

# Asia-Europe Training Course on Environmental Human Rights



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

# **Asia-Europe Training Course on Environmental Human Rights**

**A PRESENT AND FUTURE CHALLENGE FOR YOUTH WORK**

The content of this publication derives from the discussions during the *Asia-Europe Training Course on Environmental Human Rights (2010)* by the organisers, trainers and participants.

The content of this document can under no circumstances be regarded as reflecting the official position of the Asia-Europe Foundation, the Council of Europe or the International Workcamp Organization on the subject.

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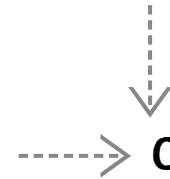
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## Executive Summary

The *Asia-Europe Training Courses* are instruments of non-formal education that focus on personal and professional development of young people from Asia and Europe and on capacity building of youth organisations in both regions. The initiative of the Asia-Europe Foundation (ASEF) and the Council of Europe that is the object of this report started in 2009.

The activities under Asian-European cooperation aim to bring together the next generation of leaders and to equip them with knowledge, skills and attitudes necessary for co-operating and dealing in a fruitful and open way with any type of interregional issues.

The training course documented in this report focused on exploring **environmental human rights** and the **role of youth** from Asia and Europe in contributing to the advancement of environmental human rights. More concretely, the course aimed at:

- developing participants’ understandings and competence in the areas of non-formal education, youth work and environmental human rights in the way they are understood in Asia and Europe;
- discussing understandings of human rights, environmental human rights and the role of youth work and non-formal education in promoting them;
- sharing youth work practices and responses, based on human rights education, in the participants’ countries and organisations; and
- exploring and preparing for follow-up initiatives and projects among participants in the field of environmental human rights and human rights education.

The training took place from 9 to 15 November 2010 in the Republic of Korea, at the Hongwon Institute for Training in Paju, in the vicinity of Seoul. In organising this training course, ASEF and the Council of Europe partnered with the International Workcamp Organization.

The activity brought together 29 youth leaders from 24 countries in Europe and Asia: Bulgaria, Cambodia, China, Finland, France, Greece, India, Indonesia, Ireland, the Republic of Korea, Latvia, Mongolia, Myanmar, the Netherlands,



Pakistan, the Philippines, Romania, Russian Federation, Spain, Sweden, Thailand, Turkey, United Kingdom and Vietnam.<sup>1</sup>

The programme was implemented by a team of 4 trainers, 2 European coming from the Trainers' Pool of the Council of Europe's Youth Directorate, and 2 Asian trainers.

From a conceptual point of view, the training course was based on three pillars: environment, human rights and youth work. In order to facilitate the intercultural encounter, the training course was preceded by an online learning phase on the Council of Europe's Human Rights Education e-learning platform.<sup>2</sup> This phase aimed at initiating communication among the participants and organisers by sharing the first ideas about environmental human rights.

The programme of the residential training firstly looked at how environmental human rights issues are viewed at organisational, national and international level. Secondly, the course explored the topic of human rights as framework for environment. Through this, it involved the participants in activities aiming at furthering the understanding that human rights and environment are inherently linked and should be approached in a coordinated way. Thirdly, the course focused on how youth work can contribute to the advancement of environmental human rights, by taking actions and forging partnerships with the stakeholders in the field.

As a result of the training, the participants prepared follow-up projects, based on topics of common concern for their regions and countries. These projects are presented briefly in the last chapter of this publication.



1. The 29 participants represented 23 Asia-Europe Meeting (ASEM) countries (see full list of ASEM countries on page 7, footnote 1). All European participants came from member states of the Council of Europe.

2. <http://act-hre.coe.int>



## → Asia-Europe Foundation

The **Asia-Europe** Foundation (ASEF) promotes greater mutual understanding between Asia and Europe through intellectual, cultural and people-to-people exchanges. Through ASEF, civil society concerns are included as a vital component of deliberations of the Asia-Europe Meeting (ASEM)<sup>3</sup>. ASEF was established in February 1997 by the participating governments of ASEM and has since engaged over 17,000 direct participants through more than 600 projects in the realms of economy and society, public health, sustainable development and environment, academic co-operation and education, arts and culture and governance and human rights.



“Environment and Human Rights are key themes for ASEF. The *Asia-Europe Training Course on Environmental Human Rights* underlines the strong connection between these two themes. The programme, co-organised with two of ASEF's esteemed partners, the Council of Europe and International Workcamp Organization (IWO), included 29 participants from Asia and Europe. Experts introduced their insights in Environment, Human Rights and Youth Policies. The participants shared their understanding of the role of young people, their organisations and non-formal education in promoting Environmental Human Rights and they drafted plans of action that aim to further increase the importance of this role”.

**Mr. Zhang Hongtie**  
Director of People-to-People Exchange,  
ASEF

Being at the forefront of ASEF's partnership with the Council of Europe, P2P aims to facilitate the development and exchanges of educational (formal and

3. The ASEM (Asia-Europe Meeting) now brings together 49 member states (Australia, Austria, Bangladesh, Belgium, Brunei Darussalam, Bulgaria, Cambodia, China, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Indonesia, India, Ireland, Italy, Japan, Korea, Laos, Latvia, Lithuania, Luxembourg, Malaysia, Malta, Mongolia, Myanmar, the Netherlands, New Zealand, Norway, Pakistan, the Philippines, Poland, Portugal, Romania, Russia, Singapore, Slovakia, Slovenia, Spain, Sweden, Switzerland, Thailand, United Kingdom, Vietnam) plus the ASEAN Secretariat and the European Commission.



non-formal) policies and practices in ASEM countries for the benefit of the next generation of leaders. Its goals are to:

(1) Create and foster sustainable networks between and among policy and decision-makers and civil society representatives to:

- enable the active participation of young people in society and to promote the values of citizenship
- facilitate the dialogue between the formal and/or non-formal educational stakeholders.

(2) Provide capacity-building opportunities for actors of the civil society, with a particular focus on young people and educational agents, in order to:

- support the exchange of knowledge and experiences on subjects of common interest through dialogue and collaborative learning
- empower participants to actively engage in the decision-making processes of issues affecting them.

(3) Contribute to the development and enhancement of ASEM policies by submitting timely recommendations and proactive feedback from formal and non-formal education stakeholders.

See more at: <http://www.asef.org>



## Council of Europe and Youth

The **Council of Europe** is the oldest and largest European intergovernmental organisation. Founded in 1949, it brings together 47 member states.<sup>4</sup> The Council of Europe works for the promotion and deepening of the protection of human rights, democracy and the rule of law.

The Youth Department is part of the **Directorate General of Democracy** of the Council of Europe. It elaborates guidelines, programmes and legal instruments for the development of coherent and effective youth policies at local, national and European levels. It provides funding and educational support for international youth activities aiming at the promotion of youth citizenship, youth mobility and the value of human rights, democracy and cultural pluralism. It seeks to bring together and disseminate expertise and knowledge about the life situations, aspirations and ways of expression of young Europeans.



The Council of Europe's commitment to fostering greater youth participation can be demonstrated through its system of co-management. This involves representatives from youth non-governmental organisations and government officials who together decide the priorities for the youth sector and for the respective future budgets and programmes.

The Council of Europe's instruments for youth policy include the work of the European Youth Foundation, the European Youth Centres in Budapest and in Strasbourg, as well as a Partial Agreement on Youth Mobility through the Youth Card<sup>5</sup> and a partnership with the European Commission in the field of Youth.<sup>6</sup>

4. Albania, Andorra, Armenia, Austria, Azerbaidjan, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxemburg, Malta, Republic of Moldova, Monaco, Montenegro, The Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Slovak Republic, Serbia, Slovenia, Spain, Sweden, Switzerland, „The former Yugoslav Republic of Macedonia“, Turkey, Ukraine, United Kingdom.

5. <http://www.coe.int/youth>

6. <http://youth-partnership-eu.coe.int>



At present, the work priorities of the Directorate in the field of youth are covering four main areas:

- Living Together in Different Societies (youth and work and youth policy promoting intercultural dialogue), including global youth solidarity and cooperation;
- Human Rights and Democracy, including human rights education, sustainable development and youth participation;
- Social Inclusion of Young People;
- Youth Policy Cooperation.

See more at [www.coe.int/youth](http://www.coe.int/youth)

“Environmental protection is, by definition, the key global human issue that humanity ought to face together or risk failure in securing a future for the next generations and for planet earth. The Council of Europe puts sustainable development at the top of its agenda. Economic progress must not compromise the key assets of humanity: the quality of the environment and landscapes, human rights and social equity, cultural diversity and democracy. The Council of Europe views climate change as the most serious environmental problem that the world faces today, recognises the implications for human rights and is active on two fronts: preserving natural resources and biodiversity, but also protecting the diversity and vitality of the world’s many cultures.

Young people and youth organisations have an irreplaceable role to play in environmental protection and human rights. International youth cooperation plays a very important role to develop a common understanding of the issues and to place local projects and actions within a global and concerted effort. A shared Asian and European perspective on human rights and environmental issues is particularly important because of the perceived differences of approaches on human rights and environmental issues between the two continents”.

**Rui Gomes**  
Head of the Education and Training Division,  
Youth Department,  
Directorate of Democratic Citizenship and Participation,  
Council of Europe

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→ **International Workcamp Organization**

The **International Workcamp Organization (IWO)** is a non-governmental organisation established in 1999 to promote peace, citizenship, youth empowerment and community development through intercultural exchange and international volunteering.

IWO co-ordinates the volunteer exchange, youth exchange and development projects with various partner organisations worldwide. IWO is member of Coordinating Committee for International Voluntary Service (CCIVS) at UNESCO, Paris and an Executive member of Network for Voluntary Development in Asia (NVDA). IWO is also a member of Alliance and a partner of Youth Action for Peace (YAP).

The main activities of the organisation include:

- Exchange international young volunteers for local projects
- Organising international volunteer projects in Korea
- Volunteer training seminars
- Project leader training seminars
- Evaluation meetings with volunteers, project leaders and with the local project partners
- Development of intercultural programs
- Co-ordinating international conferences and seminars
- Educating young leaders in Korea

“It was a pleasure for IWO to host the meaningful training on Environmental Human Rights: A present and future challenge for youth work.

It was meaningful to be part of the important discussions by all who participated.

We hope for active collaboration among participants from the new and old networks developed”.

**Jinsu YOM**  
President  
IWO

The International Volunteer Projects offer to young people the opportunity to join international voluntary service on community-based projects in over 70 countries worldwide. Every year, more than 3,000 youth and volunteers join IWO's various projects in these 70 countries to contribute to a better world. The projects range from nature conservation, restoration, education and construction to projects that are more socially-based including work with adults and children with special needs, teaching or organising youth/children's holiday schemes.

The main projects of IWO are short-term volunteering (STV) and mid-term volunteering (MTV). The main purpose of IWO STV and MTV projects is to exchange cultural diversity and positively influence the host organisation and local community by actively fulfilling the missions of each project position, more particularly to:

- Let local people, especially young ones, know about other countries and cultures through the friendship with international volunteers
- Help local people, support civil associations and non-governmental organisations
- Help volunteers understand Korean culture and learn to respect the differences
- Encourage an active attitude toward responsibility for the environment, youth and society
- Promote and organise voluntary service activities in cooperation with international organisations, local communities and NGOs.

IWO was the local partner of the Council of Europe and ASEF in organising the *Asia-Europe Training Course* 2010 in the Republic of Korea.

More at: [www.1.or.kr](http://www.1.or.kr)



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→ **Organisers' Representatives**

**Asia-Europe Foundation**



**Zhang Hongtie (China)** is the Director of People-to-People Exchange (P2P) at the Asia-Europe Foundation (ASEF), seconded by the Chinese Ministry of Foreign Affairs. Hongtie has held different positions in the Chinese diplomatic service both home and abroad prior to his secondment to ASEF. He was Counsellor of the Information Department at the Ministry of Foreign Affairs of China before he joined ASEF. Hongtie attained his BA degree in English Literature at China's Tianjin Foreign Languages Institute. Other than his mother tongue (Mandarin), he speaks English and some very basic French. His personal hobby includes history, ancient Chinese philosophy, music, literature, short-distance jogging, and Taiji.



**Rob van Leeuwen (The Netherlands)** joined ASEF in June 2010 and is primarily in charge of the non-formal education (NFE) activities of the Foundation. Prior to joining ASEF, Rob participated in several international volunteer projects in South Africa and Indonesia, and served as a trainer/coordinator in several non-formal education projects. He was also project manager for SIW International Volunteer Projects in the Netherlands. Rob holds an undergraduate degree in Cultural Anthropology from the Radboud University, Nijmegen and a master's degree in Southeast Asian Studies from the Leiden University. His research took place in Banda Aceh, Indonesia, where he studied the 2004 tsunami's influence on urban symbolism.

**Council of Europe**



**Rui Gomes (Portugal)** is head of division for education and training at the Youth Department of the Council of Europe. He coordinates the Human Rights Education Youth Programme launched in 2000 with the aim of mainstreaming human rights education in youth policy and youth work practice. In these functions, Rui has coordinated the





production of Compass,<sup>7</sup> the manual for human rights education with young people now available in 31 languages. Rui Gomes coordinates a team of educational advisors based at the European Youth Centres in Strasbourg and Budapest where many of the activities are held, and new standards in non-formal learning are put to test. Prior to his work with the Council of Europe, Rui Gomes worked as a freelance trainer, as a tutor at the European Youth Centre Strasbourg, as Secretary General of a youth organisation and as a teacher in secondary school.

### International Workcamp Organization



**Jinsu Yom (Republic of Korea)** is the founder and president of International Workcamp Organization (IWO), dedicated to developing competencies of youth to grow as global leaders. IWO grew rapidly within the decade from an organisation that sent 10 to 3,000 volunteers annually. Jinsu was the pioneer in the field of workcamps in Korea where ministries and research centres seek him in making youth-related policies in Korea. He also gives lectures to youth leaders and at seminars on ways to activate international exchanges.

Jinsu Yom is also the current president of Co-ordinating Committee for International Voluntary Service (CCIVS). He has served on the boards of a variety of non-profit organisations. At the local level, he currently serves as the advisor to Seoul Youth Hostel and Korea Youth Leader Association and also gives advises at international level as well.



**Jihyun Park (Republic of Korea)** joined IWO in 2006 as the director of Strategic Planning Team where she substantially strengthened the organisation financially and operationally, greatly increasing its visibility and impact. She also consolidated relations with the local government, organisations and corporations to position IWO as a greater actor in intercultural education. Her exceptional contribution to the growth and development of the organisation made

her one of the most sought-after speakers on intercultural education in Korea. Prior to her work in IWO, she was the team manager of MIZY Centre which is run by Korea National Commission of UNESCO, one of the most active youth organisations. She has served as an advisor for intercultural youth development at Suseo Youth Centre and Bucheon Youth Centre.

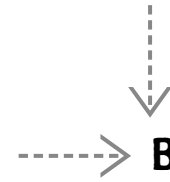


**Jeehyoung Seo (Republic of Korea)** is working in the Strategic Planning Team of IWO as a programme coordinator. Before joining the organisation, she studied Korean History and Psychology in Seoul National University, Korea. Even though her educational background is regional, she has been interested in communicating with the world. Her strong interest in intercultural exchange is shown in her previous track.

7. [www.coe.int/compass](http://www.coe.int/compass)

Jeehyoung actively participated in the club introducing Korean culture to foreign exchange students who come to her university. She also participated in several seminars such as the 33<sup>rd</sup> Session of UNESCO World Heritage Committee as one of the Korean youth representatives in 2009, and visited Egypt for an inter-governmental exchange programme in the same year.





## Background of the Asia-Europe Training Course

*The **Asia-Europe Training Courses** are important intercultural learning instruments of non-formal education (NFE) that focus on personal and professional development of young people from Asia and Europe and on capacity building of youth organisations in both regions. The activities aim to bring together the next generation of leaders and to equip them with knowledge, skills and attitudes necessary for co-operating and dealing in a fruitful and open way with any type of interregional issues.*

The Council of Europe and the Asia-Europe Foundation have in common a commitment to intercultural dialogue through youth work and youth cooperation. A first cooperation activity was held at the European Youth Centre Budapest in 2009: the *Asia-Europe Training for Youth Leaders. The Role of Human Rights Education in Intercultural Dialogue* – an Asia-Europe perspective. After the success of that training course, both organisations decided to continue their collaboration and provide their respective youth partners with further opportunities to learn and work together, to exchange experience and ideas, and to develop common projects and co-operation.

In 2010, ASEF and the Council of Europe's collaboration in the youth sector focused on **environmental rights**, which are the “next generation” of human rights. Given the interconnected world that we live in today, the advancement of technology, medicine, and philosophy, as well as the environmental challenges brought by climate change and global warming, existing human rights are affected and sometimes new ones are emerging.<sup>8</sup> Among the currently debated rights, environmental ones are understood to revolve largely around the idea of a right to a liveable environment both for present and future generations.

These claims are being challenged by the consequences of economic and financial crises in many European countries and by the failure of the global drive for countering climate change, which came forward again at the Climate

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8. The idea of emerging human rights is further elaborated for example by the Institut de Drets Humans de Catalunya, [http://www.idhc.org/eng/124\\_dhe.asp](http://www.idhc.org/eng/124_dhe.asp).



Summit in Copenhagen in 2009.<sup>9</sup> The co-operation between citizens and non-governmental organisations is even more important in this situation, especially in understanding the common challenges and needs, in learning about the mutual realities and concerns and in building a common concern for environmental protection rooted on equality of human dignity and of human needs.

By organising this training course and continuing their co-operation, the Council of Europe and the Asia-Europe Foundation re-affirmed their commitment to support global youth co-operation and solidarity, and to stimulate the intercultural dialogue that considers the concerns of young people.

### Aims and objectives

Through the 2010 edition of the *Asia-Europe Training Course*, twenty-nine (29) young people from the two regions had the opportunity to discuss about issues related to environmental human rights and also to explore the role and contribution of youth work and NFE in developing environmental human rights education in Asia and Europe.

The objectives of the course were:

- To develop participants' understandings and competence in the areas of non-formal education, youth work and environmental human rights in the way they are understood in Asia and Europe;
- To discuss understandings of human rights, environmental human rights and the role of youth work and non-formal education in promoting them;
- To share youth work practices and responses, based on human rights education, in the participants' countries and organisations;
- To explore and preparing for follow-up initiatives and projects among participants in the field of environmental human rights and human rights education.

### Thematic focus

The training course was built around three important elements:

#### Environment and Human Rights

- What are the connections between the two fields?
- What is already done in these fields at this moment?
- What contributions through youth work could add value to such initiatives?

9. <http://www.denmark.dk/en/menu/Climate-Energy/COP15-Copenhagen-2009/cop15.htm>



#### Non-Formal Education

- What is the contribution of non-formal education to the development of environmental (rights) education?
- What are the tools that can be used to further develop environmental rights?

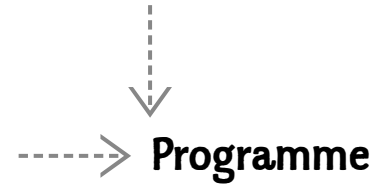
#### Youth work

- How can youth work contribute to the development of policies in the field of environmental rights?
- What are the concrete actions that youth organisations can take in order to create an impact on environmental human rights?

#### Profile of participants

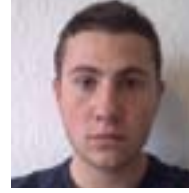
This course brought together university students whose areas of study include environment, urban planning and law, as well as representatives of (international) youth organisations, young lawyers, volunteers and staff from environmental NGOs. The participants came from member countries of the Council of Europe and ASEM and developed competences necessary for Asia-Europe youth co-operation projects, in the field of environmental human rights.





TIME	Tuesday 9.11	Wednesday 10.11	Thursday 11.11	Friday 12.11	Saturday 13.11	Sunday 14.11	Monday 15.11
7.30 - 9.00				<i>Breakfast</i>			
9.15 -10.30	Official opening Introduction to the AETC Introduction of participants and group building	Human Rights: A framework for Environment	Youth policy and youth work in Korea	Workshops -Human Rights Education -Conflict transformation -Human Rights and Environment	Follow-up projects (continued)		
11.00 – 11.30			<i>Break</i>				
11.30 – 12.45	Group building (continued) Presentation of the three organisers	Environmental Human Rights	Group work: the role of youth work on environment protection and awareness	Workshops (continued)	Follow-up projects (continued) Presentations		
12.45 – 14.30	Arrival of participants			<i>Lunch</i>			Departure of Participants
14.30 – 16.00	Environment & Human Rights: issues and realities (Group work)	Exploring Environmental Human Rights exercise (Makah whaling)	Go to Seoul, free time	Asia-Europe youth cooperation: political and practical frameworks Intro to follow-up projects	Conclusions		
16.00 – 16.30			<i>Break</i>				
16.30 – 18.00	Group work (continued)	Debrief	Free time in Seoul (continued)	Developing projects	Evaluation Official closure		
18.30 – 20.00			<i>Dinner outside</i>				
20.00 ...	Welcome evening	Intercultural evening		Korean Traditional Performance	<i>Dinner</i> Farewell party		

**Participants<sup>10</sup>**



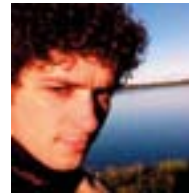
**Lyubomir Todorov (Bulgaria)** is a student in Rotterdam, the Netherlands, following an international programme of Business and Economics. Beside his studies, he is the vice-president of International Movement of Catholic, Agricultural and Rural Youth Europe (MIJARC), a youth NGO promoting the development of the rural areas in Europe.



**Ou Ratanak (Cambodia)** is an executive of the People Health Development Association (PHD). He works with people at all non-governmental levels and especially with young people, on topics such as gender based violence, environment and human rights education.



**Zhou Min (China)** is working in the Green Society Environmental Action Network (GSEAN), the most popular youth environmental action network in China. He is the founder of this network, and always wants to do something for young people in China. Min brought his experience to the course and will take his learning further, as he believes that sharing makes the difference!

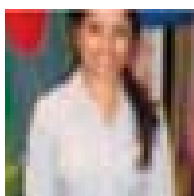


**Sébastien Duyck (France)** has been living abroad in different European countries for the past 6 years. He is currently studying and working as a researcher in Rovaniemi (Finland) where he is writing a PhD on Human Rights and Environment. His NGO experience is with Service Civil International that organises workcamps promoting peace and multicultural understanding.

10. The country list is based on the country of citizenship, in alphabetical order.



**Petroula Nteledimou (Greece)** is President of the Young European Socialists. She has studied Law and Journalism and holds a master in Political Communication. In both her studies and political activity, she has worked a lot on human rights and environmental issues, with special focus on women's rights, youth empowerment, democracy, social rights and conflict resolution, as well as sustainable development. She has already participated in several meetings of young leaders from Europe and Asia.



**Imroz Maimoona Nil (India)** has served as a representative for Play for Peace – India for over nine years. Imroz is outstanding in carrying out her duties, she has a complete commitment to her work and is a model member of the Play for Peace organization. She is a leader and she would like to include her vision and confidence in her actions. She stands up for what is right and is a passionate learner.



**Eko Wahyudi (Indonesia)** holds a bachelor degree in English Literature since 2008. He is now part of Dejavato, a NGO that works for peace, intercultural understanding and youth development. Eko is in charge for a short term programme which is mainly focused on social, environmental as well as educational issues. In this programme young people live, work and learn from each other through international voluntary program, cultural understanding and social inclusion.



**Ronan O'Brien (Ireland)** is a lawyer currently working with the Irish Human Rights Commission. He is assisting with a human rights education project which focuses partly on teaching human rights at schools. Ronan previously worked for a private law firm for four years and also with the United Nations Office of the High Commissioner for Human Rights for six months.



**Ilze Jecze (Latvia)** is a Law graduate, a dedicated social change worker and a passionate holistic therapist. Working as a trainer and facilitator, she delivers various workshops on sustainable development, social justice, community development, youth participation, and many more. As an activist she has marched streets of various countries raising awareness on environmental and social justice.



**Lee Zcho Yee (Malaysia)** is majoring in Urban Planning and Sustainable Development Practice, with his specialisation in climatic change and spatial planning at National Cheng Kung University. He holds a bachelor degree in Architecture and had a research on the conservation of historical jetty-clan community living in George Town, upon UNESCO World Heritage Site Listing 2008.



**Solongo Tsetsegmaa (Mongolia)** is an international lawyer. She wrote her thesis on climate change issues. Now, she is working in a project for improvement of Ulaanbaatar services, financed by the World Bank. Solongo is also the head of the NGO Climate Change and Renewable Energy Center which aims at supporting efficient fighting against climate change effects.



**Tin Myat Htet (Myanmar)** initiated many youth participation projects and programmes through social media (blog and facebook). She is one of the founding member of Myanmar Youths In Action (MYIA), encouraging active participation of young people. Together with the MYIA members, she is now conducting environmental protection projects, conferences and training of trainers programmes. She also participated at One Young World Global Youth Leadership Summit and also One Young World Ambassador to Myanmar.



**Kyaw Thu Lwin (Myanmar)** is an NGO worker. His specialisation is Agricultural Economics. He loves to grow plants, and has a high interest in environment and its related issues.



**Jeroen Duin (the Netherlands)** studies for his master's degree in Law with the specialisation in Administrative and Constitutional Law and Private Law at the Free University of Amsterdam. He also works as a social cultural worker at a youth centre in Amsterdam. He collaborates with SIW International Volunteer Projects, preparing volunteers who want to do a volunteer project in Asia, Africa, South America and Europe.





**Hajra Hafeez ur Rehman (Pakistan)** has extensive grassroots experience with Population and Community Development Association (PDA), Institute of Tropical Biology in Vietnam and United Nations. She also holds an MBA in finance and a bachelor's degree in Economics and Finance. She recently founded her own movement called 'Youth Dividend', working to develop, inform, inspire and mobilise young people.



**Augustus Lito M. Narag (the Philippines)**, by profession, is a university instructor and a public administrator. He recently finished his Master of Arts in Public Administration. He works as a site implementation coordinator in the regional office of Department of Health, promoting safety and delivery of services to most at risk population for HIV/AIDs. True to his commitment to education, he works as a part-time instructor at the Cagayan State University after office hours.



**Dobin Park (Republic of Korea)** is in charge of incoming MTV/EVS volunteers (Middle Term Volunteering and European Voluntary Services) in the International Workcamp Organization (IWO). Before, he was a long term volunteer in 3 continents for 2 years: U.S., France and India. Since that time, the keyword of 'environment' has always been part of his life.



**Ahra Cho (Republic of Korea)** is a graduate of Chonbuk National University with a degree in Business Administration and English Language and Literature. She has been working in the field of international exchange for over two years. She is an enthusiastic about youth education and feels responsible for the educating the youth to make the world a better place for the next generation.



**Mee-young Won (Republic of Korea)** has been working as a youth program coordinator in International Workcamp Organization for over a year and a half. Her main task is training Korean youths to participate in community services in different Asian projects. She was the first to develop the idea of implementing environmental friendly campaign to raise awareness about co-existing with environment. This campaign is now applied to all the projects of IWO.



**Corina Ifrose Murafa (Romania)** is currently pursuing a professional master in Public Policy at Hertie School of Governance in Berlin. She is also regularly writing articles on how climate change meets other crosscutting global challenges for the Futurechallenges.org project of the Bertelsmann Foundation. She holds recent work experience as a Programme Associate in the Energy and Environment Section of the United Nations Development Programme. Corina founded One World Film Clubs Project (ORICUM), one of the most innovative organisations in Romania working directly with high-school students on human rights issues.



**Kirill Babichenko (Russia)** is a human rights lawyer and a facilitator. He accomplishes independent legal expertise for international NGOs and academic institutions. Kirill is preparing a research on climate change impact (real and politically constructed) alongside with environmental problems in post-Soviet states with emphasis on water scarcity in Central Asia.



**Esther Vallado (Spain)** is an environmental scientist as well as a natural resources management technician. She was the coordinator of the Asturias local group of the World Wildlife Fund (nowadays called simply WWF), running projects for young people to collaborate in nature conservation and restoration activities. She participated in two United Nations Framework Conventions on Climate Change with Young Friends of the Earth Europe, lobbying for a fair, ambitious and binding climate deal. She has been involved in the development of green policies within the regional government of her home province for the past 2 years.



**Nathalie Sajda (Sweden)** represents the Center for International Youth Exchange (CIU) from Sweden, which works for inspiring youth to travel and gain intercultural competences. Her work for CIU is on project basis. Nathalie holds a bachelor degree in Development and International Co-operation and has been an exchange student in South Korea as well as a volunteer in a child centre in Thailand.



**Anna Widegren (Sweden)** grew up in Italy and is currently living in-between places (Switzerland, Italy and UK). She is in the process of finishing her masters in Social Sciences (Sociology/Politics) at the University of Glasgow. The organisation Anna represents is Children's International Summer Villages (known as CISV International), a peace education organisation that focuses on four key content areas: human rights, sustainable development, diversity and conflict resolution.





**Ratchada Arpornsilp (Thailand)** is working with Oxfam Great Britain based in Bangkok as a regional humanitarian programme officer focusing on the practice of humanitarian principles and human rights standards during emergency responses. She also volunteered to spearhead a team in Climate Cool Project with funding from the British Council and technical assistance from Youth Venture, Thailand. She has more than 5 years of non-governmental experience with human rights and environment.



**Devin Bahceci (Turkey)** was actively involved in the Association des Etats Généraux des Etudiants de l'Europe/ European Students' Forum (AEGEE) as a youth worker, in both local and international level for 4 years. He also worked for the United Nations Development Programme (UNDP) for a while as a project assistant on development of youth and climate change Project in Turkey Office. He is human rights trainer working for Amnesty International Turkey Office, and freelance youth/ environmental issues trainer. Devin is one of the founders of Young Greens in Turkey and Member of Greens Party Council in Turkey.



**Lucie McGurn (United Kingdom)** is from Glasgow, Scotland. She holds a BSc in Biological Sciences from the University of Edinburgh and an MSc in Development Studies from the School of Oriental & African Studies, London. Since graduating, she has worked and studied in Tanzania, Kenya, China and Moldova. She has just recently taken up a new post in Laos with ChildFund working to support long-term community development and promoting children's rights.



**Doan Thanh Ha (Vietnam)** is working as a volunteer coordinator at Solidarités Jeunesses (SJ) Vietnam and a project coordinator for Volunteer for Green Living project. She mostly works on projects related to human rights and environment.



**Nguyen Ba Khiem (Vietnam)** is the programme coordinator of the international group at Volunteers for Peace Vietnam. Through his job, he gets to meet with many people from different countries, share and learn many useful things from them as well as the culture of other countries.

↓  
→ **Trainers**



**Nurul Syahida Ahmad Said (Malaysia)** is working as a senior research assistant at the Asia-Europe Institute (AEI), University of Malaya (UM). Her daily work involves coordinating events & AEI publications, promoting postgraduate studies and student recruitment. She obtained a bachelor degree in Business Administration majoring in Operation Management and International Business and she graduated from AEI, UM in International Masters in Regional Integration. Nurul is an active volunteer with Service Civil International (SCI) Malaysia since 1999 where she has worked as an international coordinator. She also acts like placement officer for Malaysian volunteers in international workcamps abroad. On top of that, she is also the co-editor of SCI Regional newsletter (for Asia, Australia and Mauritius) called Asian Voices. She has participated in international workcamps in South Korea, Belgium and Germany.



**Haemi An (Republic of Korea)** has the Korean nationality, but she was born and raised in Brunei Darussalam. She obtained her bachelor degree in Arts from Ewha Womans University and after graduation has then worked as a translator, teacher at an elementary school, marketing specialist at BlackRock Investment Management before joining YES International. Her role in YES International includes developing and coordinating projects for Korean and international youth, training youths, teachers and coordinators of youth organisations.



**Cosmin Corendea (Romania)**, has been involved in the youth field since the year 2000, with a strong legal and political sciences background. At the beginning he worked as an expert on youth international relations, representing Romania at Brussels on YOUTH Programme and after a short period as the spokesman for the Ministry of Youth and Sport from Romania. In 2003, due to his experience in the field, he was elected the Honour President of a young Romanian NGO, starting to contribute in the youth NGO's field. After over 10 years of experience all over





Europe, the US and Pacific, he is a trainer for youth, member of the Council of Europe's Directorate of Youth and Sport's Trainers' pool, experienced, professional, with a positive attitude and sense of humour. During the last years, he has acquired a lot of experience in the non-formal education field, the EU and Council of Europe programmes, has obtained a master of Law in Intercultural Human Rights and a doctoral degree in International Law.



Elizabeth Kasa Mälksoo (Romania) is a freelance trainer. She has been working with young people, youth workers and youth issues, in various international contexts since more than a decade, and delivers trainings particularly on intercultural learning, human rights education, project management, organising international youth activities. Romanian born, she currently lives in Estonia where she works as a trainer for the Estonian Institute for Human Rights and is enrolled in a PhD Programme, researching on human rights education at the University of Tallinn. Elizabeth collaborated many times with the Council of Europe's Youth Department as senior trainer in international training courses such as Training of Trainers in Human Rights Education with Young People (2006, 2010), Asia-Europe Training for Youth Leaders (2009, 2010). She was particularly involved in introducing Compass – manual on Human Rights Education with Young People – in Romania and Japan. She also works as a trainer for various activities in the European Commission's Youth in Action Programme and is member of the SALTO Trainers' Pool.



## Environmental Human Rights

After exploring the possibilities for intercultural dialogue between Asia and Europe at the level of the youth in 2009, the Asia-Europe Training Course of 2010 focused on a topic that is very relevant for the contemporary globalised world: the environmental rights as “next generation” of human rights.

Human rights and environment are interconnected themes in a number of ways. Firstly, environmental human rights have emerged and have been recognised in the judicial practice. It means that certain environmental themes and problems can be approached from the perspective of human rights and environmental degradation can constitute a violation of human rights. At the same time, the recently emerged right to clean environment has remained a contested right in the judicial practice of different countries; its exact contours are still in the process of being worked out. Secondly, the state of the global environment has an enormous impact on the state of human rights and their implementation and enforceability, affecting the right to health and even right to life. The training course looked at human and environmental rights as being inherently connected and aimed at analysing the possibilities of young people to take action.

### Are environment and human rights a common concern for young people from Asia and Europe?

The learning process in non-formal education settings is based on a cycle, starting from what young people know about the topic, experiencing a group activity (simulation game, discussion, etc.), drawing conclusions from it and making comparisons and connections with the real life situations. To explore what young people know and what concerns them about environment and human rights issues, a method called Front page<sup>11</sup> was used in the training course.

The participants played the roles of journalists and aimed at creating the first page of a newspaper. They had to debate around questions such as: what would be the most important topics with regard to human rights and environment? What concerns them and how much space is to be allotted to each issue? They worked

11. See Council of Europe's *COMPASS, a manual for Human Rights Education with Young People*, also available online at [www.coe.int/compass](http://www.coe.int/compass).

in four groups and created newspapers, illustrating problems of common concern for the humanity and bringing in examples from the participants' countries:

*Earth daily* had an editorial focusing on the G20 Summit (which was taking place in the same time as the training course in Korea!) and the decisions taken with regard to environment, as well as one article and one interview on the dangers of using genetically modified organisms (GMO) and a feature article on the climate change and its impact on water (floods, drought). The main message of the authors was that human rights should be at the core of international climate change policy making.

*Paju Times* focused its articles on the environmental disasters such as floods, drought, forest fires as being influenced by the humans' action. The newspaper criticises governmental decisions that affect the well-being of the population and also looks at human rights that are violated in these cases: the right to life, the right to shelter, the right to an adequate standard of living, the right to exploit a country's natural resources, the right to fair procedures, freedom of associations etc.

*Paju International Times* tried to reach a wide public and used languages and alphabets to express its concern for the lack of proper management of 'e-waste'<sup>12</sup> and the consequences of this. The editorial focused on weather changes and a lead article tackled the problems related to water. One piece of news was also related to the problem of genetically modified organisms and the "Stop the crop" action.

*Green news* took the form of an electronic newspaper that was issued in 2021 and looks at the contemporary situation of the world. As imagined by participants, in 2021, 10 years after United Nations Climate Summit that took place in Cancun between 29 November and 10 December 2010, there would be a significant reduction of greenhouse gas emissions and 1% of all private companies' profit will be invested in a Development Projects Fund aimed at supporting environmental actions by non-state actors.



Note: The pictures of the written newspapers can be found in Annex 3.

12. Electronic waste (discarded electrical or electronic devices).

## Environment, the global issue vs. daily green

This moment of the training course created awareness for the participants of the differences between the concept of 'environment' (cultural, legal, political, educational, social and economic assertions) and what they understand by environment, on a day-by-day basis. It was built around a series of sentences towards which participants had to take a stand by agreeing or disagreeing. By giving the floor to the young people to voice their opinions, the session also intended to bring out different understandings of 'being green' in Europe and Asia, and to describe/develop future 'green' actions.

Among these sentences were:

- How many people die each year from drinking unclean water? Less than 5 million or more?
- Do you think that mankind has anything to do with the recent environmental degradation?
- There was a recent earthquake in Chile, followed by strong storms in the Pacific. Is it because of climate change?
- Is it possible that countries disappear due to environmental changes?
- How many people drink dirty water around the globe, one billion or less?

This exercise helped participants reflect on why there is so much concern about environment today. On one hand, what has been done so far is irreversible; the harm is done. On the other hand, this is an on-going phenomenon, so even if we would stop today, the environmental degradation will continue for years to come. Also, the phenomenon is unprecedented, simply because only now industrialisation has reached such a global dimension. The impact of the environmental degradation will be global too – although we might not be concerned yet because it happens 'in other parts of the world' – it will eventually affect us all one day.

The group had a discussion around the causes for the environmental degradation and to what extent they are man-made. The participants mentioned industrialisation, pollution and other causes of the environmental degradation. Interesting remarks were made about soil erosion, water deficits, fuel-wood shortages, desertification, extreme water events like flooding, sea level rise, these being the **effects** of environmental changes, but also the causes why **people** are driven from their homelands. There are about 50 million environmental migrants at the moment and there may be about 250 million climate change refugees by 2050.

**“Environmental migrants** are persons or groups of persons who, for compelling reasons of sudden or progressive changes in the environment that adversely affect their lives or living conditions, are obliged to leave their habitual homes, or choose to do so, either temporarily or permanently, and who move either within their country or abroad.”

*International Organisation for Migration www.iom.org*

This discussion was succeeded by a presentation on human rights, focusing on the aspects of universality and interconnectedness. Human rights affect every aspect of our life. Not living in a healthy environment violates other rights as well, for example the right to food, or water or health. Violations of human rights lie at the root of almost every problem in the world today: violence, poverty, globalisation, economic inequality, and, the degrading environmental conditions.

### Human rights, a framework for environment<sup>13</sup>

Human rights became a cause of concern for international law some time before the environment did. The beginning of international human rights law can be linked with the adoption of the United Nations Charter in 1945 and the Universal Declaration of Human Rights (UDHR) in 1948. However, we only speak about international environmental law since 1972 when the Declaration of the United Nations Conference on the Human Environment – or Stockholm Declaration – was adopted, recognising the right to live in a healthy environment. Despite their separate beginnings, human rights law and environmental law have an important element in common: they are both seen as a limitation to the absolute power of the states. Moreover, from today's perspective, it is obvious that human rights and environment are inherently interlinked because the very life of each human being depends on environment.



13. A List of References of the conventions and articles mentioned in this chapter can be found in Annex 5.

Several basic human rights enshrined in various international legal instruments have implicit environmental links:

- *The right to life* (Art. 3 of UDHR, Art. 2 of the European Convention on Human Rights (ECHR), Art 6.1 of the International Covenant on Civil and Political Rights (ICCPR), certainly the most basic human right, is affected by the environment. For example, extractive industries such as mining, logging and oil development deprive indigenous peoples of the physical basis for their cultures and subsistence, and thereby threaten their lives.
- *The right to health* (Art. 25 of UDHR, Art. 12 of the International Covenant on Economic, Social and Cultural Rights (ICESCR), closely linked to the right to life, is infringed when environmental degradation pollutes air, land or water.
- *The right to water* (Art. 24 of Convention on the Rights of the Child (CRC), Art. 14 of Convention on the Elimination of Discrimination against Women (CEDAW), General Comment 15 of the Committee on Economic, Social and Cultural Rights (CESCR) is intrinsically linked to the *rights to life* and health. Without access to clean drinking, cooking and bathing water in adequate quantities, individuals and communities worldwide suffer serious illnesses. Along with deprivation of natural resources often comes deprivation of the right to work (Art. 23 of UDHR, Art. 6 of ICESCR). When mangroves are destroyed due to poor shrimp farming practices, it devastates the marine environment and damages fish stocks, putting local fishermen out of work.
- Environmental degradation also affects the right to culture (Art. 27 of UDHR, Art. 15 of ICESCR, Art. 29 of CRC). Some of the most glaring examples of cultural deprivations involve indigenous peoples, whose lifestyles often depend on their relationship with the natural environment. The impact of climate change on the Arctic environment, for example, has disproportionate effects on Inuit culture, as the Inuit way of life is closely linked to environmental conditions (e.g. The Arctic Petition at the American Human Rights Court, 2007-in progress).
- *The right to development* (Art. 22 of African Charter on Human and Peoples' Rights (ACHPR), the 1986 Declaration on the Right to development by United Nations General Assembly) and the right to a healthy environment (Stockholm Declaration, Rio Declaration, Art. 12 of ICESCR) share considerable common ground. Although purely economic development activities often have negative environmental effects, a holistic model of sustainable development recognises that environmentally destructive economic progress does not produce long-term societal progress.
- *The right to information* (Act. 2005 by the Parliament of India, the Aarhus Convention) in the environmental context has at least two components: the right to obtain government-held information on request, and the

government's affirmative duty to apprise the people of environmental dangers and emergencies.

- The right to information is itself a component of the *right to public participation*, which includes everything from suffrage to direct participation in planning of development activities. This right comes into play whenever a government makes an environmentally significant decision without providing meaningful opportunities for affected parties to participate.
- *The right to shelter and adequate housing* is violated when environmental degradation displaces individuals and communities or compels them to live in unhealthy, hazardous conditions. The European Court of Human Rights, for example, recently confirmed the states' obligation to relocate persons whose homes had been fouled by environmental pollution.<sup>14</sup>

The interdependence between human rights and environmental rights has been pointed out since some decades already. The United Nations General Assembly made reference to the relationship between the quality of the human environment and the enjoyment of basic human rights in the late 1960s. In 1982, the World Charter for Nature<sup>15</sup> was adopted by the United Nations member states, proclaiming five "principles of conservation by which all human conduct affecting nature is to be guided and judged"<sup>16</sup> and referring to the right to participate in environmental decision-making. Ten years after, in 1992, at the United Nations Conference on Environment and Development Earth Summit, a common concern for the climate change was stressed. Subsequently, the Rio Declaration<sup>17</sup> made reference to the right to a healthy and productive life in harmony with nature, together with the need for states to collaborate in the protection of environment, to the right of access to environmental information and of public participation in environmental decision-making, and to the need to ensure a safe space for living for the future generations.

Following the Stockholm Declaration, in 1972, many countries have included in their constitutions provisions recognising to its citizens the right to environment as a fundamental right under domestic law. Nevertheless, this right as such has not been transposed into a binding rule of international law with universal application. At regional level, the situation is different. For example, the European Convention on Human Rights does not have explicit provisions related to environmental protection. Explicit environmental rights can be found in two legal instruments. One is the ACHPR, which mentions in the Art. 24 that "peoples shall have the right to a general satisfactory environment favourable

14. These examples have been brought up by Cosmin Coredea in his presentation during the Training Course.

15. <http://www.un.org/documents/ga/res/37/a37r007.htm>

16. See the World Charter for Nature, in the Annex / <http://www.un.org/documents/ga/res/37/a37r007.htm>

17. <http://www.un.org/documents/ga/conf151/aconf15126-1annex1.htm>

to their development." In this case, the right to environment is not seen as an individual human right, but rather as a collective right. The second one is the Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights, adopted in San Salvador in 1988 (also known as Protocol of San Salvador), where the Art. 11 mentions that "everyone shall have the right to live in a healthy environment and to have access to basic public services." This provision establishes a clear link between the right to a qualitative environment as space for living and the access to public services. This is a very important step further, linking environment to human rights – for example the right to know, to be informed.

The damages to the environment and the implicit human rights violations that were discussed during the training course, directly affect human beings. One problem is that due to specific interests and inequalities in the world, global legal standards are not highly-developed in all aspects concerning environmental rights. When these standards exist, they are not always backed up by sufficient monitoring and enforcement mechanisms. Yet increasingly, individuals need international institutions to make sure environmental rights are enforced and guaranteed. Besides, it is necessary that individuals would have access to information and understand how decisions are made with regard to their own well-being. This is then another way in which environment and human rights connect and support each other.

Talking about the right to justice, to information, to participate in the decision-making and the environment, the most important date in this sense is 1998, when the United Nations Economic Commission for Europe (UNECE) has adopted the Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters.<sup>18</sup> This Convention is also known as Aarhus Convention. Even if this Convention was opened for signature to the member countries of the Economic Commission for Europe<sup>19</sup> and those having a consultative status, its impact is much wider. It concerns all continents as it is open for accession to any member state of the United Nations.

The preamble to the Aarhus Convention explicitly recalls the above mentioned Principle 1 of the Stockholm Declaration and states that "citizens must have access to environmental information, be entitled to participate in decision-making and have access to justice in environmental matters". This is necessary for individuals to be able to assert their right to live in an environment that is adequate to their health and well-being, but in the same time they have an implicit duty to protect and improve the environment for the benefit of present and future generations.

18. <http://www.unece.org/hk/env/pp/acintro.html>

19. Including 56 countries: the member states of the European Union, some non-EU Western and Eastern Europe, South-East Europe and Commonwealth of Independent States (CIS) and North America. All these countries dialogue and cooperate under the aegis of UNECE on economic and sectoral issues. However, all interested United Nations member States may participate in the work of UNECE (source: [www.unece.org](http://www.unece.org)).

In practical terms, the Aarhus Convention requires the Signatories to make available to the citizens the information regarding the environment held by the public authorities. This includes, for example, informing the public about the consequences on the environment of certain activities undertaken. In terms of ideas and ideals, by involving the citizens in the process of determining the state and the future of the environment, the Aarhus Convention is maybe, as Kofi Annan declared, “the most ambitious venture in the area of **environmental democracy** so far undertaken under the auspices of the United Nations”.<sup>20</sup>

### Learning about environment and human rights

One of the most challenging activities in which the participants were involved during the training course was the simulation game called ‘Makah whaling’<sup>21</sup>. This activity allowed them to explore the intrinsic link between human rights and environment. It was based on small group work, role-play, discussion and consensus building about the issues of:

- The sustainable use of marine resources
- The rights of indigenous peoples to their culture and development
- The right to take part in cultural life
- Peoples’ right to freely dispose of their natural wealth
- The right to development and utilisation of natural resources.

The simulation was built around the following case:

The Makah people (also called the Makah or Makah tribe) live on a reservation that sits on the most north-western tip of the Olympic Peninsula in Washington State, USA. The current reservation is approximately 27,000 acres. In July 1999, tribal census data showed that the Makah tribe has 1214 enrolled members, although only 1079 members currently live on the reservation. The average unemployment rate on the reservation is approximately 51%. Almost 49% of the reservation households have incomes classified below the federal poverty level, and 59% of the housing units are considered to be substandard. In spite of this bleak description, the traditions are very strong and many Makahs who graduate from college come back to the reservation to work for the Makah tribe, the local clinic, and the public school. In Makah’s culture and identity, whaling occupies a central place. In 1855, selected Makahs representing villages and families signed the Treaty of Neah Bay with the United States government. In this treaty, Makahs gave up territories while maintaining particular rights, like whale and seal hunting, and fishing in usual and accustomed areas. Due to whale

20. The quote belongs to the Secretary General of the UN at the time, Kofi Annan, in the Foreword to the *Implementation Guide to the Aarhus Convention*, United Nations, Geneva, 2000.

21. The exercise is part of *COMPASS- A Manual for Human Rights Education with young people* elaborated by the Council of Europe’s Directorate for Youth and translated into many languages in Europe and beyond. It contains human rights related activities applicable in non-formal education settings but also in schools. See [www.coe.int/compass](http://www.coe.int/compass)

species being in danger of becoming extinct, the whale hunting was banned. Even seventy years later since the last whale hunt took place, the Makah tribe ceremonies, the rituals, the songs and the tales are still passed down and kept alive. A whole social structure is built around the hunt.

When the gray whale was taken from the endangered species list because its population was higher than it had been since commercial whaling times, the Makahs decided to exercise the treaty right to hunt again and applied to the International Whaling Commission (IWC) to resume whaling. Several environmental groups opposed to this.

\*Some data in building the case is taken from: <http://content.lib.washington.edu/aipnw/renker.htm>

The largest part of the activity consisted of a simulated meeting to discuss the **Makah tribe’s application to the International Whaling Commission (IWC) to resume whaling**. For this, the participants had to enter in various roles:

- the Makah tribe representatives,
- the High North Alliance (an umbrella organisation representing whalers and sealers from Canada, Greenland, the Faeroe Islands, Iceland and Norway, as well as a number of local communities),
- Sea Shepherd (a non-governmental organisation involved with the investigation and documentation of violations of international laws, regulations and treaties protecting marine wildlife species),
- Dolphin Conservation Society (the world’s most active charity dedicated to the conservation and welfare of all whales, dolphins and porpoises), and
- Greenpeace,
- The meeting was facilitated by Culture, Rights, Environment, Sustainability and Talk (CREST) – an imaginary organisation created especially for the role play. The role of CREST was to provide background information on the human rights and environmental legislation and to mediate between the groups.



The complexity of the issues addressed in this activity suited very well, as the group had a good level of knowledge on human rights, environmental terminologies and good discussion skills. Through this activity, young people could be confronted with the variety and the limitations of their own cultural perspectives and they could reconsider their attitudes to the sustainable use of wildlife. Whaling is a very emotive issue for many people and one on which they often hold very strong views.

Other issues approached through this activity:

**Indigenous peoples**, as descendants of peoples who originally occupied the land before colonisers came and before state lines were drawn. They are always marginal in their states and often tribal. The participants discussed cultural rights, ethnic identity, about ways of supporting the indigenous people and also about indigenous people’s rights. Being a pro-environmental group, the participants were mostly reluctant about the cultural claim for whaling and considered that whaling should be banned.

**The precautionary principle** was already tackled in the theoretical part preceding the activity. This implies that, when an activity raises threats of harm to human health or the environment, precautionary measures should be taken even if some cause and effect relationships are not fully established scientifically. The group has put in balance whether the whale hunting raises threats to the environment, and questioned to which extent hunting as such can be controlled, the role of the IWC, what kind of punishments can be envisaged when law is violated, how relevant is whale hunting for scientific reasons versus preservation of the species at any costs.

**Sustainability:** In 1989, the UN World Commission on Environment and Development (WCED), published the Brundtland Report,<sup>22</sup> which gives one of the most comprehensible definitions of sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” ‘Sustainable use’ is a term that is applicable only to renewable resources: it means using the resources at rates that are within their capacity for renewal. There is a globally agreed principle of sustainable use of the world’s natural resources, based on scientific evidence and objective data. The participants have debated around whether whaling, as undertaken around the world, meets this principle and discussed the economic reasons for whaling as being the main reason for contemporary whale hunting.



Talking about rights and responsibilities, about environment, development and intergenerational justice, has created an opening for the last thematic unit of the training course, aiming at reflecting on what is the role of youth with regard to environment and human rights. The main question to be explored was: how can youth work and youth policies contribute to the advancement of environmental human rights? And more concretely, what kind of actions can be undertaken by the participants in their own countries and contexts? The succeeding chapter will further elaborate on these questions.

22. Chapter 2 of the Report, accessible at <http://www.un-documents.net/ocf-o2.htm> (last accessed October 2011).

## The Role of Youth Work in Environmental Human Rights Education

### World Café

After exploring the issues connected to human rights and environment in the participants’ countries, and having reflected upon the linkages between the two, the young people discussed the role of youth work with regard to the topics of the training course.

This session took the form of a ‘World Café’<sup>23</sup>, structured around the following topics:

- What can **youth** do for the environmental human rights?
- What can **youth organisations** do for environmental human rights?
- How could **youth policies** support these above?
- How could **non-formal education** contribute to environmental human rights?
- What other **actors/stakeholders** contribute to the environmental human rights?

For the first and second questions, the participants discussed various activities to be undertaken by young people and youth organisations for environmental human rights, such as:

- lobbying the policy makers with regard to human rights and environmental issues;

23. ‘World Café’ is a method for structuring big group discussions. It takes place in a special setting (tables around which participants can sit, each having a topic for discussion) and groups rotate in order to sit at all tables and discuss about the subject proposed. In the end, there is a presentation of all ideas and a concluding discussion.



- raising awareness about these issues, starting from one’s own family, one’s own organisations and networks and up to awareness campaigns;
- activism, starting from a personal level (being ‘green’, inspiring one’s own family and friends, peer-to-peer education), to the community level (being pro-active, doing voluntary activities, undertake projects in schools, youth centres);
- participation: get involved in existing organisations and networks who act in the field of environment and human rights; participate in regional and national activities such as “Teeme ära” in Estonia<sup>24</sup>, and global celebrations such as Earth Day; and
- long term projects on environment and human rights and aiming at creating a change.



For the third abovementioned question on how youth policies could support youth (organisations) in their work on environmental human rights, the participants shared the following concerns:

- Youth should be seen as a resource in working for environment and human rights, and any action should envisage using the potential of youth;
- It is good to have a national youth policy, as supportive framework for young people’s development. Youth policies should focus not only on formal education, but also create conditions for non-formal education opportunities;
- Governments should make a clear plan, with concrete measures and legal initiatives to act for the protection of environment and human rights; they should be responsible for the implementation of such policies;

24. This a day where civil actions take place in various locations throughout the whole country, according to local needs (<http://teemeara.ee>).

- More transparency is needed with regard to the way decisions are taken that will have influences on the environment;
- More participation by young people is needed concerning raising awareness about protection of environment and human rights.

An interesting discussion about youth policies was stimulated by the presentation made by Assistant Professor Sun Young Park about Youth policy in the Republic of Korea. The whole text of the presentation can be found in the Annex 1.

What concerns non-formal education, the World Café made the following ideas emerge:

- awareness raising activities undertaken by youth workers and youth organisations to inform about human rights and environment;
- methods for working with young people on human rights and environment;
- seminars, training courses, and generally non-formal education activities to develop competences in this regard and to encourage further action.

The last question generated a discussion on who might be the relevant stakeholders able to support youth in undertaking actions for environment and human rights. Among these, the participants identified: the media, the civil society, the formal education system, the business sector. Furthermore, they looked at possible ways in which this can happen in their own countries.

Looking for partnerships with other stakeholders helps young people to anchor their efforts and projects into a more stable ground, to form alliances and thus, obtain greater results in their efforts for the advancement of environmental human rights.

### **Methods for working with young people on human rights and environment**

In looking at the complexity of human rights issues and environmental problems in the world, one question was: how could youth activities be structured to address these issues and empower young people to know and undertake more about environment and human rights? One of the workshops focused thus on human rights education and methods for working with young people on human rights and environment.

Human rights education, as understood by the Council of Europe, is a process whereby young people learn about their rights and the rights of others, in a framework of participatory and interactive learning. It aims at empowering people to take action and work towards creating a culture where human rights are known, respected and promoted.

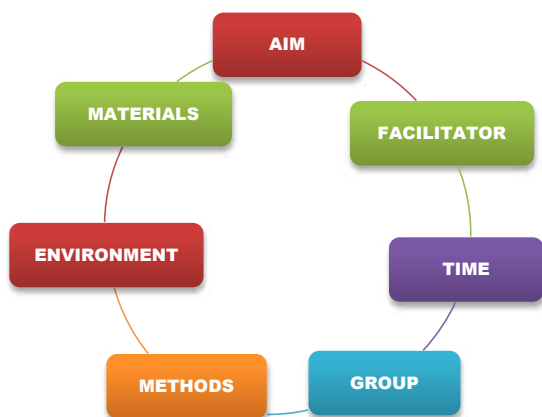


At the core of the Council of Europe’s Programme for Human Rights Education with Young People is a resourceful manual, COMPASS, containing several activities that can be used to address various human rights and issues connected to the contemporary world such as globalisation, health, human security, gender equality and the environment.

It is not possible to separate the environment - the deserts, forests or urban sprawl - from people and human rights issues, especially those of social justice and development. This is not only true in Africa, but also everywhere, including Europe. The environment and people have a two-way relationship: all human activity impacts on the environment and the environment impacts on human life.

COMPASS – A Manual for Human Rights Education with Young people, Council of Europe, 2002, p. 350

Approaching human rights and environment is based on the idea that “human rights (such as human dignity, liberty, property and development) need to respond to the fact that individuals operate not only in a political and social environment, but also in a natural environment. Just as each individual has to respect the intrinsic value of fellow human beings, the individual also has to respect the intrinsic value of other fellow beings (animal, plants and ecosystems)”.<sup>25</sup>



Working with young people on environment and human rights should take into account several elements, based on ‘the wheel for Human Rights Education’:

- the aim of the activity (for example to understand the implications of human activity on ecosystems, to develop skills to discuss openly, to work in a team, and to have vision about the future, etc.);

25. COMPASS – a Manual for Human Rights Education with Young People, Council of Europe, 2002, p. 352.

- the competences needed for the organiser of the educational activity (facilitator, trainer, etc.) to work on human rights and environmental issues (knowledge of facts, laws, skills to facilitate discussions, to actively listen attitudes of respect, of empathy, etc.)
- being aware of the amount of time dedicated to the activity and plan it accordingly;
- keeping in mind the profile of the participants (age, previous knowledge, the economical, social, political background);
- choice of an appropriate method. COMPASS has several methods that can be used in various the educational settings and an excellent description on how to run such activities with young people;
- adaptation to the place in which it happens; and
- make the best use of the resources in a way that is conscious of the environment.

The participants that attended this workshop experienced an activity from COMPASS called “Our futures”. After an imaginary trip to the past and an analysis of the present, they had to design their town as it will look like in the future and answer questions like:

- Who will live here? People born here or newcomers? What will be their age? Will they live in families?
- What will their daily lives be like? Where will they shop for food? How will they travel around?
- What sort of welfare services such as hospitals, dentists, etc. will they need?
- What will their schools be like?
- What will their social lives be like? What will they do for leisure activities?
- What work will people do?
- What new technological developments might there be?
- What about the environment? The natural surroundings?





Building the town of the future is the result of negotiations between participants. Although sometimes it is challenging to translate into words and actions one's own dream about the future, the ultimate aim of the exercise is to emphasise that the future is not pre-determined but, rather, that it is what we make it. **Therefore, there are many possible "futures" and the challenge for young people is to build a future which reflects their ideals and aspirations.**

With these thoughts in mind, the participants started designing action-projects.

### Project proposals addressing human rights and environment in Asia and Europe

One important step undertaken in the end of the training course was with the participants designing future action plans.

The participants had the opportunity to discuss about their organisations and identify organisations with a similar target group, mission or type of activities from Asia and/or Europe. This is a very important moment in events of this kind as it gives to the young people the possibility to already plan in a concrete way how they will use in the future what they have learnt.

Finding partners for setting up projects across continents is a challenging task. One needs to learn to navigate between websites, databases, filter information sometimes in alphabets and languages that are not one's own. Also, not all organisations have funds for creating a webpage and not many are part of international networks, commonly used for finding partners.

Creating a partnership between organisations from two different continents, but not only, implies trying to achieve a certain goal despite different working cultures, different past experiences in working with projects (or no experience at all), and even different time zones.

For these reasons, an activity as such to cooperate together to design and plan a future activity, is of great importance. Knowing one's own project partner in person gives already more solidity to the partnership. This will make the project more likely to be implemented, as it represents the interests of more than one organisation.

Having in mind still the difficulty to find funding that is addressed to both continents, the training did not require the participants to design a project that is by default going to happen in partnership between one or more countries from Europe and Asia. The projects, should include how youth work addresses human rights and environment.

"Sustainability comes only when we dare to challenge ourselves to co-create common actions within all continents. Solution comes from understanding interdependencies and acting out in our own lives, communities and organisations"

Quotation by a participant.

As announced at the beginning of the action-planning part of the training, the criteria for designing the projects by the participants were:

- To address human rights and/or environment;
- To be aimed at young people;
- To take place in Asia and/or Europe;
- To be connected to the participants' background and be undertaken at that level (according to the resources available, the needs etc).

Furthermore, the participants have presented their ideas to the others, they studied everybody's proposals and formed 'project-groups' according to their interests. The projects were developed following a common template. In the end, there was a presentation of the results, with the possibility to ask further questions or advice the teams on how to improve their projects.

Working together to design projects have challenged the participants from Asia and Europe to try to further understand each others' realities and to learn from each other. This will hopefully lead to taking further actions, individually or as organisation, locally, nationally, in Europe and/or in Asia, finding ways for bringing one's own contribution to solving the problems connected to human rights and environment in contemporary world.

A list of the projects designed by the participants can be found in Annex 2.

## Concluding Remarks

Working together on issues of common concern related to human rights and environment has been a challenge and an immense growth for the participants of the Asia-Europe Training Course organised in November 2010. During five days, they have shared understandings from different realities and deepened their knowledge on current environmental and human rights issues.

Having different cultural, educational and organisational backgrounds, the young people developed their ability to successfully and sensitively function in a multicultural group.



Through discussing topics of concern about environment and human rights, the participants could develop their communication and listening skills. Even more, by comparing human rights and environmental issues throughout Asia and Europe, they could become aware of the interconnectedness of the two topics and the way these concern the whole world.

Through doing research on environment and human rights, and selecting the information to be presented in a limited timeframe, young people further developed their analytical skills. Being exposed to varied information and a multitude of opinions, young people had the chance to develop their critical thinking as well.

By presenting the result of their work, the participants developed their presentation skills, learned to express their own opinion with regard to the topic in a condensed manner and learned to communicate better within a multicultural context.

By travelling to Seoul, most of them had a unique chance to discover a world different from their everyday life, where they met other young people and made friends. They worked out ways to create more bridges between youth and youth organisations from Asia and Europe.



“The *Asia-Europe Training Course* gave me the opportunity to experience for first time the intellectual exchange between those two continents. These 5 days truly display that the people in this world are not so different and they can perfectly work together”.

Quotation by a participant.



“My stay in Korea gave me the chance to see how interesting and enriching the cooperation between Europe and Asia is and that even though we are culturally vary different, we have the same aims, goals and dreams!”

Quotation by a participant.

## Annex 1: Youth Work and Youth Policy in the Republic of Korea



**Sun Young Park, Republic of Korea**  
Assistant Professor, Dongseo University

Dr. Sun Young Park is assistant professor in the Division of Social Welfare at Dong Seo University. After obtaining her B.A. in Youth Leadership and Management in Myungji University, Dr. Park received her M.A. and PhD in Education at the University of Birmingham. She has published articles on youth work, global citizenship education and comparative studies on youth policies in England, Ireland and Australia.

### The background of youth policy in the Republic of Korea

The Republic of Korea has a **Youth Fundamental Law** which was published in 1991 and which currently provides standards for youth work, youth policies, and youth workers. As the rapid social changes require new dimensions of youth policies and new laws, the Korean government elaborates regularly new national policies. Since 1992, the National Youth Policy of Korea has been published every five years. Currently, the 4<sup>th</sup> National Youth Policy is on-going from 2008 to 2013. Generally, the Korean Youth Policies have three main dimensions: youth activities, youth welfare and youth protection; and so does the current one. Its main theme is “Healthy and Happy Youth” and it targets:

- the development of youth social competency,
- the development of youth rights and welfare,
- the creation of a youth-friendly environment, and
- the reorganisation of youth policy and system.

The policy is implemented through national youth facilities, as it follows:

- **Youth centres:** 707 (there are three different types of youth centres according to the numbers of users in the community and the location. Their main programmes are: youth activities, afterschool activities, outdoor activities, educational programmes etc.)
- **Youth (counselling) support centres :** 166 (mainly deal with youth at risk)
- **Youth centres for street children:** 83 (mainly for the runaway youth)
- **Youth workers :** 20,000 (possessing national certificates)
- **Certified youth activity programmes:** 1,036 (in order to provide programmes of similar quality across the country, and aiming at providing equal development opportunities for young people)

Nowadays, Korean young people are experiencing many challenges which their parents' generation had never experienced before. On one hand, there are social changes from outside. Firstly, the aging society requires the development of high and various competences at youth level, yet the formal education system has its limitations in creating them. It is also important to mention that number of youth population is decreasing too. Statistics show that in 2010 the population aged 0 to 24 represented 29.5% of the population, while in 2030 the percentage will decrease to 20.1% . Secondly, the severe economic crisis that affected Korea in the last years also caused family crisis, youth crisis and social exclusion. For example, in 1996, 10.1% of the young people under 18 years old were in poverty, meanwhile in 2008 this number increased to 11.5%. Currently, there are too many young people at risk (including poverty, street children, school dropout, and delinquency). Thirdly, there is an increase of sexual related crimes, internet-related crimes, and internet addiction. These problems require urgent attention.

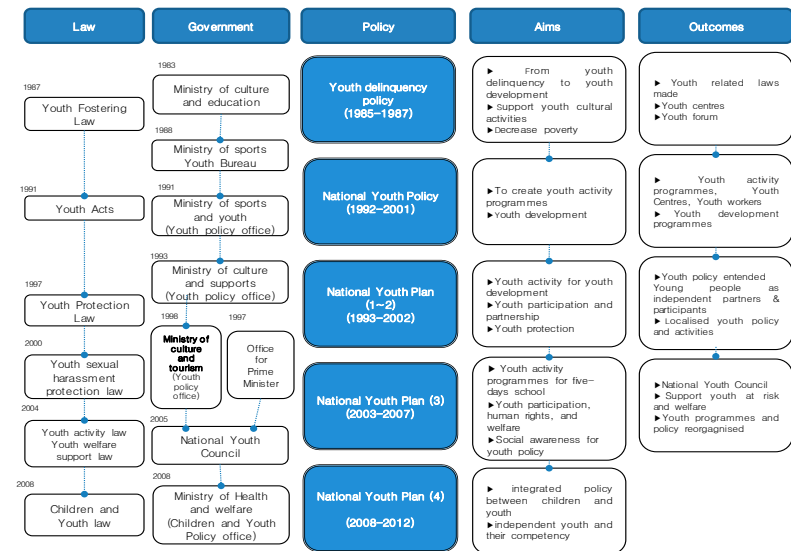
But there are also social changes from inside. Firstly, there were frequent changes of central government for youth policies, which created no substantiality for youth policy and support for young people. The National Youth Council entered under the jurisdiction of the Ministry of Health and Welfare in 2008 and of the Ministry of Gender Equality and Family in 2010. Secondly, there was a lack of partnership between the government organisations, which led to not enough support for youth competency development.

On this background, the Korean youth policy was needed for innovation and development.

### The need for a youth policy in the Republic of Korea

#### a. History and development of youth policy in the Republic of Korea

The diagram below shows the history and development of youth policy in Korea:



#### b. Youth development

There are several reasons why the Republic of Korea needed to develop youth policies in order to help young people to achieve their potential competences:

A visible low motivation for academic pursuit, even though academic performance is high;

In contrast with the OECD PISA<sup>26</sup> results (Koreans rank number 1 in reading, number 4 in math, and number 11 in science), the Korean youth is part of the lowest group in terms of school belongingness and self-satisfaction;

The information based society asks from youth creative knowledge, but young people in Korea have not much opportunities for self-development;

In average, high school students spend 10 hours 47 minutes for study a day;

Young people show low participation on volunteering and social participation;

26. The Organisation for Economic Cooperation and Development (OECD) aims at promoting policies that will improve the economic and social well-being of people around the world. OECD's Programme for International Students Assessment (PISA is an international study which began in the year 2000. It aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students in participating countries/economies. Since the year 2000 over 70 countries and economies have participated in PISA). More at [www.oecd.pisa.org](http://www.oecd.pisa.org)

There is a lack of career education because of test-oriented educational system, therefore young people have not enough chances to know about their needs and wants for their future careers;

All these conditions caused low competences for young people recently in Korea;

The Korean youth life satisfaction rate is the lowest among OECD countries.

With regard to the existing policies, it is important to mention that:

- through the 2004 Youth activity promotion law, the number of youth centres and programmes was expanded, which encouraged youth participation in the community;
- the society is characterised by an on-going criticism that competition-driven education is not able to develop one's competence and creativity;
- formal education is not sufficient for providing opportunities for the youth's full development;
- even though youth participation has increased, young people are not recognised as responsible and active citizens;
- the lack of understanding of multicultural society as well as global society can cause social exclusions;
- the lack of career education hinders young people's career development;
- there is also a negative perception of part-time jobs for young people because of test-centred educational contexts.

Yet, in order to develop young people's personal and creative competences and activism, development education is vital, even though there is no concrete social consensus. Therefore, a practical implementation plan of the youth policy is provided in advance. The new policy presents clearly to the young people what are the key competences for themselves and provide information about the opportunities to develop themselves. Secondly, it is aware of the fact that strengthening personal and citizenship education in order to empower young people should be recognised as important. Thirdly, the new policy is focusing on developing career education in schools but also outside of school, so that young people can develop their career according to their interests and abilities.

### **The functioning of families and the youth at risk**

In what concerns the family matters, several aspects are characterising the Korean society and youth, namely that there is an increasing number:

- of families at risk;
- of young people left out after school;
- of children and young people coming from multicultural families;
- of youth at risk (runaway, drop out, delinquency);

- of broken families and school maladjustments from students;
- and of youth crimes due to family problems.

Also the youth population under 18 years old has decreased to 12 million.

In 2004, the Youth welfare supporting law was promulgated, with initiatives like Community Youth Safety net, Afterschool Academy, Youth home for runaway, Youth Accompany project. The new policy found that there is lack of support for family and there is a need for polarisation education. In the same time, it became obvious that the policy doesn't meet the needs of drop-outs, multicultural youth, runaway youth and left-alone children.

One important aspect to mention is the harmful environment in which youth develops. This environment is characterised by bullies and sexual related crime; internet, computer and game addiction; decrease of physical and emotional health condition; lack of physical activities and an unbalanced diet; drinking and smoking culture among youth. On top of this, 10.6% of high school students stay at school from 7.30am to 11.00pm.

As policy response to this situation, two laws were promulgated: in 1997 the Youth Protection Law and in 2000 a Child Protection Law against Sexual Harassment. The lack of healthy activities and programmes for young people became a priority of the government. In this situation, creating a youth friendly environment in partnership between the government, local authorities, local community and young people has a paramount importance for the policy implementation.

### **The future of the youth policy**

In implementing the Korean youth policy, there is a need for collaboration between the government and the youth workers in the field. In the light of the situation presented above, any youth policy should be elaborated for contributing at creating a brighter future for youth and families in Korea. Youth policies should support young people's development of their full potential. Families should benefit of a safe and happy living environment, where young people can develop and further contribute to the development of the society.

In terms of policy, the current and future situation shows the need for an **integrated youth policy**, where:

- family, school and local community are working together;
- more youth related policies are elaborated by the Ministry of Gender Equality and Family in the Republic of Korea;
- youth welfare, employment and education are a priority and generate related policies across the government ministries;
- there is an articulation on a universal youth policy;
- each young people is given equal opportunities for their full development; and



- no discrimination due to gender, race, culture, nationality, local community, social class is accepted.

In the same time, there is a need for a **youth-centred policy**, from central government to local authorities, according to the needs of local community, schools and teachers, parents etc.

↓

→ **Annex 2: The Projects of Participants**

Title of the project	‘Clean water for all – Environmental human rights in theory and practice’
The project was designed by a group of participants coming from:	Indonesia-Republic of Korea-Vietnam-The Netherlands
Location and duration	Indonesia, 6 months
Main aims	<ul style="list-style-type: none"> <li>- Cleaning the water of the Sayung river, close to Demak, Indonesia;</li> <li>- Building better sanitation, such as toilets, and trash containers;</li> <li>- Raising awareness of the local population to the problem of water pollution and the importance of clean water for their health; and</li> <li>- Educating volunteers about environmental human rights and training them in environmental and human rights education and how to raise awareness at the level of the local population to the problem of water pollution.</li> </ul>
Target group	Local people in Demak, Indonesia, and international volunteers (18-30 years old).
Brief description	<p>The team of volunteers formed of young people from the participating countries, together with people from Demak undertake a series of activities to contribute at improvement of sanitation and water situation in Demak in a sustainable way through:</p> <ul style="list-style-type: none"> <li>- cleaning the river (summer) and making toilets and a carpet container (winter);</li> <li>- contacting the local community and local government in Demak, and involving them in the project;</li> <li>- raising awareness and campaigning about the environment</li> <li>- giving a workshop about sustainable environmental protection; and</li> <li>- cultural exchange.</li> </ul>

Estimated results	<ul style="list-style-type: none"> <li>– The first two goals of the project will be reached when the river is in fact clean and the trash container and toilets have been built.</li> <li>– The third goal will be reached when the organisation concludes that the river is in fact still clean (during the visit to the project site by the hosting organisation, one month later)</li> <li>– The volunteers integrate their experiences of environmental human rights in a video that will be put on YouTube. In this way also the fourth goal will be reached as the volunteers will show what they have learned from the project and the workshops.</li> </ul>
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Title of the project	K.M.CHI Project
The project was designed by a group of participants coming from:	Republic of Korea-Myanmar-China
Location and duration	Myanmar, 9 days
Main aims	<ul style="list-style-type: none"> <li>– To train a group of young people from Asia and Europe with regard to Environmental Human Rights;</li> <li>– To develop their competences to better understand environmental issues in Asia and Europe;</li> <li>– To work on relevant study cases (Inle lake case in Myanmar, Nujiang River case in China, 4river project in Korea);</li> <li>– To identify possibilities for actions in participants' realities after the training; and</li> <li>– To create a network of actively involved young people, working for human rights and environmental issues, at local level, in Asia or Europe or in partnership activities between the two continents.</li> </ul>
Target group	Young people aged 20 to 32 NGO workers, university students
Brief description	This project consists in the organisation of a training course aimed at young people from various countries in Asia and Europe. It brings together students and NGO workers, interested in human rights and environment, and willing to further take actions in their own contexts and beyond for the advancement of the environmental human rights.

Title of the project	Enhancing Capacities of Rural Youth to Deal with Climate Change
Organisation	Young Greens of Turkey
Location and duration	Seyhan Basin (Turkey), 2 years
Main aims	<ul style="list-style-type: none"> <li>– To increase local and national capacities in terms of adaptation of rural youth to climate change;</li> <li>– To develop standard methodologies and indicators that can be used to systematically integrate youth and climate change adaptation in national/local development planning and programming;</li> <li>– To influence the local and national youth policies for climate change adaptation;</li> <li>– To facilitate integration of adaptation actions into youth strategies with goals of reducing poverty, vulnerability.</li> </ul>
Target group	Rural Youth aged 15 to 25 living in the Seyhan Basin, located on the south east Mediterranean coast of Turkey
Brief description	<p>This project is a climate change adaption project that aims to enhance adaptation capacities of local youth in Seyhan Basin in managing risks and negative social effects related with global climate change.</p> <p>The project will be composed of below mentioned set of activities:</p> <ul style="list-style-type: none"> <li>– <b>Participatory Research and Need Analysis</b> (40 rural area will be visited; needs assessment, follow up meetings, a participatory strategy will be developed)</li> <li>– <b>Awareness Raising &amp; Capacity Building</b> (Capacity building methodology and tools will be developed, 10 activities will be organized, at least 300 young people aged 15-25 will be involved)</li> <li>– <b>Small Scale Duplicable Community Based Adaptation Grant</b> (a grant scheme will be determined, 15 small scale projects of youth will be granted, advocacy campaign, visits to local/regional/national decision makers will be organized with the participation of rural youth, 2 regional conferences at upper and lower basins; a national conference for informing people).</li> <li>– <b>Communication and Evaluation Activities</b></li> </ul>
Estimated results	<ul style="list-style-type: none"> <li>– The needs of rural youth in the Seyhan and Gediz Basins in the context of climate change is researched with community based, participatory methodologies.</li> <li>– The awareness of the local youth on connections between climate change rises.</li> <li>– The capacity of the stakeholders and local community increased via trainings developed on the context of climate change.</li> <li>– Small scale, duplicable, community based adaptation projects for reducing vulnerability of youth developed and implemented.</li> <li>– Advocacy activities for reducing vulnerability, held in the line of outcomes and the results of the previous activities.</li> </ul>



Title of the project	EHRL Project: Environmental Human Rights Leadership Project
The project was designed by participants coming from:	Spain-India
Location and duration	India (Pune, Hyderabad, Delhi and Mumbai), 6 months
Main aims	<ul style="list-style-type: none"> <li>– Provide urban teachers with knowledge, resources, skills and tools on Environmental Human Rights Leadership to train students and other teachers to develop these projects in their schools.</li> <li>– To train teachers on the methodology of non-formal education.</li> <li>– Learning exchange between European and Indian teachers</li> </ul>
Target group	Urban teachers
Brief description	<p>The main activities of this project are:</p> <ul style="list-style-type: none"> <li>– Workshop on leadership on environmental human rights and non-formal education tools and techniques</li> <li>– Visiting local environmental organisations and universities</li> <li>– Visiting an organic farm and learning about environmental sustainability</li> <li>– Home stays and community visits</li> <li>– Service projects with the Centre for Environmental Education</li> <li>– Action plan (to implement their learning in their schools and communities)</li> </ul>
Estimated results	<ul style="list-style-type: none"> <li>– Schools will adopt/incorporate environmental human rights learning (EHRL) in their curriculum</li> <li>– Teachers will get an opportunity to promote EHRL in their school and communities</li> <li>– Students will acquire leadership skills through EHRL projects in their schools and communities</li> <li>– Students and teachers will become role models</li> <li>– Teachers from Europe and India will exchange their learning and skills</li> </ul>

Title of the project	Green Rights Focus
This project was designed by a group of participants coming from:	Ireland, Myanmar, Romania, United Kingdom
Location and duration	In all 4 countries, 6 months
Main aims	<ul style="list-style-type: none"> <li>– To raise awareness on environmental human rights among 100 teenagers in high-schools or informal youth groups in the four participating cities</li> <li>– To develop a tool for environmental human rights education in high-schools, focused on screening green short films followed by relevant non-formal educational activities</li> <li>– To develop debating, public speaking, critical thinking, team work and leadership abilities skills among participating youngsters</li> <li>– To develop among participants practical knowledge and skills in the field of recycling</li> </ul>
Target group	High-school students, aged 14 to 19
Brief description	<p>The project is formed of a series of workshops for high school students, using the same methodology in four countries and focusing on three environmental topics: <i>environmental disasters, water, waste management/ recycling</i>.</p> <p>The project will be based on short films (documentaries, social clips, etc.) focusing on each of the three topics and that will compose three film packages (30-40 minutes each) for each of the themes. All films will bring an international, preferably Asia-Europe perspective, in the sense that they will present the same environmental issues (disasters, water issues, water management) in different regions of the world.</p> <p>The movie screening is followed by discussions and other activities around what human rights are, which ones are affected by environmental issues (disasters, water, waste). All activities will be participatory, based on the human rights education methodology.</p>



Estimated results	<ul style="list-style-type: none"> <li>- Students and teachers are more aware of basic human rights, environmental issues, which leads to more responsible behaviour from participants and hopefully their peers and families.</li> <li>- Greater personal development skills for participants including debating, public speaking, critical thinking, teamwork, leadership and practical knowledge and skills in the field of recycling.</li> <li>- Given the fact that this is a pilot project, it might be possible to expand in other high schools/non-formal groups in other countries, or work on other themes such as refugees and internally displaced persons, poverty, globalisation, corporate responsibility with respect to resource extraction and pollution.</li> </ul>
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<b>Title of the project</b>	<b>10:50 Training</b>
This project was designed by participants coming from:	Mongolia-Italy-Finland
Location and duration	Ulan Bator, Mongolia, 8 months
Main aims	To train a multinational pool of 15-20 trainers on environment, rights and social governance, using non-formal education (NFE) methodology and ensuring that they run at least one activity to multiply skills/knowledge in 2011.
Target group	Young people aged 18-30, experienced/knowledgeable on environment, rights and social governance, with good English skills, but lacking educational tools.
Brief description	<p><b>Preparation phase</b></p> <ol style="list-style-type: none"> <li>1. Call for application/selection of participants</li> <li>2. Logistics related to the programme (venue, visits, guests, and speakers)</li> <li>3. Information package for the participants</li> <li>4. Set-up of online cooperative tools</li> <li>5. Final round of confirmations</li> </ol> <p><b>During:</b></p> <p>DAY 1: Arrival, welcoming, breaking the ice          DAY 2: Introduction, getting to know, fears &amp; expectations, programme presentation, short brainstorming, first theoretical input by guest expert (Environment)          DAY 3: Morning: Rights – Input by guest expert followed by small groups activities; afternoon: same thing for social governance          DAY 4: Capacity building on NFE, free afternoon          DAY 5: Project management skills, small practical exercises          DAY 6: Wrap up, discussion of the follow-up conclusions, evaluation          DAY 7: Departure</p> <p><b>Post training phase:</b></p> <ol style="list-style-type: none"> <li>6. Managing the online platform and uploading relevant documents</li> <li>7. Follow-up (responsibility mainly of the participants), support provided by the prep-team if requested and regular communication with the participants</li> <li>8. Final evaluation &amp; renewal of tools</li> <li>9. Reporting</li> </ol>
Estimated results	<ul style="list-style-type: none"> <li>- Networking opportunity for the hosting organisation, Climate Change and Renewable Energy Centre (CCREC)</li> <li>- Creation of a pool of trainers</li> <li>- Multiplier effect through the new trainers formed</li> <li>- Skills and experience in running international project (CCREC)</li> </ul>



Title of the project <b>SeaChange</b>	
This project was designed by participants coming from:	Latvia- Malaysia- Pakistan-Cambodia-Russia-Thailand
Location and duration	In all the above mentioned countries, 1 year
Main aims	<ol style="list-style-type: none"> <li>1. Raise awareness about environmental-related human rights issues (rights-based environmental education) in European and Asian youth communities and cultivate behavioural change among young generation</li> <li>2. Increase youth participation in sustainability in their local communities</li> <li>3. Engage young people in exchanging good practices and competences through multimedia methods as well as build cross continent networks of students and newly graduates in Asia and Europe</li> <li>4. Promote professional and personal development through intercultural exchange and collaboration, internship in human rights and environmental organisations, community service and positive activities.</li> </ol>
Target group	University students and young graduates/professionals from the participating countries
Brief description	<ul style="list-style-type: none"> <li>– Identify existing actors</li> <li>– Define potential spaces in which the programme/role can fit in</li> <li>– Set-up a pool/network of resources</li> <li>– Design strategies to balance the demand and market of the programme</li> <li>– Plan and coordinate among project coordinators</li> <li>– Recruit young university students</li> <li>– Implement activities (debates, leadership trainings, campaign, media, etc.) subject to regional/local context</li> <li>– Continuous evaluation and monitoring</li> </ul> <p>A a result of pre-service facilitator education programmes, the novice facilitators should be both willing and able to make a contribution to environmental education through their own work with learners.</p>
Estimated results	<p>Outcomes of students' learning:</p> <ul style="list-style-type: none"> <li>– knowledge gained through living and interacting in communities, socially acquired knowledge, as distinct from 'formal knowledge' gained in classrooms and from other formal sources including media;</li> <li>– the experience of education in the environment and of aesthetic and spiritual experiences;</li> <li>– issue-based, action-oriented and critical models (i.e. they involve the development of critical reflective knowledge, critical thinking skills and democratic skills and values);</li> <li>– understanding of the complexities of interrelationships and priorities in the field of environmental knowledge.</li> </ul>

Title of the project <b>Wat Sirimongkol</b>	
This project was designed by participants coming from:	Sweden-Thailand
Location and duration	Samut Sakhon, Thailand, two weeks
Main aims	<ul style="list-style-type: none"> <li>– To educate students in secondary school about sustainability, ecologic and planting;</li> <li>– To contribute to green urbanization of Bangkok, Thailand;</li> <li>– To establish a continuum of the schools self-sufficient production of e.g. vegetables;</li> <li>– To empower the volunteers;</li> <li>– To involve the teachers in non-formal education; and</li> <li>– Intercultural cooperation</li> </ul>
Target group	Thai secondary school students, teachers and volunteers (18-25 years old).
Brief description	<p>The project involves 10 Thai students and 10 Burmese students, including their teachers. These students work with Asian and European counterparts in different working groups, such as painting educational wall on nature, setting up schemes for recycling and composting and putting together a vegetable garden. The aim of such activities is to empower the students towards self-sufficiency and increased consciousness and awareness towards sustainable lifestyle and environment.</p> <p><b>The workcamp is structured on four levels:</b></p> <ol style="list-style-type: none"> <li>1. An online platform is setup two weeks prior the workcamp to give opportunities for participants both from Thailand and other parts of Asia and Europe to get to know each other, get a general overview of the project, level out expectations and provide practical considerations on their attendance to the workcamp.</li> <li>2. Orientation Phase. Upon arrival, participants are informed about the programme of the workcamp.</li> <li>3. The work camp as such. During the workcamp, also five lectures will be organised on various sustainability issues and environmental human rights challenges.</li> <li>4. Debriefing. On the last two days, participants will analyse their experience and discuss on their learning.</li> </ol>



#### Estimated results

- 20 Thai and Burmese students are empowered and provided with actual experiences on work camp toward sustainability such as creating a decorative wall with impactful message on environmental issues, setting-up schemes for composting and recycling and creating of vegetable gardens. Moreover, they are provided with an excellent opportunity to interact within a multicultural setting of environmental leaders from across Asia and Europe.
- The working groups' outcomes shall be instituted and created within the school system.
- Internationals from Asia and Europe contributed through a grassroots level initiative.

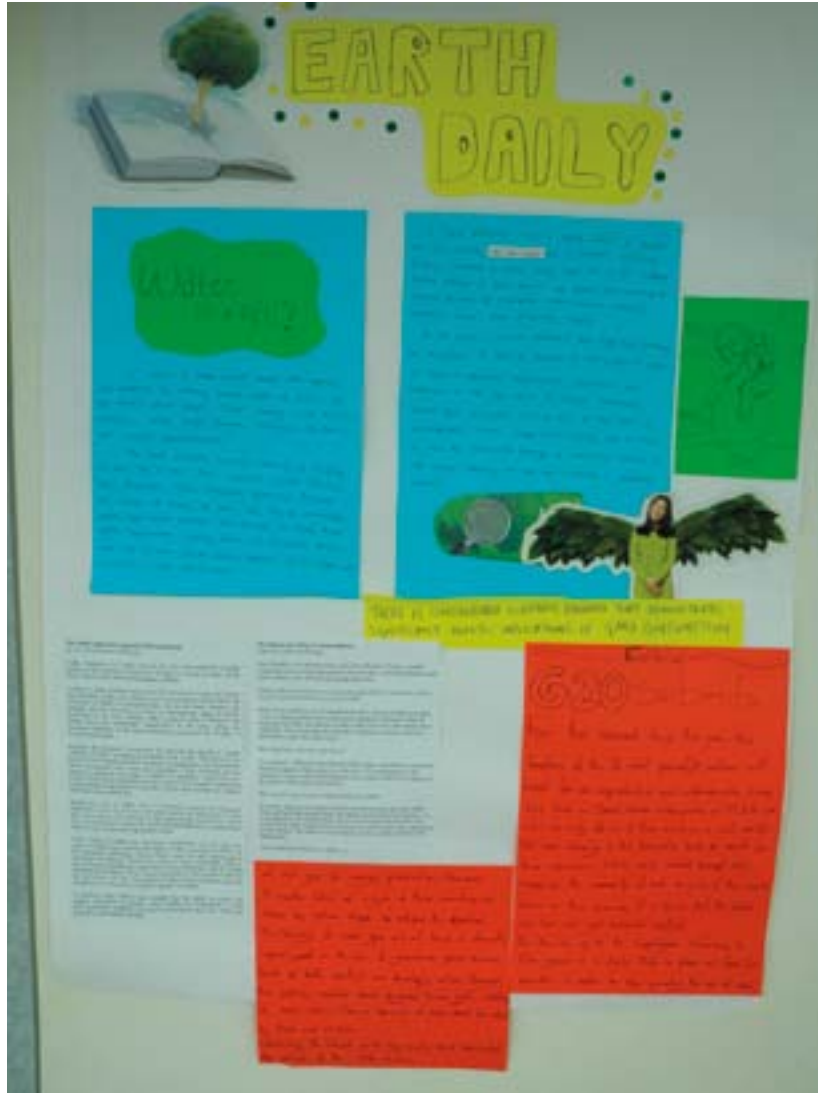
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→ **Annex 3: The Newspapers**

The newspaper *Paju Times*



The newspaper *Earth daily*



The newspaper *Paju International Times*



  
 **Annex 4: List of Abbreviations**

ACHPR	African Charter on Human and Peoples' Rights
ASEF	Asia-Europe Foundation
ASEM	Asia-Europe Meeting
CCIVS	Co-ordinating Committee for International Voluntary Service
CEDAW	Convention on the Elimination of all forms of Discrimination against Women
CESCR	Committee on Economic, Social and Cultural Rights
CoE	Council of Europe
CRC	Convention on the Rights of the Child
G20	The Group of Twenty Finance Ministers and Central Bank Governor
ECHR	European Convention on Human Rights
ECtHR	The European Court of Human Rights
HR	Human Rights
HRE	Human Rights Education
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
IOM	International Organisation for Migration
IWC	International Whaling Commission
IWO	International Workcamp Organization
NGO	Non-governmental organisation
NFE	Non-formal education
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNECE	United Nations Economic Commission for Europe
WCED	UN World Commission on Environment and Development
YAP	Youth Action for Peace



  
 **Annex 5: List of References**

Additional Protocol to the American Convention on Human Rights in the area of economic, social and cultural right (“Protocol of San Salvador”)  
<http://www.oas.org/juridico/english/treaties/a-52.html>

African Charter on Human and Peoples’ Rights  
[http://www.achpr.org/english/\\_info/charter\\_en.html](http://www.achpr.org/english/_info/charter_en.html)

Asia-Europe Foundation  
[www.asef.org](http://www.asef.org)

Asia-Europe Training Course website  
<http://bit.ly/AETCKorea2010>

Asia-Europe Meeting  
<http://www.aseminfoboard.org/>

Charter of the United Nations  
<http://www.un.org/en/documents/charter/>

Climate Summit, Copenhagen 2009  
<http://www.denmark.dk/en/menu/Climate-Energy/COP15-Copenhagen-2009/cop15.htm>

COMPASS, a Manual for Human Rights Education with Young People  
[www.coe.int/compass](http://www.coe.int/compass)

Co-ordinating Committee for International Voluntary Service  
<http://ccivs.org/>

Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters (“Aarhus Convention”)  
<http://www.unece.org/hk/env/pp/acintro.html>

Convention on the Elimination of all forms of Discrimination against Women  
<http://www.un.org/womenwatch/daw/cedaw/>

Committee on Economic, Social and Cultural Rights  
<http://www2.ohchr.org/english/bodies/cescr/>



Council of Europe  
[www.coe.int](http://www.coe.int)

Convention on the Rights of the Child  
<http://www2.ohchr.org/english/law/crc.htm>

Declaration of the United Nations Conference on the Human Environment (or Stockholm Declaration)  
<http://www.unep.org/Documents.Multilingual/Default.asp?documentid=97&articleid=1503>

European Convention on Human Rights  
<http://www.echr.coe.int/ECHR/EN/Header/Basic+Texts/The+Convention+and+additional+protocols/The+European+Convention+on+Human+Rights/>

The European Court of Human Rights  
[http://www.echr.coe.int/echr/homepage\\_en](http://www.echr.coe.int/echr/homepage_en)

The European Convention on Human Rights  
<http://www.echr.coe.int/ECHR/EN/Header/Basic+Texts/The+Convention+and+additional+protocols/The+European+Convention+on+Human+Rights/>

The Group of Twenty Finance Ministers and Central Bank Governor  
[http://en.wikipedia.org/wiki/G-20\\_major\\_economies](http://en.wikipedia.org/wiki/G-20_major_economies)

Institut de Drets Humans de Catalunya  
[http://www.idhc.org/eng/124\\_dhe.asp](http://www.idhc.org/eng/124_dhe.asp)

International Covenant on Civil and Political Rights  
<http://www2.ohchr.org/english/law/ccpr.htm>

International Covenant on Economic, Social and Cultural Rights  
<http://www2.ohchr.org/english/law/cescr.htm>

International Workcamp Organization  
<http://www.1.or.kr/2011korea-workcamp/2011korea-workcamp.htm#01>

International Organisation for Migration  
[www.iom.org](http://www.iom.org)

Report of the World Commission on Environment and Development: Our Common Future (“Brundtland report”)  
[www.un-documents.net/wced-ocf.htm](http://www.un-documents.net/wced-ocf.htm)

Universal Declaration of Human Rights  
<http://www.un.org/en/documents/udhr/>

United Nations  
[www.un.org](http://www.un.org)

UNESCO  
<http://www.unesco.org>

UN World Commission on Environment and Development  
[http://en.wikipedia.org/wiki/Brundtland\\_Commission](http://en.wikipedia.org/wiki/Brundtland_Commission)

UN Conference on Environment and Development, 1992 („Earth Summit“)  
<http://www.un.org/geninfo/bp/enviro.html>

UN Economic Commission for Europe  
<http://www.unece.org/>

UN World Charter for Nature  
<http://www.un.org/documents/ga/res/37/a37r007.htm>



The Asia-Europe Training Courses are important intercultural learning instruments of non-formal education that focus on personal and professional development of young people from Asia and Europe and on capacity building of youth organisations in both regions.

By organising this training course, the Council of Europe and the Asia-Europe Foundation re-affirm their commitment to support global youth co-operation and solidarity.

This publication reports on the 2010 Asia-Europe Training Course on Environmental Human Rights. Hosted by the international Workcamp Organization of Korea, 29 young people from Asia and Europe explored the role and contribution of youth work and non-formal education in developing environmental human rights education in the two regions.

