Human Rights Education Forum
General Report

European Youth Centre Budapest
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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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A Forum to Launch the Human Rights Education Youth Programme

The Council of Europe’s mission is primarily one of Human Rights. The year 2000 saw the celebration of the 50th anniversary of the European Convention on Human Rights. Nevertheless, in the 41 European states that have signed and ratified the Convention since 1950, the implementation of Human Rights and their realisation by individual citizens is an ever-ongoing process.

The Convention is a necessary prerequisite to the whole process and an outstanding achievement in itself. It has been referred to as “the jewel in the crown” of the Council of Europe. However, if this “jewel” is to sparkle with all its might, it needs a solid frame. This is why Human Rights go far beyond the Convention and deep into the fabric of European societies. Human Rights Education is thus an essential part of the crown that holds up the spirit of the Convention on Human Rights.

Reason enough for the Council of Europe’s Directorate of Youth and Sport to launch a 3 year programme on Human Rights Education for an initial period until the year 2002. The Human Rights Education Youth Programme has been set up as an important opportunity to consolidate and to establish education and learning about, for and in Human Rights as an integral part of formal and non-formal learning curricula for young people throughout Europe.

The Human Rights Education Youth Programme has 6 key objectives:

- Value and develop youth work practice
- Integrate formal and non-formal education experiences
- Strengthen Human Rights Education as the basis for development of a European civil society

“In a few days’ time, the European Convention on Human Rights will be fifty years old – the age of maturity and experience. Forty-one European states have ratified the Convention, and any member of the public can apply directly to the Court in defence of the basic rights contained in it.

Europe is the only continent in the world to afford each and every citizen this quality of protection, with an experienced international court safeguarding fundamental rights.”

Mr Walter Schwimmer, Secretary General of the Council of Europe
(in the Frankfurter Allgemeine Zeitung on 14 October 2000)
The Human Rights Education Programme is managed on the principle of “co-management”. Co-management is a reflection of the Council of Europe’s philosophy on youth participation, namely, that young people must participate in the decisions that concern them. In the case of the Directorate of Youth and Sport, the programme and policy are defined by the representatives of the governments of the 47 signatory States of the Cultural Convention and of youth organisations.

- Promote a broad understanding of Human Rights based on their universality, indivisibility and inalienability
- Create European synergies for greater local impact
- Build on youth as the resource for Human Rights Education

The Human Rights Education Programme is a youth programme. Young people and their organisations as well as governmental representatives working with the Council of Europe created the programme together. In particular, youth organisations wished to continue the work of and build upon the achievements of the all different – all equal European Youth Campaign run from 1993 to 1995. Throughout the programme, young people will be actively involved in the development, implementation and follow-up of the activities through the unique formula of youth co-management established in the Council of Europe youth sector. Young people are both actors and target group in this programme.

The Forum that met in the European Youth Centre in Budapest during November 2000 was designed as an essential cornerstone of the Human Rights Education Youth Programme. It highlighted existing work and experience in the field of Human Rights Education. The Forum served as a tool to motivate NGOs, youth organisations, independent funders, institutions and youth and education administrations at local, regional, national and European level to become involved in the Human Rights Education Youth Programme.

The Forum highlighted the role of the European Youth Centre Budapest as a point of reference in Human Rights Education. Participants and contributors to the Forum laid the basis for a Human Rights Education Resource Centre by bringing a first stock of learning materials and information about methods in different media (books, CD ROMs, educational kits, games, videos, etc.) to the European Youth Centre Budapest. The Resource Centre will also be made accessible through an Internet site to provide on-line educational resources and links which will, in particular, reach local audiences all over Europe.

The Forum was an outstandingly rich event, dealing with a broad variety of approaches and challenges in the area of Human Rights. It brought together over
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
documentation of the Forum. The documentation can be used as a reference to develop and explore Human Rights Education as an educational concept from a pan-European perspective and beyond.

Thus, the Forum has not only launched the European Human Rights Education Youth Programme but also informed, motivated and empowered the participants to create an open network of people, projects and programmes that will be a solid basis for the work of the coming years.

The European Youth Centre Budapest will play a pivotal role in facilitating this network and be a permanent point of reference.

**Young People at the Heart of a Culture of Human Rights**

European citizenship is becoming a reality for many young people at the beginning of the 21st century. If we are to describe a European dimension of citizenship in terms that are meaningful to all Europeans, we can say that Human Rights represent the single most important value for young people in whatever part of Europe they live.

For many decades, young people have been important promoters of Human Rights. European youth work, as it has emerged in the last 50 years, has been based on these values. Youth organisations have advocated Human Rights in Europe since their very creation. At the foundation of many youth movements stood the demand for Human Rights, such as access to social protection, education, health and participation in society. At a European level, youth platforms like the European Youth Forum have made commitment to the European Convention of Human Rights a basis of their work. Thanks to increasing interaction between European and national or local youth work realities, the Human Rights Education agenda has become a shared agenda for most youth activities in Europe.

It is no wonder that youth organisations immediately captured momentum when the Heads of State and Government of the Council of Europe in their summits in...
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 Rothemund (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.
Human Rights in Europe Today

The Human Rights situation in Europe has certainly improved dramatically since the European Convention on Human Rights some 50 years ago entered into force. Probably most important, in terms of general awareness and change of attitude during the last century, is that Human Rights enjoy general support. Nevertheless, when talking about Human Rights today, Professor Gábor Kardos from the Eötvös Lóránd University of Budapest – keynote speaker on the first day of the Forum – highlighted three challenges.

Quoting Eva Etzioni-Halevy’s “Fragile Democracy”, Professor Kardos likened Human Rights to motherhood – everybody praises them, but unfortunately such general agreement does not exist if we go into details. Increasingly, it has become “fashionable” to bring up the argument of Human Rights when presenting social claims. Every value in society today is being considered in some respect as a human right. Although this approach might be justifiable in the political and social debate, it remains very difficult in legal terms. This trend creates the danger of “Human Rightism”, declaring everything a “Human Right” without further consideration for the consequences.

The second issue is the relation of the state vis-à-vis Human Rights. Is the state violator or guarantor of Human Rights, or, ironically, both? Looking at the realities in European countries, the state has an ambiguous role. The implementation of Human Rights needs the active facilitating role of the state. The state cannot simply stipulate a set of rights and leave it at that. In European countries, the state has developed a number of important instruments for its positive and active participation in the realisation of Human Rights. The institution of the Ombudsman is a recent example in most European countries. Other examples are the organisation of fair elections, guaranteeing the right to vote, or mechanisms of international co-operation in the field of Human Rights such as the European Convention. Lawful state action is therefore indispensable. Human Rights, on the other hand, have become a limiting factor for politics, as their implementation remains the main task for modern political life.
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?
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.
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.

“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

Human Rights Education Forum – General Report
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
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
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 de formalization 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
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.
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 – devised by the West or by the North to be implemented in the South. However, 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.

... 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”, that 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 and 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. In addition, of course, education for self-empowerment is the model that appeared in Latin America and in Africa in the 60s and 70s. Therefore, I think that it is also very close because it starts from the issue of human dignity.”

Those who wish to read more about the ideas introduced above can do so in the publication “Strategies for Learning Democratic Citizenship”, by Karlheinz DÜRR, Vedrana SPAJIC-VRKAS and Isabel FERREIRA MARTINS, published by the Council of Europe. It is also available for downloading on the Internet at http://culture.coe.fr/postsummit/citizenship/.

“...For me, Human Rights Education is about respect for all people including oneself ... At the Forum, I was able to identify partners for a “Human Rights Education project for Girls in the CIS and CEE countries” that my organisation is planning. I hope that we can join the programme of the Council of Europe with our project.”

(Ms Kimberley Middleton, OSI Network Women’s Programme, United States of America)
HUMAN RIGHTS EDUCATION

1st Generation Rights
LIBERTY
civil and political

Civic education
Citizenship education
Ed. for democracy
Ed. for lawfulness

2nd Generation Rights
EQUALITY
economic, social, cultural

Intercultural educ.
Anti-racist education
Anti-prejudice educ.
Ed. for tolerance
Ed. for social responsibility

3rd Generation Rights
SOLIDARITY
peace, development, healthy environment

Peace education
Ed. for non-violence
Ed. for reconciliation
Ed. for development
Environmental educ.

Education for democratic citizenship
Global education
Education for self-empowerment
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
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
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,
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

“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)
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 Education.
Human Rights Education, it’s alive, it’s about relationships, about other people and oneself. Speaking about Human Rights can be dangerous due to cultural and political limitations. It changes your culture, as it is about variety and diversity. I am training teachers in Human Rights Education and I see how there are still limitations, whether it be because of government structure or blockages in the curriculum development.”

(Ms Fiona Gallagher, Amnesty International, Ireland)

Education to safeguard everyone working in this field from the dangers and threats that still exist. Awareness of the risks is an essential element of international co-operation and can only be developed through the democratic – and not only token – participation of everyone.

School Network Human Rights

This project was launched by the Interkulturelles Zentrum Vienna, supported by the Austrian Ministry of Education as a contribution to the United Nations’ Decade of Human Rights Education 1995-2004. The project brings together schools from all over the world – South, North, East and West – and incites students to study human rights from their own perspectives and backgrounds. The exciting element about this project is to learn together on the basis of shared values, despite differences between the cultures. Though international communication is a challenge for schools, all actors enjoy the global co-operation, as it is a learning process for all. Through the discussion on Human Rights, the project also brings changes not only in relations between teachers and students, but also among students and among teachers.

The project in Cameroon

Having joined the project, it was not possible for the Cameroonian partners to implement the project in the classroom, as it was not possible to include the activities in the regular curriculum. As a result, they resorted to creating Human Rights Clubs in the schools. The participation in the project also led to activities among local schools and, most importantly, helped overcome prejudices. The project also led to female empowerment, which created tensions on the spot. The key message from the School Network Human Rights is that international projects in Human Rights Education can positively change the reality of everyone involved.

More information www.iz.at or www.kulturkontakt.or.at
Human Rights Beyond the European Convention: Perspectives and Challenges

An important feature of the Forum was the involvement of renowned Human Rights experts and practitioners. Together with Judge Josep Casadevall from the European Court of Human Rights and Dr. Katalin Gönczöl, Parliamentary Commissioner for Human Rights in Hungary, participants addressed the question of Human Rights beyond the European Convention.

Judge Casadevall described the challenge of a European Court for a Europe of 800 million people. Already, during the years from 1980 to 1990, the Court saw a huge influx of complaints. Currently, there are greatly in excess of 10,000 cases pending. The Court makes, on average, 80 judgements per year. Judge Casadevall therefore called for an approach of subsidiarity that should strengthen the national jurisdiction and the increased application of the European Convention on Human Rights by national judges. He highlighted the achievements brought by protocol 11 of the Convention that allows for the individual to be present in front of the Court and, more recently, of protocol 12, also bringing issues of anti-discrimination under the jurisdiction of the Court. Another element that has strengthened the Human Rights protection mechanism is the establishment of a single Court in 1998 and the establishment of the office of High Commissioner on Human Rights. Despite the improvements, the Judge felt that the Court is lacking the necessary resources to increase its efficiency and to strengthen subsidiarity of the Human Rights jurisdiction throughout Europe.

Dr Katalin Gönczöl, Parliamentary Commissioner for Human Rights in Hungary, explained how individual citizens in Hungary can address her office to file a complaint. She brings forward recommendations to address the situation. Her recommendations constitute a statement on the violation of a specific Human Right in Hungary. To have an effect vis-à-vis the public administration her office has established a permanent

“I am now living in Sweden, but originally I come from Northern Africa. In my home country torture is a normal practice. When I was growing up there I didn’t know anything about Human Rights. We had simply no comparison with another reality. But I did know inside of me that it wasn’t right. Human Rights Education is necessary for everyone. My organisation promotes Human Rights Education in schools of the Muslim community in Sweden. We need to integrate Human Rights Education everywhere in youth work.”

(Chokri Mensi, Swedish Muslim Youth Federation, Sweden)
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/
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 in 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 Mádai, 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
Eteleva Langore  
Bethany International
Mariana Sinani  
YWCA of Albania
Bojan Stancevic  
Helsinki Citizens Assembly BIH
Dzenan Tarakcija  
PRONI

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

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 Rodriguez  
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 Kisszülősi Szántó
International Federation of Red Cross
Csüllőg 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 Fábián
Nursery Welfare and Rehabilitation Centre
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