COUNTERING RACISM AND NATIONALISM

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LICRA, France

DISABLED PEOPLE AND HUMAN RIGHTS

Mónika Má dai
Common Fate Organisation, Hungary

WORKING IN THE CLASSROOM

Wim Taelman
*Flemish Organisation for Human Rights
Education (Belgium)*

PRODUCTION OF EDUCATIONAL MATERIALS

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Open Education Centre, Bulgaria

CAMPAIGNING AND ADVOCACY

Fiona Gallagher
Amnesty International, Ireland

CURRICULUM DEVELOPMENT

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Association of Youth Workers, Russia

PEER-EDUCATION

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(c/o Shadi Vafaie)

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