

Charter for All: Putting Human Rights Education and Education for Democratic Citizenship into Action



Report of the study session held by IFM-SEI
in co-operation with the
European Youth Centre of the Council of Europe

10 - 17 May 2015, European Youth Centre Strasbourg

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

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International Falcon Movement-Socialist Educational International

Rue du Trone 98, 1050 Brussels, Belgium

Telephone: +32 2 215 79 27

E-mail: contact@ifm-sei.org

Website: www.ifm-sei.org

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1. Executive Summary

This is the final report of the “Charter for All” study session, conducted by IFM-SEI at the European Youth Centre of the Council of Europe in Strasbourg from 10-17 May 2015. Together with a great group of 28 participants, we put education for democratic citizenship and human rights education into practice!

IFM-SEI is an educational children and youth movement working closely with the UN Convention on the Rights of the Child. Our member organisations are peer-led, working with children and young people to raise awareness of children’s and human rights and empowering them with knowledge and skills to defend their own rights and those of others. We have a long and successful history of working with children on human and children’s rights, both at local and national level through our member organisations and at international level through camps, seminars and training courses.

Human rights education and education for democratic citizenship are integral to our movement and also to our three-year work-plan adopted in 2013. Many of our members work regularly with Compass and Compasito, and we have been keenly awaiting the new edition of Compass. It is a crucial tool for us as an organisation working worldwide with young people on human rights and we are keen to continue making the best possible use of this resource.

In our strategy and work plan 2013-2016, we focus particularly on child and youth participation in decision-making processes both within our organisations and in local and international institutions. In order to improve participation practices, also education for democratic citizenship becomes more and more important alongside human rights education within our movement.

Many educators who work with children and youth groups on local level though do not think of themselves as human rights educators. They educate children based on the values of equality, cooperation, democracy and solidarity and empower them to take part in society, they learn together about discrimination and inequality, but they don’t reflect how their work is already connected to human rights and democratic citizenship and how – with only a little bit of improvements needed – they can put their work into a bigger framework of human rights.

The IFM-SEI secretariat has been involved in the Council of Europe’s work on the ‘Charter for all’ version of the Charter on Education for Democratic Citizenship and Human Rights Education. The Charter is targeted particularly at the formal education system, but we feel that youth organisations can play an equal – if not bigger – role in the promotion of human rights education and education for democratic citizenship.

The promotion of the Charter and the need of our movement to empower young people to be confident human rights educators has motivated us to organise this study session together with the Youth Department of the Council of Europe.

During the study session, 28 participants learned together about human rights and their connection to democratic citizenship. They thought about which competencies young people acquire through human rights education and education for democratic citizenship, why we do human rights education and especially HOW we do it. Through the planning and running of educational activities in small groups, everyone gained self-confidence as an educator, got to know a wealth of new methods to use in their local organisations and learned important tips and

tricks on how to conduct and especially debrief human rights education and education for democratic citizenship activities.

Both the educational team and the participants felt that it was a very successful study session. This is not only shown in the final evaluation results, but also in a high number of planned follow-up activities. The ideas to implement back home reach from open-air movie nights for Roma and non-Roma youth over a series of human rights activities for 10-12 year olds to new partnerships between youth organisations in Peru.

It was only possible due to the commitment of the preparatory team and their devotion of energy and time, as well as the motivation, enthusiasm and contribution of the participants.

We would like to thank everybody involved for contributing their energy and ideas to the study session, and particularly the Council of Europe and our educational advisor Mara Georgescu for their great support and investment in the world's youth. We also thank the staff of the European Youth Centre Strasbourg who took care of us so well.

Friendship,

Christine Sudbrock

Course Director



2. Introduction

2.1 Aims and objectives

The aim of the study session was to enhance the quality of IFM-SEI's human rights education and education for democratic citizenship by providing the space to share methodology and training multipliers in the field.

The objectives were the following:

- To introduce human rights and democratic citizenship
- To introduce human rights education and education for democratic citizenship
- To introduce the Charter on Human Rights Education and Education for Democratic Citizenship
- To provide the space for participants to share good practices and challenges on human rights education and education for democratic citizenship
- To learn how to plan and run human rights educational processes
- To familiarize participants with Compasito, the new Compass and the Charter for All, and other existing tools, to ensure they become comfortable using them
- To develop concrete plans to promote human rights education and education for democratic citizenship in their organisations and beyond according to their contexts.

2.2 Profile of participants

We invited participants who are multipliers in their organisations and work directly with children or young people, be it as a group leader in fixed groups or as non-formal educators in other settings. The basic requirement was that they all had the possibility to multiply what they have learned by running human rights education and education for democratic citizenship activities in their groups and in promoting human rights education and education for democratic citizenship among other youth leaders on their return.

The age range was very wide, from 15-35. While the young participants might have been a little bit intimidated at the start, they quickly became active participants and got a lot out of their participation. Also the level of experience was very diverse, but this did not harm the activity in any way – both the ones with a lot of experience and the very young participants benefitted from their participation.

Five participants came from organisations outside IFM-SEI. Two of them are from the Italian Arciragazzi, who is considering joining IFM-SEI in the future. One represented a Roma youth organisation that we particularly encouraged to apply. One participant will run trainings on the Charter for the Council of Europe and we were therefore asked by the Education Department of the Council of Europe to include her in our group. And finally the fifth represented a disability rights organisation from the United Kingdom. We appreciated particularly her participation, as the participants and we as organisation learned a huge

amount from her about inclusive youth work and will certainly build on the knowledge we received from her in the future.

Four participants came from IFM-SEI organisations outside Europe, which brought an added dimension to the study session as they work in very different contexts and in societies where democracy and human rights face very different challenges than in Europe.

2.3 The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education is an important reference point for all those dealing with citizenship and human rights education. In the guidelines for educators of the child-friendly version of the Charter, it is introduced as follows:

“The human rights education and education for democratic citizenship project has its foundations in the core mission of the Council of Europe itself – to promote human rights, democracy and the rule of law, and in the conviction that education can play a central role in furthering this aim. During the second Summit of Heads of State and Government of the Council of Europe held in 1997, human rights education and education for democratic citizenship was given impetus since it was decided to “launch an initiative for education for democratic citizenship with a view to promoting citizen’s awareness of their rights and responsibilities in a democratic society”¹. This Council of Europe Charter represents an important expression of the member states’ commitment to human rights education and education for democratic citizenship and outlines the standards they are setting themselves to achieve.

The term “charter” is used in international practice both for binding and non-binding instruments. The binding instruments are those that include monitoring mechanisms. Such mechanisms can take the form of either a court (for example, the European Court of Human Rights is the monitoring mechanism for the European Convention on Human Rights) or a committee (for example, the European Social Committee is the monitoring mechanism for the European Social Charter). Their aim is to make sure that the legal instruments are effectively put into practice.

The title and form of the Charter on Education for Democratic Citizenship and Human Rights Education was chosen to indicate a desire for a more substantial document than those previously adopted in this field by the Council of Europe’s member states, and thus implying a stronger commitment. However, the majority of the member states were in favour of the Charter being non-binding as a matter of public international law. It was therefore adopted in the framework of a recommendation recommendations and anything appended to them are by definition non-binding. Thus, what we understand as the Charter is itself an appendix of Recommendation CM/Rec (2010)7 of the Committee of Ministers. The ministers of Foreign Affairs of the member states – or their representatives – adopted this text at the 120th

¹ Final declaration of the 2nd Summit of Heads of State and Government of the Council of Europe

session of the Committee of Ministers of the Council of Europe held in Strasbourg in May 20102.

The Charter is written in legal terminology and is primarily addressed to governments. At the same time, the Charter highlights the importance of many different stakeholders – education professionals, youth NGOs, parents, carers and children – in supporting and promoting human rights education and education for democratic citizenship, and stresses that all of them should be informed about it.

This is why we felt it is important to introduce the Charter to our members and particularly point out the Charter for All, a booklet about the Charter in easy language for children and young people to discover their right to human rights education.



² Text taken from: Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education: Guidelines for Educators, Council of Europe, October 2012

3. The programme

We could describe the programme of the study session as a flow going through four different parts:

- 1) Introduction to human rights and democratic citizenship
- 2) Discussing human rights education and education for democratic citizenship and its implementation
- 3) Developing and trying out educational tools
- 4) Planning for back home.

After learning about human rights and discussing their implementation in participants' realities, the group was introduced to human rights education and education for democratic citizenship. Then, they had to develop and try out educational tools they could use in their daily activism. We used these trying out sessions to reflect on the principles of non-formal education and how we can develop activities that might first merely appear as "games" into planned non-formal education activities. After having experienced human rights education and education for democratic citizenship, the participants reflected on their own organisations and how well they actually implement the Charter on Education for Democratic Citizenship and Human Rights Education. The study session was closed with a planning session during which participants designed and shared ideas they intend to implement when back home. They also had the chance to network with other participants, shape common ideas and think about future engagement on the international level.

3.1 Human rights and democracy

In the very beginning of the study session, participants were introduced to human rights through various activities.

Participants practiced the so-called "Diamond Ranking"³ in which they had to make a personal scale of priorities amongst human rights. The discussions concluded with the following principles of human rights:

- **Universality and inalienability:** Human rights are *universal* and *inalienable*. *All people everywhere* in the world are entitled to them.
- **Indivisibility:** Human rights are *indivisible*. Whether they relate to civil, cultural, economic, political or social issues, human rights are inherent to the dignity of every human person. Consequently, all human rights have equal status, and cannot be positioned in a hierarchical order. Denial of one right invariably impedes enjoyment of other rights. Thus, the right of everyone to an adequate standard of living cannot be compromised at the expense of other rights, such as the right to health or the right to education.

³ http://www.eycb.coe.int/compass/en/chapter_2/2_10.asp

- **Interdependence and interrelatedness:**

Human rights are interdependent and interrelated. Each one contributes to the realization of a person's human dignity through the satisfaction of his or her developmental, physical, psychological and spiritual needs. The fulfilment of one right often depends, wholly or in part, upon the fulfilment of others. For instance, fulfilment of the right to health may depend, in certain circumstances, on fulfilment of the right to development, to education or to information.

Human rights are rights one has just because one is human. They are those rights that it would be wrong to deny you. They are:

- A *minimum* set of values and standards regulating, in particular, the very unequal relationship between the individual and the state
- Moral, a vision of justice
- Internationally agreed
- Universal and strongly linked together
- To be guaranteed by the state
- With just very few exceptions, they are not absolute (they can be limited)
- Values: fairness, respect, equality, dignity and autonomy. "Equal concern and respect"
- Duties as a citizen are not a precondition for human rights.

They are discussed since the formation of nation states and the XIX century and then took shape after World War II with the introduction of the UN system and the Council of Europe. They are expressed in internationally agreed laws (treaties, conventions, the Universal Declaration of Human Rights), local regulations and national laws and constitutions. States have the obligation to respect, protect and fulfil them, but also international organisations, individuals, civil society organisations and companies have a responsibility towards human rights and are obliged to respect them.

Human rights can be classified in three categories or "generations" of rights. The first generation of rights or the so-called liberty rights include civil rights, legal rights and political rights. They are put together in the UN Covenant on Civil and Political Rights. The second generation rights are the equality rights and include social, economic and cultural rights. They can be found in the UN Covenant on Social, Economic and Cultural Rights. In specific conventions and instruments, there are also third generation rights concerned with peace, development and the environment. These are also called solidarity rights.

The rights are protected through several mechanisms that allow for a close monitoring. The United Nations member states are obliged to submit regular state reports about the implementation of human rights in their territory. Furthermore, there are individual complaint mechanisms in place to ensure individuals can complain against their governments towards the United Nations. The UN also puts in place guidelines on how UN treaties should be implemented. On the level of the Council of Europe, citizens can call upon the European Court of Human Rights, the legal mechanism of the European Convention of Human Rights that is binding for its member states.

Participants shared their ideas of human rights and came to the conclusion that human rights are based on human dignity and equality. However a consensus was reached over the fact that there is an increasing discrepancy between human rights as they are described on

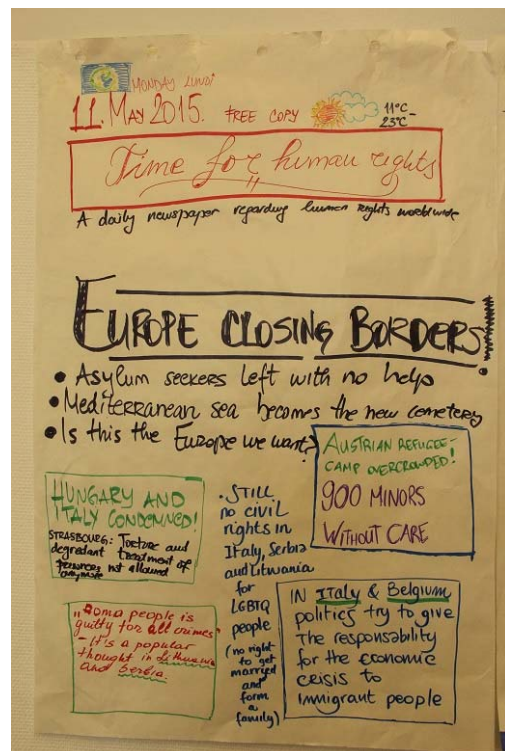
paper and what actually happens in reality. Furthermore there is a serious need to strongly stress in specific conventions the rights of some distinct groups due to their vulnerability.

Human rights in participants' realities

Following the conclusion that human rights are probably more often than not violated, participants discussed the human rights situation in their countries. They designed front-pages of an imaginary journal on human rights⁴. The outcomes are posters sharing worldwide views on general or more specific issues related to human rights. In their front-pages, participants wrote about topics related to the rise of discrimination and specifically racism in many European countries, stigmatization of minorities, limited access to good education for poor people, increasing poverty and LGBT*QIA rights. Below you can see the headlines according to topics.

Migration:

- Asylum seekers left with no help
- Mediterranean Sea becomes new cemetery
- Is this the Europe we want?
- Austrian refugee camp overcrowded: 900 minors without care
- Italy and Belgium: politics try to give the responsibility for the economic crisis to immigrants
- In the invisible cage: are we really free? Restriction of mobility into Europe



LGBT*QIA rights:

- Still no civil rights in Italy, Serbia and Lithuania for LGBT*QIA people
- Politicians want to take away marriage equality law in Finland
- Gay Hunting: The state of homophobia in the world

Economic inequalities:

- Spain: Banks leave families on the street for not paying their mortgage
- Se vende Espana (Spain on sale)
- No jobs for young people in Europe

⁴ Adaptation of the Compass activity Frontpage:
http://www.eycb.coe.int/compass/en/chapter_2/2_18.asp

- Lithuania: no education for the poor!
- Georgia: people demanding better labour rights
- Finnish economy going down! Finland is trying to save the economy by taking money from secondary education, the care of the elderly and from social services
- 2015: The new face of slavery

Miscellaneous:

- Good News: Marriage equality for all granted in Georgia (for people with mental disabilities)
- Strasbourg: Torture and degrading treatment of prisoners not allowed
- “Roma people guilty of all crimes” - a popular thought in Lithuania and Serbia
- Good news: From November, visa-free travel to Europe for Peruvians
- No good things in Palestine. There are no human rights
- UK: Leaving the ECHR?
- “Shut up or go to jail?!” - A new international survey reveals the alarming situation of freedom of speech in the world
- Mullak Khatib: The Youngest Captive in the World (15 years old, Palestine)
- In Sweden, minority groups and victims of domestic violence put into police registers with racist and misogynist comments.

Tensions and dilemmas

During the seminar, participants were also invited to engage in a simulation activity. They were citizens of Sleepyville and had to take a decision on the building of a new mosque in their city. ‘A Mosque in Sleepyville’⁵ paved the way to a discussion on the connections between human rights and democracy. The general conclusion can be seen as: *No democracy, no human rights – no human rights, no democracy.*

Participants highlighted the following challenges, dilemmas and tensions related to the theme of our study session:

- Dilemma: What happens when people vote against human rights in a democratic election? This is why minority rights must be put in place. Democracy is not only the power of the majority, but also needs protection of minorities.
- Can there be democracy without human rights? There can be people in power who have no political competence.

⁵ See the Compass activity A Mosque in Sleepyville: <http://www.coe.int/en/web/compass/a-mosque-in-sleepyville>

- Humans become free through democracy, it helps people to speak up for human rights
- Democracy is a process, not an end, so people have the possibility to influence it
- The current democratic system is failing to protect human rights: no social inclusion, no pluralism, no equal opportunities
- Tensions are caused by the unequal distribution of resources worldwide that also lead to imperfect democracies
- Governments should be empowered to protect human rights
- Human rights are not protected at the moment, because there is no democratic pluralism as most political parties are the same. This is one of the reasons why young people don't take part in elections (question whether young people don't want to vote or don't understand democracy)
- Both democracy and human rights require education in order to have competent politicians and informed citizens who also have the competence to live together respectfully.



3.2 Education

Before bringing together human rights and education into human rights education, we discussed with participants the right to and the aims of education in a statement exercise. They were offered the space to debate on five questions about education.

“Education should be about preparing young people for a job.”

It was unanimously acknowledged that formal education does not properly prepare young people for the job market. And yet unemployment is one of the major issues across the globe and employment is more than a priority for most people.

However, the group could not agree on certain points. While some asserted that education should be empowering people to get skills, others considered education should not be limited to finding a job and could be a key to personal and societal development far beyond learning of skills for the labour market.

“It is more important to have a house, food, etc. than good education.”

Here, some participants stated that nowadays we accumulate too many diplomas. They argued that covering basic needs has priority over education by asking: “what would a homeless person do with a PhD”? Others put the emphasis on education: “Not having education would perpetuate poverty and inequalities”, “good education would provide people with basic needs” and “it is better to educate a child than to build them a house”.

“In the same country, everyone should receive the same education.”

Some agreed with this statement, saying that having the same education would help people better understand each other. Some appeared more flexible on the issue by affirming that education should be the same only at the base or people should instead be given the same education opportunities. Participants who disagreed with these ideas stressed on the importance of diversity in society and people being different in terms of strengths and interests.

“Democratic values should only be taught outside school.”

For those who agree with this statement, education on democracy is not possible in school as governments control and manipulate the curriculum of schools, and also because school is seen as the place to get prepared for jobs. Consequently, spaces should be available outside school in order to challenge the construction which is taught in school about democracy. They added that we can live democracy in school rather than being taught about it. Other people expressed the views that democratic values have their place in and outside school, major changes always emerged from the minds of people stemming from school. The latter should therefore be given more credit when it comes to education for democratic citizenship.

“Education for democratic citizenship should be about fitting in society”

For those who agree with the statement, education for democratic citizenship should be constructed according to the society in which it is happening as it includes respecting other people, valuing diversity and also because receivers of education for democratic citizenship

live in a specific society with its own norms and values. The other participants deemed that we do not have to fit in society and diversity should be encouraged much more than values and norms.

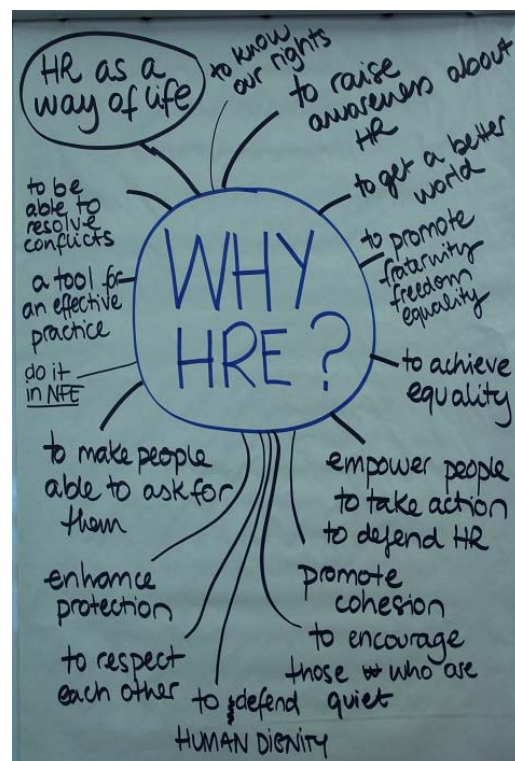
Following this interesting debate, we went for a free thinking session on “Education for Social Change!” Throughout the session, we tried formulating our aims for education. We reached the conclusion that *it is compulsory for everybody to enjoy the right to education that meets their needs, provides them with opportunities, is universal but allows particularities and uses a diverse methodology.* We expressed the opinions that *the aims of education should be to lead people to happiness, make effective critically-thinking citizens, teach them how to live together and empower them to do what they are interested in.*

3.3 Being a human rights educator

3.3.1 Aims of human rights education

We considered it crucially important to define why we shall do human rights education before going into the methodology. First of all we should know our rights and raise awareness within our target group about them. We should promote human rights to achieve a better world. See here all the arguments brought forward by participants:

- Human rights education promotes solidarity, equality and freedom
- Through human rights education we learn how to achieve a better and just world
- Through human rights education we form values and perceptions of people
- Human rights education empowers people to take action, claim and defend human rights
- Through human rights education we promote social cohesion and enhance protection
- Through human rights education we learn how to respect each other
- Through human rights education we learn how to create equal opportunities
- Through human rights education we can make human rights a way of life
- Through human rights education we learn how to resolve conflicts peacefully



- Through human rights education we can be a louder voice for those who are more quiet/ can't speak out for themselves
- Through human rights education we learn how to defend human dignity

3.3.2 Competencies acquired through human rights education

At the end of our discussion, we all agreed that human rights education and education for democratic citizenship should lead to specific results. It should provide participants with key competences which can be classified into three principal categories: knowledge, skills and attitudes:

Knowledge about:

- Human rights in general – that everyone has human rights and which they are
- History of human rights
- Implementation of human rights in different countries
- Intercultural knowledge
- Democratic procedures
- Specific issues such as bullying, minority rights
- Other groups of people
- Definitions
- Obligations of different stakeholders

Skills:

- Cooperation
- Accepting the other
- Research skills
- Critical thinking skills
- Communication skills (listening to others, questioning things, expressing yourself, having a dialogue)
- Self-advocacy
- Tools to express yourself, such as photography and drawing
- Intercultural understanding
- Able to handle emotions

Attitudes:

- Self-awareness
- Open-minded
- Empathy
- Respect
- Kindness
- Tolerance
- Self-confidence
- Sociable
- Open to take responsibility

3.3.3 Educational activities and the experiential learning cycle

To practice their competencies as human rights educators, participants developed short educational activities and tried them out with the rest of the group as participants. Some used activities from Compass or Compasito such as “Take a step forward”, others developed completely new ideas such as a mystery game on the right to information and to a fair trial.

Everyone appreciated this opportunity very much and learned a lot through receiving feedback from their peers and the educational team. We realised that many participants had difficulties designing and leading a strong debriefing in the activities. Debriefing should be the most important part of the activity, but was in some cases almost forgotten.

We introduced the participants to the experiential learning cycle. Introducing it should help participants to understand the logic of the educational activities that we used throughout the week and highlight the importance of the debriefing, in which three out of five steps of the cycle happen. Before developing an educational activity, the educators first need to be clear about a few questions that will influence which methods to use:

- *Lifelong learning*: participants don't just learn during the activity or for the activity, but for and during the whole life
- *What are our objectives?* What is our vision? Decide on objectives before doing anything else.
- *Who are our participants?* Plan according to their needs.
- *Who are we as facilitators?* What are our competencies, our team and our organisation?

- *Where are we?* What is the context, the environment?

Many non-formal education activities that we use in youth work are based on the experiential learning cycle which allows participants to better digest and internalise their learning.

The cycle starts with *experiencing*. The participants do something; try something out that stimulates their thoughts. The phase of experiencing is followed by the *reporting* phase in which the participants share their reactions towards what they have done before. They do not judge anything in this phase, but tell what they have done and how they felt during an activity. Afterwards they *reflect* on what has been reported. They discuss patterns and dynamics and make connections before they come to the stage of *generalising* where they discuss how what they have learned connects to the real world. Finally they reach the stage of *applying* to think about what they themselves can do to address the issues that they discussed before (Compasito, p.39).

The cycle can be easily detected in the activity 'Mosque in the Sleepyville' that we ran the previous day:

1. **Experiencing:** Playing to be citizens of Sleepyville and having the council meeting
2. **Reporting:** Right after the meeting, the participants get out of their roles and then share what they have experienced, how they felt and what happened in the meeting.
3. **Reflection:** The discussion goes deeper into reasons for different behaviours and outcomes of the council meeting.
4. **Generalisation:** How can we see what happened in the simulation in real life? What are parallels to what we know from our communities? What is the link between the activity and human rights and democracy?
5. **Applying:** hopefully in the future participants will ensure other people's right to practice their religion. More important than the activity and the discussion is that participants actually use what they learned in real life.



3.3.4 Do's and don'ts of human rights education

Based on the feedback on the activities tried out by participants, we developed a list of do's and don'ts that facilitators should have in mind when preparing and running a human rights education and education for democratic citizenship activity:

Do's:

Convey the importance of human rights
Think about your target group (their age, needs, problems, resources) and adapt activities accordingly
Make sure you have the right time and space
Clarify your objectives
Be flexible in your activities, but manage your time
Take enough time, but stop when there's no energy anymore
Have a plan B if things go wrong
Put participants in the centre of the activity
Be understanding and listen to participants
Be responsive to the group's opinions and suggestions
Involve everyone in the activity, let participants take decisions
Make sure everyone can express their feelings and opinions, give time to discuss
Run activities that you know and have tried yourself
Build trust towards and among participants
Help participants to find a positive conclusion, don't end with bad feelings
Be a role model
Try to challenge participants
Connect the debriefing questions to human rights and their implementation in reality
Be positive and enthusiastic, make it fun and use energizers
Respect confidentiality
Try to stay neutral - but make clear that not everything is okay

Don'ts

Don't have prejudices towards participants
Don't make assumptions of what people can or can't do; don't think on behalf of other people, let them think for themselves
Don't force people to participate in anything they don't like – just encourage
Don't make participants feel stupid, make them feel that they are part of a group
Be aware that you have a big influence on participants
Don't forget the breaks
Don't judge participants
Don't forget to realise that in a role play participants play a role and make sure that participants leave their role afterwards
Don't generalise
Don't expose people
Don't enforce your opinion
Don't use complicated words, be aware of your target audience
Don't make activities too theoretical
Don't let the people who speak a lot have too much space
Don't give impossible tasks to accomplish
In the debriefing, don't forget the connection to reality
Don't avoid conflicts: debate, discuss in a safe environment, hear both sides of the argument

At the end of this programme block we came up with tips and advice to ourselves on teamwork. We believe that it is important:

- To have more courage and not to be afraid to say what we think by fear of making mistakes

- To listen to each other more and to involve everyone in all steps of our work so everyone knows what we do, why we do it and how we do it and can support each other during the activity
- To be more flexible and adjust to new situations
- To be empathic and not to be self-referential and selfish
- To not forget the objectives of our activities, to find the strategies all together and to develop more ideas
- To have a rehearsal before the activity
- To not give up working in a team even if it is sometimes difficult.

4. Outcomes and follow-up

4.1 Learning outcomes of participants

Joyful, intense, educational, useful, creative, inclusive, surprising, rewarding, informative, stimulating, cooperative, productive, thought-provoking, impressive, encouraging, emotional and meaningful are just a few of the adjectives used by participants to describe the study session in their evaluation forms.

When asked what they would take with them from the study session, often recurring answers were:

- New knowledge about human rights
- Optimism and motivation for my work
- Ideas how to take action when human rights are not respected
- Practical skills and tips to facilitate human rights education
- Lots of ideas for educational activities.

Most participants did not discover something completely new in this study session, but learned to put their educational work with children and young people into a wider context of human rights education as well as feel much more confident and motivated to continue and improve their educational approach.

Knowledge

Although many of them already worked on topics such as inequality, participation or racism, before the study session they did not use a rights-based approach which links these issues to the universality, inalienability and indivisibility of human rights. New knowledge on human rights enables them now to better link human rights to the educational work they are doing already in their organisations.

Skills

All participants are educators in children and youth organisations – be it in groups who meet once a week, be it on yearly summer camps or other activities. Therefore for all of them the practical focus of the study session on trying out human rights education and education for democratic citizenship activities, followed by feedback and analysis, was seen as the most useful part of the week by most of the group. They experienced a wealth of methods that they can use in their local organisations and got new skills in the planning and especially in the debriefing of educational activities. Many of them were previously not aware of the importance of debriefing educational activities, which without this debriefing remain mere ‘games’ for the participants.

Attitudes

After the study session, the participants feel more confident to be human rights educators and are enthusiastic to do human rights education and education for democratic citizenship back home. One of the most important learning results was for them to realise that they are not alone, that other people believe in the same values and do very similar work. Through this international friendship between participants and organisations, they feel empowered in their work and realised that what they do is really important. Some also said that they now feel more positive about the possibility of achieving social change and greater social justice in the world.

Follow-up ideas

At the end of the week, the participants thought about how they can use the learning back home. Here are some of their ideas:



UK: The participant from the Woodcraft Folk works with a group of 10-12 year olds and wants to make a series of educational activities on their rights with them: to make them understand that they have rights, learn about specific rights and – if they want to – organise public activities on specific human rights with them.

Lithuania: the participants from the Lithuanian Young Falcon Union, who work both with Roma and not-Roma children, want to start a project on child participation in their Falcon groups. They started to think how to better involve children in the decision-making of their groups, starting from short evaluation rounds and a common selection of activities, to getting in contact with local authorities to increase also external participation of their children.

Spain: The participants from Esplac in Spain want to share what they have learned with other young leaders in Catalunya in a short seminar. For one of the participants the study

session also was a big boost of motivation to become a trainer in international seminars and training courses and will pursue this direction in the future.

Peru: There were two participants from Peru (one is currently living in Latvia, but will move back to Peru at the end of the year) from two different IFM-SEI member organisations that have been fighting over personal things during the last years. The two young activists decided that it makes no sense for democratic organisations to quarrel, and want to plan common activities where children and young people in disadvantaged neighbourhoods of Lima can learn about their rights.

France: The participant from Lieu d'Europe Strasbourg wants to organise outdoor movie nights where Roma and Non-Roma youth can watch movies from both communities to get to know each other better.

Belgium: The participant from Faucons Rouges plans to make the link between environmental sustainability and Human Rights: Without a healthy environment, we will not be able to enjoy other rights. Therefore she would like to include the right to a healthy environment in her work with children in Wallonia.

A volunteer from IFM-SEI plans to start working on educational resources against bullying that IFM-SEI member organisations can use in their educational work with teenagers.

Austria: Rote Falken Austria would like to organise more international youth exchanges in order to better learn through Human Rights with young people from other parts of the world.



4.2 Main outcomes and follow-up for IFM-SEI

The most important outcome for IFM-SEI is the increased competence and confidence of 30 young people from 4 world regions as human rights educators. They will be important multipliers in our family of organisations and ensure that the activities of our movement have

a strong human rights dimension. The organisations of the participants were strongly involved in the selection of participants and have been informed about the outcomes of the study session by their members as well as the team of trainers, so that they can give a maximum of support to their young leaders and don't leave them alone with their motivation and new energy.

Their motivation will hopefully carry on until the summer of 2016, when IFM-SEI organises a large international camp for 3000 children and young people from around the world. The educational programme at the camp will include many topics related to education for democratic citizenship and human rights education, and we encouraged all participants to run workshops at the camp or even to coordinate specific related programme areas. The participants from Esplac have already applied to become coordinators of the children's rights area, and will be able to use their new network to recruit many volunteers to support them in the running of the programme in this area.

A specific follow-up, also related to the camp, is the good advice and information received by the participant of the Non-IFM-SEI organisation Sisters of Frida. She advised us a lot on accessibility issues during the study session and gave specific information on accessibility during camps and festivals. We will continue to talk to her to make the camp inclusive for all children and young people.

Besides the important content-related outcomes, also in terms of organisational development this study session was very important for IFM-SEI. Not only have all participants emphasised that their sense of internationalism strongly increased and that they aim to work closely together with sister organisations in the future, we also could forge new partnerships. The Italian organisation Arciragazzi was a member of IFM-SEI in the past, but they left the movement around ten years ago and the contact with them stopped. After having translated Compasito into Italian, the organisation is again very motivated for international work for children's rights and motivated to create new links. The two participants from Arciragazzi, one of them a board member, felt immediately at home in IFM-SEI and together we plan now how they can join the movement again.

Also for another of our regions we could forge important developments in Strasbourg: Because of personal quarrels and disagreements also over thematic issues, our Peruvian organisation split in two some years ago. In Strasbourg, two young activists from these two movements met for the first time and developed lots of plans and activities together in order to not lose energy over these fights, but work together for the children in Lima.

5. Conclusion

Seeing the great enthusiasm and motivation for HRE/EDC in the group and the very good evaluation from participants, we as organisers are very much satisfied with the results of the study session and feel that we have reached our objectives.

The participants have realised that they are able to conduct quality human rights education and education for democratic citizenship; they could increase their competencies and have above all gained a lot of confidence and motivation to continue their work as educators. They will use this motivation for their own children and youth groups as well as for international cooperation projects such as youth exchanges and our international camp "Welcome to Another World" in 2016.

During the study session, it became clear that many participants are almost already doing human rights education, if they would only properly debrief the many games and activities they do with children. Also when learning “through human rights”, the debriefing is a very important moment to realise the meaning of the activities. Especially the importance of the link to concrete actions to apply the learning has become evident in the trying-out phase of human rights education and education for democratic citizenship activities. The group is highly motivated to give this small twist to their work, to become real human rights education and education for democratic citizenship educators and multipliers in their organisations.

They might not promote the legal side of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education to politicians or schools, but they will use it in their daily life and bring the Charter4All into youth organisations!

We are very thankful to the youth sector of the Council of Europe who supports our work on human rights education and education for democratic citizenship. We are convinced that Education is the best tool for social change and are looking forward to continue working with institutions and young people who believe in the power of groups and non-formal education!



6. Appendix

6.1 Useful educational resources

- **Compasito.** Manual on Human Rights Education with Children:
<http://www.eycb.coe.int/compasito>
- **Compass.** Manual on Human Rights Education with Young People:
<http://www.coe.int/en/web/compass>

- **Charter for All.** The study session was mainly based on the Charter for All version of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education: <http://www.coe.int/en/web/edc/charter-for-all>
- **Gender Matters.** A Manual on Addressing Gender-Based Violence Effecting Young People: http://eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pdf
- **IFM-SEI Toolbox.** IFM-SEI has created many non-formal activities, for example **Rainbow Resources** on sexuality and gender or **All Together** on social inclusion. In our toolbox you can search, access and print methods that you find useful for your work with kids. Available here: <http://www.ifm-sei.org/toolbox>
- **Training kits (T-kits).** The training kits are thematic publications written by youth trainers and published by the Council of Europe and the European Commission. They are easy-to-use handbooks for use in training and study sessions. T-Kits are also produced many languages beside English. Available here:
- <http://pjp-eu.coe.int/en/web/youth-partnership/t-kits>**ECYC Game Book. Teambuilding Games, Energizers and Icebreakers from Youth Clubs around Europe**, 2009, Available here: http://www.ecyc.org/sites/default/files/ecyc_game_book.pdf
- **Games, Games, Games. A Co-operative Games Book**, Written by: Woodcraft Folk 2001, ISBN 1 873695 030

6.2 Programme

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
07:30-09:00		Breakfast							
09:30-11:00		Introduction	What are Human Rights? What is Democratic Citizenship? Tensions, disagreements, dilemmas	Planning educational activities	Trying out activities (Round 3)	Debriefing the Trying out sessions	Planning for back home	Departure	
11:0-11:30		Tea and Coffee							
11:30-13:00		Group Building	Continuation	Planning educational activities	Trying out activities (Round 4)	Debriefing the trying out sessions - Methodology	Planning for back home		
13:00-14:30		Lunch Break							
14:30-16:00		What are Human Rights? What is Democratic Citizenship?	Human Rights Education and Education for Democratic Citizenship	Trying out activities (Round 1)	Free afternoon	How to plan longer educational processes	Sharing plans		
16:00-16:30		Tea and Coffee				Tea and Coffee			
16:30-18:00		Continuation	The Charter on HRE/EDC	Trying out activities (Round 2)		Reality Check: HRE/EDC in our organisations	Evaluation		
19:00		Dinner							
21:00	Welcome Evening (20:00)	International Evening			Dinner in town	Movie night	Farewell party		

6.3 List of participants

First Name	Last Name	Organisation	Country
Christina	Schauer	Rote Falken/Kinderfreunde	Austria
Tiffany	Vanweerst	Faucons Rouges	Belgium
Arnold	Kamdem	OGCEYOD/IFM-SEI	Cameroon/ Belgium
Veikka	Kenias	Nuoret Kotkat	Finland
Johanna	Japinnen	Nuoret Kotkat	Finland
Pinja	Sedig	Nuoret Kotkat	Finland
Agata	Delatour	Lieu d'Europe	France
Levan	Lekishvili	Georgian Falcons	Georgia
Rusuduan	Varshalomidze	Georgian Falcons	Georgia
Viviana	Bartolucci	Arciragazzi	Italy
Michela	Cuneo	Arciragazzi	Italy
Rey	Montanez Ramon	Liepajas Jaunie Vanagi/	Latvia/ Peru
Inga	Kreivėnaitė	Lithuanian Young Falcon Union	Lithuania
Zivile	Aleksiuonaite	Lithuanian Young Falcon Union	Lithuania
Babacar	Mahamadou	Pionniers du Mali	Mali
Jaklin	Khatib	Independent Youth Forum	Palestine
Malak	Shaheen	Independent Youth Forum	Palestine
Joan Joel	Cacerez Ramirez	Mundo Nuevo	Peru
Dana Madalina	Drima	Gipsy Eye	Romania
Jovana	Radovanovic	AEGEE	Serbia
Nuria	Martinez Ruiz	Esplais Catalans	Spain
Guillem	Pujol Rios	Esplais Catalans	Spain
Jessica	Gallardo	Esplais Catalans	Spain/ Finland
Hanna	Tuvelius	Unga Ornar	Sweden

Finn	McCarthy	Woodcraft Folk	United Kingdom
Zara	Todd	Sisters of Frida	United Kingdom
Team members			
Christine	Sudbrock	IFM-SEI	Belgium
Teona	Katsitadze	IFM-SEI/ Georgian Falcons	Belgium
Estel	Buch	IFM-SEI/ Esplac	Belgium
Pekka	Osterberg	Nuoret Kotkat	Finland
Mara	Georgescu	Council of Europe	France

6.4 Council of Europe Charter on Human Rights Education and Education for Democratic Citizenship

Adopted in the framework of Recommendation CM/Rec (2010)7 of the Committee of Ministers

Section I – General provisions

1. Scope

The present Charter is concerned with education for democratic citizenship and human rights education as defined in paragraph 2. It does not deal explicitly with related areas such as intercultural education, equality education, education for sustainable development and peace education, except where they overlap and interact with education for democratic citizenship and human rights education.

2. Definitions

For the purposes of the present Charter:

a. “*Education for democratic citizenship*” means education, training, awareness-raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.

b. “*Human rights education*” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.

c. “*Formal education*” means the structured education and training system that runs from pre-primary and primary through secondary school and on to university. It takes place, as a rule, at general or vocational educational institutions and leads to certification.

d. “*Non-formal education*” means any planned programme of education designed to improve a range of skills and competences, outside the formal educational setting.

e. “*Informal education*” means the lifelong process whereby every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience (family, peer group, neighbours, encounters, library, mass media, work, play, etc).

3. Relationship between education for democratic citizenship and human rights education

Education for democratic citizenship and human rights education are closely inter-related and mutually supportive. They differ in focus and scope rather than in goals and practices. Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people’s lives.

4. Constitutional structures and member state priorities

The objectives, principles and policies set out below are to be applied:

- a. with due respect for the constitutional structures of each member state, using means appropriate to those structures.
- b. having regard to the priorities and needs of each member state.

Section II – Objectives and principles

5. Objectives and principles

The following objectives and principles should guide member states in the framing of their policies, legislation and practice.

- a. The aim of providing every person within their territory with the opportunity of education for democratic citizenship and human rights education.
- b. Learning in education for democratic citizenship and human rights education is a lifelong process. Effective learning in this area involves a wide range of stakeholders including policy makers, educational professionals, learners, parents, educational institutions, educational authorities, civil servants, non-governmental organisations, youth organisations, media and the general public.
- c. All means of education and training, whether formal, non-formal or informal, have a part to play in this learning process and are valuable in promoting its principles and achieving its objectives.
- d. Non-governmental organisations and youth organisations have a valuable contribution to make to education for democratic citizenship and human rights education, particularly through non-formal and informal education, and accordingly need opportunities and support in order to make this contribution.
- e. Teaching and learning practices and activities should follow and promote democratic and human rights values and principles; in particular, the governance of educational institutions, including schools, should reflect and promote human rights values and foster the empowerment and active participation of learners, educational staff and stakeholders, including parents.
- f. An essential element of all education for democratic citizenship and human rights education is the promotion of social cohesion and intercultural dialogue and the valuing of diversity and equality, including gender equality; to this end, it is essential to develop knowledge, personal and social skills and understanding that reduce conflict, increase appreciation and understanding of the differences between faith and ethnic groups, build mutual respect for human dignity and shared values, encourage dialogue and promote non-violence in the resolution of problems and disputes.
- g. One of the fundamental goals of all education for democratic citizenship and human rights education is not just equipping learners with knowledge, understanding and skills, but also empowering them with the readiness to take action in society in the defence and promotion of human rights, democracy and the rule of law.
- h. Ongoing training and development for education professionals and youth leaders, as well as for trainers themselves, in the principles and practices of education for democratic citizenship and human rights education are a vital part of the delivery and sustainability of effective education in this area and should accordingly be adequately planned and resourced.
- i. Partnership and collaboration should be encouraged among the wide range of stakeholders involved in education for democratic citizenship and human rights education at state, regional and local level so as to make the most of their contributions, including among policy makers, educational professionals, learners, parents, educational institutions, non-governmental organisations, youth organisations, media and the general public.
- j. Given the international nature of human rights values and obligations and the common principles underpinning democracy and the rule of law, it is important for member states to pursue and encourage international and regional co-operation in the activities covered by the present Charter and the identification and exchange of good practice.

Section III – Policies

6. Formal general and vocational education

Member states should include education for democratic citizenship and human rights education in the curricula for formal education at pre-primary, primary and secondary school level as well as in general and vocational education and training. Member states should also continue to support, review and update education for democratic citizenship and human rights education in these curricula in order to ensure their relevance and encourage the sustainability of this area.

7. Higher education

Member states should promote, with due respect for the principle of academic freedom, the inclusion of education for democratic citizenship and human rights education in higher education institutions, in particular for future education professionals.

8. Democratic governance

Member states should promote democratic governance in all educational institutions both as a desirable and beneficial method of governance in its own right and as a practical means of learning and experiencing democracy and respect for human rights. They should encourage and facilitate, by appropriate means, the active participation of learners, educational staff and stakeholders, including parents, in the governance of educational institutions.

9. Training

Member states should provide teachers, other educational staff, youth leaders and trainers with the necessary initial and ongoing training and development in education for democratic citizenship and human rights education. This should ensure that they have a thorough knowledge and understanding of the discipline's objectives and principles and of appropriate teaching and learning methods, as well as other key skills appropriate to their area of education.

10. Role of non-governmental organisations, youth organisations and other stakeholders

Member states should foster the role of non-governmental organisations and youth organisations in education for democratic citizenship and human rights education, especially in non-formal education. They should recognise these organisations and their activities as a valued part of the educational system, provide them where possible with the support they need and make full use of the expertise they can contribute to all forms of education. Member states should also promote and publicise education for democratic citizenship and human rights education to other stakeholders, notably the media and general public, in order to maximise the contribution that they can make to this area.

11. Criteria for evaluation

Member states should develop criteria for the evaluation of the effectiveness of programmes on education for democratic citizenship and human rights education. Feedback from learners should form an integral part of all such evaluations.

12. Research

Member states should initiate and promote research on education for democratic citizenship and human rights education to take stock of the current situation in the area and to provide stakeholders including policy makers, educational institutions, school leaders, teachers, learners, non-governmental organisations and youth organisations with comparative information to help them measure and increase their effectiveness and efficiency and improve their practices. This research could include, *inter alia*, research on curricula, innovative practices, teaching methods and development of evaluation systems, including evaluation criteria and indicators. Member states should share the results of their research with other member states and stakeholders where appropriate.

13. Skills for promoting social cohesion, valuing diversity and handling differences and conflict

In all areas of education, member states should promote educational approaches and teaching methods which aim at learning to live together in a democratic and multicultural society and at enabling learners to acquire the knowledge and skills to promote social cohesion, value diversity and equality, appreciate differences – particularly between different faith and ethnic groups – and settle disagreements and conflicts in a non-violent manner with respect for each other's rights, as well as to combat all forms of discrimination and violence, especially bullying and harassment.

Section IV – Evaluation and co-operation

14. Evaluation and review

Member states should regularly evaluate the strategies and policies they have undertaken with respect to the present Charter and adapt these strategies and policies as appropriate. They may do so in co-operation with other member states, for example on a regional basis. Any member state may also request assistance from the Council of Europe.

15. Co-operation in follow-up activities

Member states should, where appropriate, co-operate with each other and through the Council of Europe in pursuing the aims and principles of the present Charter by:

- a. pursuing the topics of common interest and priorities identified;
- b. fostering multilateral and transfrontier activities, including the existing network of co-ordinators on education for democratic citizenship and human rights education;
- c. exchanging, developing, codifying and assuring the dissemination of good practices;
- d. informing all stakeholders, including the public, about the aims and implementation of the Charter;
- e. supporting European networks of non-governmental organisations, youth organisations and education professionals and co-operation among them.

16. International co-operation

Member states should share the results of their work on education for democratic citizenship and human rights education in the framework of the Council of Europe with other international organisations.