

PARTNERSHIP

COUNCIL OF EUROPE & EUROPEAN COMMISSION

EURO-MED YOUTH

# **Intercultural learning and human rights education in the Mediterranean area**

A training course for youth workers active in Euro-Med youth projects to further integrate human rights education and intercultural learning in their work

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***Euro-Latin American Youth Centre, Mollina, Spain***

## **COURSE REPORT**



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## 1. INTRODUCTION

In an international and intercultural training course it is difficult to systematise information, to register feelings and emotions, to perceive inner changes and processes of personal and collective transformation, and to confront objectives with results on a permanent basis...

I mention this before anything else because I believe that the essence of what a report should be lies in its capacity to transmit to the outer world ***what happened there***. And if there is something I'm sure of when looking back at this training course it is that this report will never be able to tell you everything that happened there...

This report is organised and written to transmit an idea of the specific learning strategy designed by the team of trainers within a specific institutional frame and responding to given aims, objectives and target group.

It is important to note that this report does not follow the chronological order of the course programme and neither is it a *ready-to-use* manual or curriculum for an activity of this nature.

Assuming the three main structural contents of the course – **intercultural learning**, **human rights education** and **project development**, the report endeavours to transmit how the team approached them from a pedagogical perspective, how they were explored through a concrete set of methodologies and what the reflections, conclusions and outcomes generated by the participants were.

Therefore, not everything is described in this report. Sometimes because that is the option in order to distinguish the essential from the assessorial, other times because I was not able to put into words or systematise what happened or what was said and others simply because we don't have the relevant data...

It is common to say that writing a report of such an activity is primarily an exercise in frustration, because of what we are not able to transmit. I understand that. But I also understand that the richness of such an experience often lies in perceiving the invisible and letting ourselves be touched by it. Quite simply.



## **2. THE COURSE AT A GLANCE...**

... impressions, conclusions and evaluation

It is difficult to extract clear conclusions or images from a training course of this nature. First of all, because it is a training course, and not a conference, a forum or a seminar working towards common conclusions or a written document. It is rather a learning strategy trying to respond to a variety of needs and expectations from its participants.

Secondly, because it involves a complex and dense fabric of learning dimensions and competency development, that move from skill-building to attitude-questioning, passing through the acquisition of new knowledge, the transformation of values, empowering for action, etc.

Finally, because most of the conclusions drawn from the course are probably not visible – they derive from how the participants integrated their learning into their living context or work setting; and this is not assessable at first sight.

Nevertheless, there are some dimensions of this training course that at least deserve to be mentioned in this report because of their importance in understanding the added value brought by the course as recognised by the participants at the end .

### **INTER-RELATIONAL DIMENSION**

This is probably the most unquestionable achievement of this training course – it managed to bring together thirty young people from all around the EURO-MED region, building bridges, promoting intercultural understanding and networking in the most constructive manner. It is never too much to emphasise the importance of seeing faces and experiencing feelings, of developing friendships and empathy as far as intercultural dialogue is concerned. This dimension was strongly present at this training course.

### **A LEARNING PROCESS**

Rather than a sum of learning moments or inputs, this training course developed a learning strategy, a dynamic and interactive learning process. Inserted in the framework on non-formal education principles, the course learning flow was based on learning with each other, learning from diversity and learning by doing. These three keys underline the challenge and complexity of the process itself – it needed permanent accompaniment and monitoring, daily evaluation and on-going adjustments to the programme and methodology, responding to the participants' emerging needs and expectations. Furthermore, such a methodological option depends on the committed co-operation of the participants towards their own learning process – which meant it was necessary to motivate the participants themselves.

### **AN EMPOWERMENT STRATEGY FOR CHANGE**

From the very beginning it was clear that the aim of this training course was not to bring people together for the sake of bringing them together, or to learn for the sake of learning. The course targeted a personal and collective transformation process among the participants, empowering for them social change. In most of cases, rather than providing concrete responses to immediate needs or questions, the course helped design horizons for the participants' actions.

### **EURO-MED Co-OPERATION**

The EURO-MED process was enriched by this training course. By building bridges between youth leaders and workers and by developing networking and co-operation projects, the EURO-MED process moved a step forward. In concrete terms, **seven projects** were designed in partnership by participants and will be followed-up by the course team in its implementation phase. In itself, this represents an enormous achievement by this course towards the EURO-MED co-operation process.

### **HUMAN RIGHTS EDUCATION AND INTERCULTURAL LEARNING**

In the course, participants underwent a battery of learning exercises and inputs on these topics, which definitely contributed, at least, towards raise a much wider awareness of the importance of intercultural learning and human rights education and of the role young people play in promoting them. These two issues actually structured the whole learning strategy and operated in an articulated and complementary manner – this was the richness and the added value of the training itself.

This course cannot claim to be the best training course ever organised or the widest meeting of young people from the EURO-MED region – nor was this its aim. However, it strongly and unquestionably contributed to the development of quality learning opportunities for young people committed to transforming themselves and the world they live in into a fairer, more peaceful and more supportive one. This course used as a training concept the most resourceful tool known – the participants themselves and their creative potential, their critical attitude, their commitment to change and their engagement in changing. The EURO-MED region and the EURO-MED co-operation process can only be grateful to it.



### 3. BACKGROUND AND CONTEXT

As mentioned by Mr Mário Martins in his opening speech, some of the expected participants were prevented from attending due to recent terrorist attacks in Morocco and Israel.

At the time when this training course was planned and held, the world was, and still is, shadowed by the image of the terrorist attacks of 11<sup>th</sup> September, by the primacy of security, by the gap and the borders between *good* and *bad*, between *right* and *wrong*, by the unbearable fear of conflict and violence...

International relations and co-operation – especially those between *north* and *south* – are nowadays being pushed into this strange concept of poles of development, of opposite patterns of civilisation, of bulwarks of democracy and human rights' violators.

The Mediterranean region, EURO-MED co-operation and in particular the youth field are not abstracted from this context – they are part of it. As written in the presentation of this course, “the interdependence among peoples and societies bordering the Mediterranean is often stated as a political objective by all those concerned but it often fails to materialise in practical, tangible terms. Instead of co-operation, young people are often confronted with suspicion, mistrust, borders and barriers, obstacles to mobility and youth exchanges that are as much the result of a “fortress Europe” mentality as of typical forms of xenophobia, prejudice and ignorance about each other.”

And yet – besides this entire burdening frame – two of the most important European institutions joined hands to organise and proposed this training course, setting as core issues **intercultural learning** and **human rights education**.

By investing in a two-year covenant on Euro-Med youth training and a series of activities of this nature, the European Commission and the Council of Europe propose an alternative way of facing the challenges posed to the world nowadays and recognise **young people** as important carriers of change and hope.

Quoting again from Mr Martins's opening speech, “...young people represent by the force of events the greatest asset for a change of the present situation. Most young people are concerned by other young people's situations, and are committed to working for a better world.

In both European and non-European societies in the Mediterranean, there is a common aspiration for a better future, for more peace, justice and self-realisation. Or, to quote Mahmoud Darwish, “*Youth suffers from an incurable disease: hope*”.

This **training course** is a modest expression of these aspirations and hopes. By focusing on human rights education and intercultural learning, its

programme addresses two of the most important preconditions for Euro-Med co-operation:

- A shared set of **values and rights**, based upon the universality, equality and inalienability of human dignity – without a minimum of shared values dialogue would be impossible;
- The affirmation of **cultural dialogue** over violence and ignorance, based on mutual respect, the appreciation of ethnic, linguistic and religious diversity and the willingness to work together and to learn from each other.”

### **Intercultural learning and human rights education: the background and starting points for co-operation**

The following lines are extracted from the formal presentation of this course and clearly illustrate the premises behind the aims, objectives and programme set for the activity:

“**Intercultural learning** has been the basis for the youth work and co-operation within the Council of Europe and it has strongly shaped the contents of training activities with young people and youth workers. Intercultural learning, as one of the bases for dialogue, co-operation and solidarity, has far-reaching methodological, social and educational aims that are of utmost importance in the shaping of mutual perceptions. It also has important practical implications in the design, contents and methodologies in non-formal educational activities, such as youth exchanges.”

“On the other hand, **human rights education**, understood as educational programmes and activities that focus on promoting equality in human dignity, is of incalculable value in the shaping of shared sets of values and aspirations, reaching above cultural backgrounds and traditions. Euro-Med youth activities should also consider the evolution, practice and challenges of human rights, with regard to their universality, indivisibility and inalienability, and what they mean to young people today.”

### **Preparing future generations for closer co-operation among the Euro-Mediterranean partners**

The course was part of a partnership agreement on Euro-Med co-operation, recently signed by the Council of Europe and the European Commission, aiming at “providing further quality training and learning opportunities for youth workers and youth leaders active in Euro-Mediterranean projects, based on intercultural learning, citizenship and the participation of young people and human rights education”.

As explained by Mr Marcos Andrade later in the course, this co-operation framework for the Mediterranean region follows the **Barcelona Process** and targets the three key co-operation areas of the Barcelona Declaration:

Political & Security Partnership

*Establishing a common area of peace and stability including respect for human rights and democracy*

Economic & Financial Partnership

*Creating an area of shared prosperity through the progressive establishment of a free-trade area, solid economic and financial co-operation and concerted action*

Partnership in social, cultural and human affairs

*Developing human resources, promoting understanding between cultures & exchanges between societies*

However, Euro-Med co-operation is not new for either institution. Quoting again from the presentation of this course:

“The **Euro-Mediterranean Youth Action programme** of the European Commission was initiated in 1999 and is based on the shared concern to combat prejudices and stereotypes that prevail across the Mediterranean and keep determining mutual perceptions. The Commission’s resolve to increase dialogue and co-operation across the Mediterranean finds its roots in the Barcelona Process that involved the 15 EU Member States and 12 Mediterranean partner countries.”

“For the **Council of Europe**, the promotion of human rights and the development of democratic forms of participation are crucial objectives to further consolidate pan-European co-operation. The promotion of peace, co-operation and human rights in Europe, however, cannot be disconnected from the realities around Europe, in particular across the Mediterranean. Both the North-South Centre and the Directorate of Youth and Sports have developed programmes and projects that address issues of common concern for young people across the region, notably the Euro-Arab dialogue, global education projects, and a first course on human rights education in youth projects, held in 2002 at the European Youth Centre.”

Finally, it is important to note that the course was “hosted” by INJUVE (Spanish Youth Institute) at the Euro-Latin-American Youth Centre (CEULAJ), in Mollina a small village in the Andalusia region. If the co-operation of the Spanish government is in itself remarkable, it is also interesting to underline the particular choice of the venue as it was mentioned many times as a kind *shaping mood* for the flow – Andalusia (the civilisation of Al-andalus) is often equated with the friendly coexistence of cultures, with tolerance, respect and understanding, as for “most of the Muslim rule, Jews and Christians enjoyed freedom of religious belief and practice”.

## Aims and Objectives of the Course

The training course **aimed** to enable youth workers and youth leaders active or interested in Euro-Mediterranean youth projects to develop intercultural learning and human rights education with young people, and to initiate common projects in these fields. The main **objectives** of the course were:

- To develop the participants' knowledge and competence in key concepts of intercultural learning, global education and human rights education with young people;
- To develop a common understanding of the situations and challenges faced by young people across the Mediterranean;
- To provide tools for analysis of the present challenges to closer co-operation among partners across the Mediterranean, including xenophobia and racism, prejudice and ignorance, social exclusion and poverty, and unequal opportunities for social and political participation;
- To familiarise the participants with the approaches and activities of *COMPASS* (the manual on human rights education with young people) and on how best to use it and adapt it to their local contexts and realities;
- To provide information about existing possibilities and conditions for the development of Euro-Med youth co-operation projects;
- To identify common criteria and approaches for follow-up projects and initiatives and to support participants in developing them;
- To develop an informal network of youth workers and youth leaders in the European and Mediterranean regions.

## 4. PARTICIPANTS

As stated in the *Presentation of the Course and Call for Applications*, “This training course addresses youth workers and youth leaders, as carriers of experience of both youth work and young people in all the countries concerned, and because of their role as multipliers”.

The team developed a comprehensive strategy for reaching, assessing, selecting and inviting the final group of 30 participants that attended this course. They defined a complete profile of participants and a clear and structured recruitment and selection process. They then went through the applications, assessing their experiences, expectations and training needs, and finally chose 30.

As often in these cases, the actual group of participants does not always strictly correspond to the desired profile. It is difficult to assess all the applications based on written elements, expressed, in most of cases, in a foreign language.

However, in this case, we can say the final composition of the group of participants was quite close to the desirable or expected one. First of all, the group was mostly composed of young people – average age somewhere around 25 years old. The group was also fairly balanced in terms of gender: 12 male participants and 16 female. It is maybe important to note that terrorist attacks in Morocco and Israel prevented two of the expected participants from attending the course. The group was also quite diverse in terms of regional background: 17 of the participants were from Europe (and within Europe, from Portugal to Lithuania and from Denmark to Turkey...) and 11 from seven of the MED-Partner Countries (Egypt, Israel, Jordan, Lebanon, Tunisia, Morocco and Algeria). In most cases there was one participant per country.

Most of the participants were engaged in a youth organisation – either as volunteers or as workers. Specifically within the European group of participants, a couple of them were from youth information centres.

The first significant impression of this group was indeed its diversity: diversity of backgrounds, experiences and expectations. By reading the lines below all this diversity will become quite clear. This also refers to the participants’ different approaches to this course: if some of them took it primarily as a training opportunity – to develop knowledge, skills and attitudes – others took it rather as a space for meetings and exchanges. The richness of the outcome of this course relied strongly on this *melting pot* of young people...

### 4.1 Expected Profile of Participants

According to the call for participants launched by the institutions, this course was open to:

- Youth workers or youth leaders (paid or voluntary) active with young people within the framework of formal or informal associations, groups and projects;

*and*

- Educators and project leaders, in a broad sense of the term, i.e. those carrying out non-formal educational activities with young people in any form;

*who were:*

- motivated to work and to develop projects with a Euro-Mediterranean perspective;
- interested in developing their competence in the themes of the course;
- resident in one of the 48 European countries who are members of the European Cultural Convention or in a non-European Mediterranean country or territory;
- aged between 18 and 35 (exceptions are possible);
- able to work in English and/or in Arabic.

## **4.2 Recruitment and Selection Process**

The call for applications was sent out to a wide number of youth organisations and institutions through the usual channels of the various stakeholders in the process. All candidates applied using a specific application form. Applications were sent to the North-South Centre, together with a letter of support from their sponsoring organisation or institution, where possible.

Out of nearly 400 applications, the preparatory team selected 30 participants on the basis of the profile outlined above and ensuring a balanced group (gender, geographical regions, types of experiences, cultural backgrounds and organisations). A waiting list was established. The team aimed for a balanced group of European and non-European participants.

Candidates were informed whether their application had been accepted or rejected, and if they had been put on the waiting list. The accepted candidates received further information and formal invitations.

Before the course, all participants received a CD-ROM including the main information regarding the programme and the contents of the course as well as the basic materials and documents for use in the course.

### 4.3 Expectations of Participants

The expectations shared by the participants in their application forms and at the beginning of the course are, in fact, a combination of concrete objectives and generic dreams, of immediate challenges and long-term commitments, from meeting people to changing the world...

Such diversity was in fact present in this course. It represented its richness and its effective opportunity for learning and for personal and collective development.

The participants' expectations evolved during the 10 days of the course. It would be difficult to list all these dynamic and multidimensional aspects. Therefore, the list below should be regarded as an incomplete summary of the participants' expectations for this course:

- To develop a common understanding of the situations and challenges faced by young people across the Mediterranean;
- To share ideas between youth workers and leaders and to act positively in spreading our ideas theoretically and practically in regard to Euro-Med co-operation;
- To develop knowledge and competencies in key concepts of intercultural learning, global education and human rights education with young people;
- To promote a new generation of youth workers and leaders who are capable of solving problems;
- To take this opportunity to learn more and to get updated information on youth work in the Mediterranean, as well as what is being done and the possibilities in the fields of human rights education and development co-operation;
- The exchange between Europe and the Mediterranean region is too one-sided, many negative stereotypes dominating the picture of the other. Mutuality and collaboration can only be achieved if old values are challenged by younger people who see critically and may be stimulated to develop new worldviews through participation and confrontation. This course is expected to contribute to such a change, to learn what needs there are, what methods, and what partners would be willing to co-operate in educating for respect and mutuality;
- To respond to the belief that intercultural understanding and human rights promotion can be one of the tools in creating a Europe with no prejudices, stereotypes or cultural or any other misunderstandings;

- To find partners and develop new projects as it is very important to communicate and co-operate not only with neighbouring countries;
- To gain knowledge that will contribute to develop further work in the organisation and also organising projects and events;
- To meet people one wouldn't meet otherwise and to start constructive conversations and communication between different regions, to learn and to find mutual understanding;
- To promote further co-operation and increasing dialogue at the international level with other participants coming from similar backgrounds.
- To be involved in the development, implementation and evaluation of European youth projects.
- Cross-cultural dialogue between the participants from different countries is so far minimal and essential for a better understanding of the global articulation of many issues. The course is expected to move all the participants forward in their work beyond purely academic or practical limits.
- "Human rights are natural needs that every person around the world should enjoy freely. Besides that, human rights are a concern in the Middle East where countries lack many aspects in this issue. It is deprived of many natural needs and rights. Facing this challenge we look forward to developing our knowledge and education in human rights."
- "Intercultural learning lets us discover other cultures and thus be able to accept them as they are and this will lead to an effective dialogue and co-operation. The biggest challenge is, nevertheless, knowing how to live these concepts in reality. This is what this course is expected to provide."
- "This seminar is a place where different trainers from various countries can meet and exchange their views and experiences on their work. Participating in the seminar will give the opportunity to become aware of other ways of thinking, implementing and transmitting interculturalism in relation to a specific social framework where the participants come from."
- The course is expected to provide space to ask questions and tackle problems raised in daily work on intercultural dialogue and human rights and to present different points of view on these two fields.
- This course might prove to be an important source of new ideas in the theory, practice and learning strategies on intercultural dialogue and human rights;



- "The course is expected to offer possibilities to become further acquainted with recent developments in the specific field of youth work;"
- To bring together different kinds of organisations, which use different methodologies to develop intercultural learning and human rights education;
- The dialogue between countries is the most important thing on a human level, and to be present in such a course is very meaningful to be able to communicate and exchange beliefs with others from around the world;
- To contribute to the ongoing debate and discuss and consider ways in which we can work together effectively against human rights violations and support and encourage intercultural learning;
- To establish an information network between associations concerned with human rights, so that their experience, capabilities, services and knowledge in their respective fields can be shared;
- "Being a post-war society, my country is, unfortunately, still a showcase of many aches and pains of young democracies. The uncertainty of prospects of joining the EU fills many people with bitterness, pessimism and apathy as they watch "all other nations enjoying the fruits of economic development, but us." We tend to blame all current problems on one another while little is being done to try and solve at least some of them. I live in a town where the population patterns have changed considerably after the war. There is an equal share of people from different ethnic and national origins who settled in this town after their own houses were torn down. What we actually have in my country is a chance to practice the essence of democracy and mutual dialogues, but also many dangers and threats to basic human rights stand in our way. I work at a coffee bar where all three ethnic groups meet and socialise regardless of their origins. Maybe, the secret of our success is our age, being young perhaps points out some things we all have in common, our love of music, friends, liberty to be young and do things one does at this time of life. I believe that by taking part in this course I would get the opportunity to share experience and learn from others. I must admit that the whole project is a challenge, especially developing an informal network of youth workers in the European and Mediterranean regions. I am aware that a thing such as this would help shatter the boundaries and fetters of prejudice, which stand in a startling opposition to the world of possibilities which is only "an e-mail away"."

## 4.4 Training Needs

The specific **needs** expressed by the participants are not distant from what their expectations towards this course were. In general the participants' needs revolve around the development of skills, knowledge or attitudes.

In short, the participants in this course needed...

- ... further professional training and exposure to proven methods of work in an informal educational setting whose goal is to influence life-long attitudes to tolerance;
- ... to have an extensive interaction with friends in the course to overcome any culture conflicts very soon at the beginning in order to achieve efficiency and effectiveness in the course;
- ... to get concrete examples or best practices of projects carried out by youth NGOs (or in partnership with youth NGOs) in the field of Euro-Med Co-operation;
- ... to learn more about intercultural learning and human rights education around the Mediterranean, to learn new methods, to learn from others' experiences and projects.
- ... to gain more experience and more competence in human rights education and methodology of intercultural learning, global education with young people, to get acquainted with the tools for analysis of the present challenges of closer co-operation among partners including xenophobia, racism, prejudice and ignorance, social exclusion and poverty, unequal opportunities for social and political participation;
- ... to learn more about similarities and differences in work with youth in different regions and to learn more about the possibilities of creating an efficient network among youth organisations and people working with youth in European and Mediterranean regions.
- ... to learn more about *COMPASS*;
- ... to learn methods for enabling youth to develop effective communication skills, for creating youth-inspired initiatives within and for the benefit of their local community;
- ... to acquire skills to assist me in helping people break down the barriers between them in initial encounters;
- ... to learn more about human relations between activists in the field of human rights, to get to know people from around the world, to exchange knowledge and experiences and to improve methodology by learning more about the intercultural approaches through games and exercises;

- ... to receive information and training regarding the existing possibilities and conditions for the development of Euro-Med youth co-operation projects as well as to learn about the experiences of projects managed by other participants;
- ... to learn new approaches for follow-up projects and initiatives.



## 5. METHODOLOGY, PROCESS AND PROGRAMME

### 5.1 Methodology

The methodological option for a training course of this nature is of as much importance as the relevance of the contents or the experience of the participants.

It is important to remember from the documents presenting this course that it was “designed to give participants the opportunity to experience and reflect upon the issues of intercultural dialogue and solidarity *using the group of participants, their experiences and perceptions as the basis for learning together and developing common projects*. The course was thus a mutual learning situation, where participants were able to compare their approaches and concerns in an approach and environment of intercultural dialogue”.

A learning process designed on this basis is implicitly a combination of a variety of methodological principles not always visible or identifiable at first sight:

- It derives from and tries to **respond** to the **aims** and **objectives** set for this activity by the institutions and the team – which demands a level of coherence not always easy to articulate in a *living* working programme. In this regard, and looking at the evaluation by participants and team, this training course was a very good example of the application of such a fundamental principle.
- It is clearly **participant-centred** – this means it takes into account as much as possible the needs and expectations of the participants themselves, respecting the diversity of experiences, their specific cultural and organisational background, and their different learning styles and preferences. No other way could bring as much quality to this educational experience as this one – if we assume the desire to learn is within the participants’ experiences and critical thinking, the methodology adopted could only give priority to this. Precisely this aspect was visible as the team adapted the programme on a nearly daily basis, responding to the participants’ specific needs throughout their learning process.
- The methodological strategy chosen by this team tried to combine a **variety of methods and resources** – seeking to accommodate the diversity of learning preferences in the group. No other feature could be as visible as this one, just looking at the programme’s different working units.
- Within non-formal education contexts, and especially dealing with issues like intercultural learning and human rights education, we usually say that **form is contents!** In other words, the methodology adopted for this course was clearly **value-based** – meaning that some fundamental values were in play when it came to working and learning together, such as democratic participation, respect and tolerance, gender balance, positive discrimination of minorities, etc...

- As a learning experience, this course sought to integrate **knowledge, skills and attitudes** in a structured and oriented manner towards the development of competencies and group-work in this field. Different working units and methods put different emphasis on certain of those dimensions.
- The way the programme was designed clearly shows the team's concern for combining **individual and group learning processes** – which represented an enormous effort to secure spaces for personal development but also for collective transformation processes: in smaller groups, in national groups or in the group of participants as a whole.
- As presented in the call for participants, this course was supposed to be training based on **mutual learning** – meaning that learning from the colleagues in the group would be encouraged further than learning from the speakers, experts or trainers. This is a courageous and risky methodological option, not always accepted by the participants precisely because it demands from them active participation, active learning and sharing, but above all, a strong capacity to learn from those that have a similar social role to their own.
- Together with the previous principle, this course encouraged **learning from the different** – assuming that there is a higher potential for transforming learning when the process is developed between two or more participants that are different from each other in terms of nationality, cultural background, organisational experience, etc. Again, it represents an extra effort in engaging participants in the learning process – normally it is more comfortable to *sit with those I know and with whom I share a similar vision of the reality around me / us...*
- Finally, the methodological option clearly targeted change –**learning for change** – in the sense that the learning process developed during the course envisaged action (personal and collective) once back home. This explains the investment (in the programme) in strategies for action, projects and follow-up.
- Intimately linked to the “responding to aims and objectives” and to the “participant-centred” principles, this course involved a variety of **evaluation** mechanisms (final and ongoing) to assess the progress and achievements of the learning process. The “reflection groups”, the mid-term evaluation block and the entire final evaluation unit are examples of this. It is important to note that the participants are the main players in this evaluation and take an active parting it.
- Mostly invisible as a methodological key, the need to accommodate the **international dimension** of the course was of extreme importance. This explains certain items in the programme dedicated to exploring this “internationality”, such as the *info market* or the *cultural evening* as well as aspects related to the groups' division or the national human rights reports, for example;

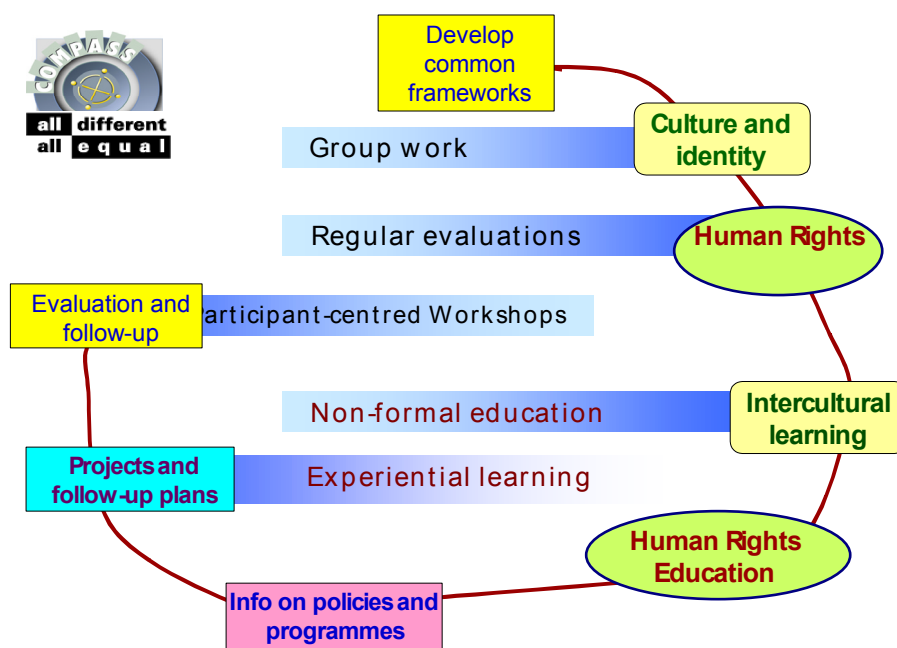
As a general note regarding the whole methodological options framing the programme of this course, we can also say that it can be described as involving **non-formal education** and principles in general – as, for example, it is based on non-hierarchical relations, voluntary participation, heterogeneous learning, constructive knowledge, etc...

These (and maybe other) methodological principles were applied throughout the course in a **comprehensive** manner – as said before, quite often in an invisible / implicit way.

In a **practical** way, the experiences and realities of the participants, as youth workers, youth leaders or educators, were the very basis of the working methods used. Contributions from experts in the field of human rights and intercultural learning provided common reference points for learning and communication. The use of experiential methods, including activities from *COMPASS*, strengthened the practical side of the course and provided concrete examples of work. Towards the end of the course, the participants were expected to be able to imagine and design common co-operation projects. Information on existing funding possibilities within the Council of Europe and the European Commission was provided for this purpose.

## 5.2 Process

As presented by the trainer team, the following diagram briefly describes the overall process in the programme of the training course.



It is important to note that this process was not linear. Over the days, these elements were taken and re-taken at different moments of the programme, responding and corresponding to the complexity and interdependence between the issues explored and to the specific needs and expectations generated by the participants in the process itself.

The elements at the centre in the diagram were actually transversal to the whole process. To them, we could add the importance of external inputs and of the social dimension, which contributed enormously to the learning frame of the group.

### **5.3 Programme**

The programme of the course was designed taking into the account the time frame available and the methodological challenges explained above. There is an overview of the programme on the next page. In the appendix section you will find a detailed day-by-day programme,, including the concrete schedule and references to the working methods proposed.



## PROGRAMME OVERVIEW

Day 0	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
A R R I V A L S	Opening Expectations Aims, Objectives and Methodology	Identity and Culture	Human Rights	Intercultural Learning	F R E E D A Y (visit to Granada)	Practical Skills and Information	Intro to Project Planning	Project Work	Consolidation and Evaluation Personal Action Plans	D E P A R T U R E S
	Youth Work Practices Intro Reflection Groups	We and the Mediterranean	Human Rights Education	Key Concepts and Meanings in ICL		Institutional Background and Support	Project Work	Projects Presentation Reflection Groups	Evaluation of the Course Closing	
Registration		Reflection Groups	Reflection Groups	Mid-Term Evaluation		Reflection Groups	Reflection Groups	FREE EVENING		
Welcome Activities	Info Market	Mediterranean Cultural Evening				Thematic <i>Jaima</i>			Farewell Party	



## 6. EURO-MED RELATIONS

The aim of this brief chapter is to underline the context in which this training course took place – EURO-MED co-operation – and its importance regarding the chosen approaches to the contents and the specific outcomes in terms of learning and plans of action. In other words, to put in evidence how far the EURO-MED spirit shaped this course...

The institutional presentation of the course was clear in starting by saying that “... the history of Europe has been shaped by the exchanges and interaction between peoples and cultures across the Mediterranean Sea”.

Mr. Mário Martins, Director of Youth and Sport of the CoE, said in his opening speech:

“The civilisation of *Al-andalus*, of which Molina is part of the heritage, was of an extraordinary nature. A land known for its knowledge, its subtle architecture, exquisite craftsmanship and brilliant poetry. An economically prosperous, multilingual, cosmopolitan and tolerant civilisation, where during most of the Muslim reign, Jews and Christians enjoyed freedom of religious belief and practice. [...] In my imagination I would often equate *Al-andalus* with culture, which is creativity, with friendly coexistence and tolerance, which involves mutual respect and understanding. I always pair *Al-andalus* with the Mediterranean and the peoples which populated and developed its shores.”

As clearly perceived, more than a mere reference to the political and economical challenges that, at first sight, seem to lead and shape the Euro-Med co-operation process, the **context set by the institutions for this course** was in fact much more than that. Together with the contribution of the team in defining the aims and objectives for the course, it **launched a kind of meta-frame for Euro-Med co-operation, mostly shaped by its cultural, human and relational dimensions** – perceived in the history and development of peoples and civilisations and in shared behaviours, rituals and practices.

Mr. Walid Saleh Khalifeh, said in his input on *identity and culture in the Mediterranean*:

“In spite of the diversity of nations and cultures of the Mediterranean Basin and the distances separating countries of this area, common characteristics and an amazing similarity exists reflecting reality without taking into consideration political and religious practices. [...] This resemblance is not restricted to the people, but extends to the environment, architecture and other aspects in the Mediterranean area. [...] Throughout the centuries, many elements contributed in shaping the personality and traits of the Mediterranean individuals. As such, they are open-minded and liberal. [...] Despite the political and religious conflicts since the Middle Ages and until today in the Mediterranean area, the people of the Basin are still open to other cultures and nations sharing common qualities and habits.”

This kind of “**Mediterranean identity**” was definitely a milestone in the training course. Besides differences not only between the two regions but also within them, the participants seemed to respond to this proposed working frame. In

fact, they were the actual players who defined such a context by the multiple experiences related to the Mediterranean region they brought with them.

At a very early stage in the course, the participants were asked to briefly share something about “themselves and the Mediterranean”. What follows below are some extracts from this work. They say a lot about the intensity with which the participants lived this challenge and it might help to understand the learning outcomes and projects of this course.

***... me and the Mediterranean...***

... where I was born, have grown up and live... my culture, which I like to be part of, togetherness of diversity, of cultures, religions, people...

... the place where I can move, the place I feel familiar with... it's a personal feeling, depending on my experiences, my interests and my dreams...

... the Mediterranean represents street culture , the influence of the sea and the sun on people's arts (music, calligraphy,...); the emotional region and a difficult language that I'd like to learn...

... it is a part of my country's history and my background as well. It means life as it provides others and myself with fish to survive; it is my resort to relax after a busy time, it acts as a link between me and other cultures...

... it means relationship, stability and exchange, mobility, co-operation and solidarity...

... I live and work in a town near by the Mediterranean; I organise youth activities in the Mediterranean area; "...the land where the sea doesn't beat, my heart doesn't beat..."

... I and the Mediterranean... will be looking for food, the history, the cultural tradition, the achievement of peace, the sun and the sea, the language, mutual understanding, ...

... I feel very much identified with the Mediterranean; the history of my land is connected to the history of the Mediterranean and the travelling of people and cultures to the coasts of Andalusia; also my family history goes back to this history as my origins are related to Arabs, Christians, Romans and Jewish. My present life is also connected to the Mediterranean, with regard to music, food, celebrations, weather and, of course, the sea! ...

... I relate to the Mediterranean especially by promoting exchanges between youngsters in both Northern and Southern Europe. The aim is to make young people know their rights and duties in a modern democracy. My country has a long tradition of raising young people for democracy...

... me and the Mediterranean is all about dialogue, ambience, climate, youth exchanges and patience...

... my relationship with the Mediterranean is a vital one, but needs to be fed and needs to feed the "other", the non-Mediterranean, otherwise the relationship dies...

... me, the Mediterranean and... friendships... and more intercultural learning especially on human rights and citizenship related to youth participation...

... the world needs more knowledge about MENA. There is too much bias, racism, xenophobia. I have been learning about MENA but want to give of my experience and knowledge in order to increase dialogues and tolerance...

... I studied in Jerusalem which also inspired in me an intellectual interest in the issue. I'm a volunteer in a German-Palestinian-Israeli project; ...moreover, my work now is connected with the Mid-East; I'm learning Arabic and Hebrew...



## 7. HUMAN RIGHTS EDUCATION

### 7.1 The evolution of Human Rights and the International Bill of Rights

*“... all those of you that have human rights, please stand up.”*

This phrase coined by one of the team members deeply marked the reflections and the discussions around the issue of human rights (HR) and human rights education (HRE) – the permanent struggle between the acknowledgement of the existing rights for each and every human being and access to and the use of such rights.

The existence of human rights is often confused with the respect or implementation of those rights – translated into a number of practices, laws, standards and commitments assumed by states and citizens – or shadowed by the multiple violations of these same rights.

This is easily illustrated by expressions like: “I don’t belong to any country, therefore I don’t feel that any of my rights are respected” or “HR are very beautiful but they are not a reality, at least all the time and everywhere” – both of them spoken out by participants in the course.

In fact, what resulted in one of the most important learning outcomes of this course was (simply) the acknowledgement of the following: the very recognition of human rights violations (or non- implementation) admits that such rights do exist for those who claim their violation. Human rights are in fact what we all have in common.

Supported by a series of slides (see appendix section), Rui Gomes presented the evolution of human rights towards an international bill of human rights:

#### ***Universality and Equality***

*“Human rights is what no one can take away from you.”*

René Cassin

*“Human rights start with breakfast.”*

Léopold Senghor

Two sentences, two reference persons, two approaches to human rights. René Cassin states the inalienability of human rights – nothing, no one can take them away from you. One cannot change them, sell them or simply determine that one doesn’t want them any longer. Such rights belong to a person because of the simple fact that he or she is a human being and was born as such.

However, Léopold Senghor emphasises the interdependent dimension of human rights – if you cannot eat, if you starve, where are your rights?

This tension between these two approaches to existing dimensions of human rights directly or indirectly shaped most of the debate on the effective implementation of human rights.

## The Universal Declaration of Human Rights (UDHR)

### Article 1

"All human beings are born **free** and **equal** in **dignity** and **rights**. They are endowed with **reason and conscience** and should act towards one another in a spirit of brotherhood."

The pedagogical question addressed to the participants at this stage was:

*"WHO SHOULD NOT HAVE THESE (HUMAN) RIGHTS?"*

## Characteristics of Human Rights

"All human rights are:

- **Universal** – they apply to every and each single individual, to ALL human beings, independently of their origin, citizenship, religious, cultural, political or social background.
- **Indivisible** – human rights are not divisible: one does not have just one or part of these rights, they are applied as a whole, integrally.
- **Interdependent** – human rights are interrelated, they depend on each other to build a coherent and meaningful body of rights: referring to Senghor's quotation, would a starving person be able to make use of his / her right to education?
- **Inalienable** – no one can take or send away human rights, they belong to each individual since birth.

*based on the Vienna Declaration on Human Rights, 1993*



## ***The evolution of human rights***

In brief terms, Rui Gomes presented the evolution of human rights, from **granted** (a) rights and **natural** (b) rights to **human** (universal) rights.

### (a) Granted Rights

In the first approach to rights, these were granted, given, by someone, usually the ruler(s), the king or by God. Such entities who were able to grant rights were somehow considered to be superior to those being granted rights.

Such rights were therefore and in general *conditional, temporary, exceptional, moral* and *limited*. Although fragile and arbitrary in nature, these rights already revealed a sense of relative universality, of accepted limitations to those in power and a certain awareness of justice and humanity.

### (b) Natural Rights

From the *Enlightenment*:

*Natural law, natural rights, applicable to all human beings in any society.  
"Natural" to mankind, preceding society. Man(kind) is able to draw those rights because he has "reason", he can think.*

*"Le droit naturel est celui que la nature indique à tous les hommes."  
(Voltaire)*

This period marks the emancipation of Mankind, the birth of individual freedom (as opposed to individual freedoms, or *privileges*) – natural rights cannot be taken away by the state, they are a *limit* to its power.

The emergence of these rights represents in a way the emergence of an international bill of rights as such. It was in fact the first time states agreed to limit their power, their sovereignty.

### Human (Universal) Rights

With the two World Wars, and the emergence of a number of new entities and processes – the League of Nations, the Nuremberg trials, the United Nations, the Universal Declaration of Human Rights, etc – human rights are finally understood as commitments being assumed by states, therefore expected to become law.

## The International Bill of Human Rights

The following two slides, as presented by Rui, synthesise the international bill of human rights and human rights at the Council of Europe:



### The International Bill of

#### 1st Generation rights *(liberty)*

- Civil rights
- Legal rights
- Political rights

Covenant on  
Civil and  
Political Rights

UDHR  
1948



#### 2nd Generation rights *(equality)*

- Social rights
- Economic rights
- Cultural rights

Covenant on  
Social and  
Economic Rights

#### 3rd Generation rights *(solidarity)*

- Peace, Development, Environment...

Specific  
conventions and  
instruments



Human rights: definition and



### At the Council of Europe...

European Convention on  
Human Rights (1950)  
Convention on Prevention of  
Torture (1987)

**POLITICAL & CIVIL  
RIGHTS**

European Social Charter  
(1961)

**ECONOMIC AND SOCIAL  
RIGHTS**

Framework Convention on  
the Protection of National  
Minorities (1995)

**COLLECTIVE  
RIGHTS**



Human rights: definition and evolution



## 7.2 Analysing human rights and human rights violations in countries

Periodically, several institutions and organisations produce reports on the situation of each country regarding human rights and human rights violations. The participants were invited to assess and reflect on the situation in their own country and to compare it to the reports provided by *Amnesty International*<sup>1</sup> and *Human Rights Watch*<sup>2</sup>.

In groups, they shared and compared the different situations and reports and they raised concerns and drew conclusions, which were afterwards shared in plenary. At least three patterns could be easily identified from these conclusions:

- a) In general, all the participants stated and confirmed the violations of human rights listed in the reports regarding their countries.
- b) These reports, and the violation of human rights in each one's country, were no news to them.
- c) The participants had no trouble in adding to the list of human rights violations in their countries;

In addition to these central concerns, other topics were launched for debate and reflection by the groups:

- There is still a huge gap between human rights being secured and being effectively respected and the number of signatory countries for a number of human rights conventions, charters, declarations and covenants;
- The violation of human rights is not always – and is probably comparatively seldom – perpetrated by state authorities or by governments. Quite often it occurs in a dissimulated way, carried by individuals, civilians, in the daily routine of their work, on the streets, at home... Therefore, the prevention of human rights violations involves not only the setting of rules and laws, but also – and especially – multiple investments in the relationship between people, their education and intercultural understanding.
- A common understanding on human rights violations should not be taken for granted. Although the margin for relativism is small, it exists and it comes to the surface when different definitions, concepts and visions are applied.

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<sup>1</sup> **Amnesty International** ([www.amnesty.org](http://www.amnesty.org)) - is a worldwide campaigning movement that works to promote internationally recognised human rights.

<sup>2</sup> **Human Rights Watch** ([www.hrw.org](http://www.hrw.org)) - is dedicated to protecting the human rights of people around the world, standing with victims and activists to prevent discrimination, to uphold political freedom, to protect people from inhumane conduct in wartime and to bring offenders to justice.

- The interdependence of human rights is clear from this analysis: the multiplicity of human rights violations – in these reports much more focused on civil and political rights – tends to be higher in countries where economic, political and social situations seem weaker or more precarious. In the same way, this characteristic of human rights raises concerns with regard to the external economic policies of the so-called developed countries– for instance, what is the impact of the CAP<sup>3</sup> on the promotion of and respect for human rights in northern Africa?
- The universality of human rights calls for the promotion of global citizenship – i.e. the sense of responsibility for humanity as a whole grows hand-in-hand with the acknowledgement of each single individual's (from the north or from the south, Muslim or Christian, ...) rights.
- Governments, international institutions and NGOs are complementary agents of human rights promotion, implementation and monitoring: they play different roles, target different fields and incorporate different dimension of society.
- A recurrent and special emphasis was put on the situation of immigrants in Europe. Their treatment and their situation in several European countries is not at all coherent with the various conventions, covenants and charters signed by and ratified in such countries.
- The relationship between human rights violations and culture, although ambiguous and sometimes dangerous (it might lead to arbitrary, hasty conclusions) should not be neglected. The concerns raised by the participants questioned whether certain cultural patterns do not prevent individuals from considering some actions or attitudes as unquestionable violations of human rights.

## Emerging Challenges

The groups working on human rights violations in countries were not only concerned with providing a critical analysis, but also proposed or suggested keys for further action.

Answering the question “what can we do?” the groups agreed upon the following:

- It is necessary to fill the gap between “theory” and “practice”. The acceptance of human rights by states as an integral part of national laws, the ratification of human rights’ and conventions and covenants, does not necessarily guarantee these rights for all individuals. Youth in general and youth organisations in particular are called upon to engage in further efforts towards the effective implementation of human rights.

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<sup>3</sup> C.A.P. – European Union *Common Agricultural Policy*.

- along these lines, they should seek further complementary and articulated work with governments, other civil society organisations and international institutions in order to (1) keep denouncing violations of human rights and (2) raise awareness of and promote the respect for human rights;
- Youth organisations are privileged agents of human rights education. Therefore they can and should develop and implement further strategies for wider and more effective human rights education, looking particularly at the articulation between formal and non-formal education;
- The immigrants' situation (especially "illegals") is a special concern of youth organisations in the Mediterranean area: How to secure the rights of the *invisible*?... How to cope with respect for freedom of movement / mobility and states' responsibility for securing food, health, education and employment?... Youth organisations are again privileged actors in bridging the needs and the dreams of those seeking freedom, security or better living conditions and the development of (inter)national laws and social protection systems.

## 7.3 Human Rights Education

### 7.3.1 – Promoting Change

#### *How to make culture change*

How can social changes be enhanced? How can we challenge individuals' attitudes and behaviours in order to promote personal and collective transformation processes? These are some of the questions youth leaders and educators face when approaching human rights education. In fact, this is what human rights education is about: enhancing changes in people's and communities' practices towards effective respect for ALL human rights, promoting active citizenship and democracy, gender equality, social rights, peace and social cohesion, and combating discrimination and xenophobia, poverty, etc.

The course team began the work on Human Rights Education by launching these questions and addressing the issue of CHANGE. As explained by the trainers, promoting changes and managing change is NOT an easy task. Each of us could make a never-ending list of failed experiences or initiatives towards change. Many authors and researchers have worked on and studied this issue.

The slide shown to the participants summarised some of the main attitudes and behaviours people have in a context of change:

- a) People become self-conscious and concerned: 'Why are we doing this?'
- b) Different people are at different stages of readiness for change.
- c) People will be concerned about themselves, even if everyone is going through the same process.
- d) People are more concerned about what they might lose than with what they might gain.
- e) People are afraid of not having sufficient resources (competence, time, money...).
- f) Too many changes at once and people will rebel or give up.
- g) Take away the pressure and people will return to old behaviour.

### 7.3.2 – Key values and principles in human rights education

The following two slides were presented to the participants in order to set the framework for working on “human rights’ education”:

#### ***Human Rights in Education***

“Education shall be directed to the full development of the human personality and to the **strengthening of respect for human rights** and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace”.

*Article 26, UDHR*

#### ***Human Rights Education***

“... educational programmes and activities that focus on **promoting equality in human dignity**, in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities”

*Official definition of Human Rights Education for the  
Council of Europe Youth Programme*

## Building a Human Rights Culture through Education

It is not always easy to understand such a broad aim. How can we educate for human rights? How can we build-up a culture of human rights that is not merely a collection of information and transmission of knowledge? Which concrete challenges does it pose to youth leaders and educators?

In order to explore these questions, the team planned to break down in detail the objective for human rights education:

- ❑ to strengthen respect for human rights and fundamental freedoms;
- ❑ to develop a sense of individual self-respect and respect for others: a value for human dignity;
- ❑ to develop attitudes and behaviour that will lead to respect for the rights of others;
- ❑ to ensure genuine gender equality and equal opportunities for women in all spheres;
- ❑ to promote respect, understanding and appreciation of cultural diversity, particularly towards different national, ethnic, religious, linguistic and other minorities and communities;
- ❑ to empower people towards more active citizenship;
- ❑ to promote democracy, development, social justice, communal harmony, solidarity and friendship among people and nations;
- ❑ to further the activities of international institutions aimed at the creation of a culture of peace, based upon universal values of human rights, international understanding, tolerance and non-violence.

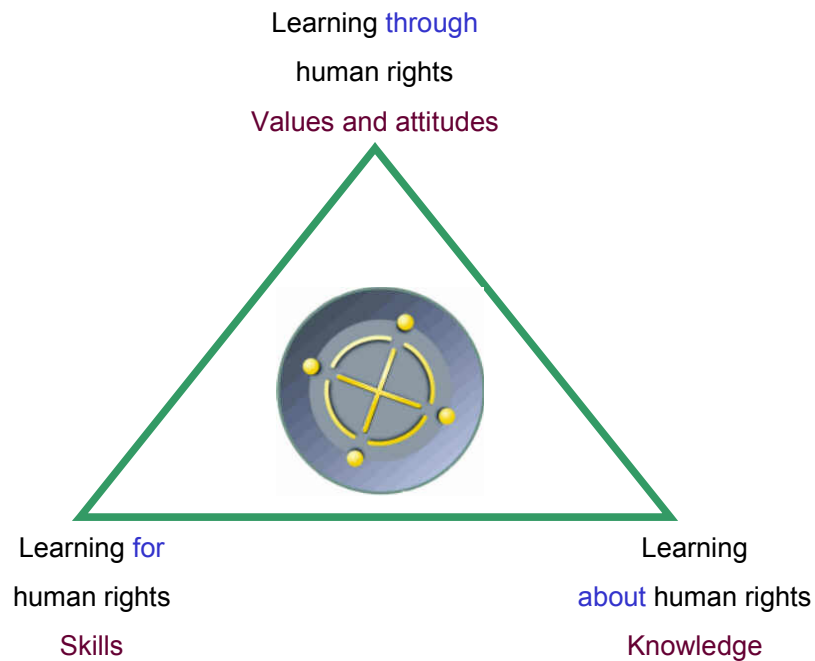
In other words, we can say that human rights education is meant to promote awareness, understanding, critical thinking and action towards individual and collective rights and responsibilities by empowering (young) people to exercise their rights at a local and global level.

In this sense, human rights education has to be, by nature, **learner centred**. It puts emphasis on the value of personal action, inserted in a specific context (in a particular cultural framework and background), aware not only of the specific needs of the learner but also of his / her abilities and potential for accompanied, oriented personal development.

Human rights education should therefore create opportunities to **explore**, to **reflect**, to **experience** and to **take action**; it should prepare learners to live in a pluralistic democracy, thus to be actors in their own society.

Following this pattern, we can say human rights education is rather a daily practice based on experiential learning, learning-by-doing to help mobilise competencies and initiatives in a continuing learning process.

The following scheme, as presented by Silvia, helped to synthesise these key values and principles on human rights education:





The following definitions might help readers to understand the difference between formal, non-formal and informal education, as understood within the Council of Europe youth training field and its relation to the Human Rights Education.

#### **FORMAL AND NON-FORMAL EDUCATION SETTINGS**

The most appropriate way of involving participants and structuring an educational process depends to a large extent upon the setting in which an educator is working. You may have more or less freedom regarding content, timing and form of activity depending on whether you are operating within a formal, informal or non-formal educational context. The activities presented in this manual have been designed to be flexible enough for use in all such contexts: within youth clubs, schools, summer camps, informal meetings, and so on.

**Informal education** refers to the lifelong process, whereby every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience (family, neighbours, marketplace, library, mass media, work, play, etc.).

**Formal education** refers to the structured education system that runs from primary school to university, and includes specialised programmes for technical and professional training.

**Non-formal education** refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum.

Non-formal education as practised by many youth organisations and groups is:

- voluntary
- accessible to everyone (ideally);
- an organised process with educational objectives
- participatory and learner-centred
- about learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action, and starts from the needs of the participants

Formal, non-formal and informal education are complementary and mutually reinforcing elements of a lifelong learning process. This manual has not been designed as a 'course' in human rights education, and the individual activities can usefully be applied in very different contexts, in formal or less formal settings, and on a regular or irregular basis.

### 7.3.2 – Practising human rights education

The training course was, in itself, a methodological laboratory of experiences and simulations, enabling the participants to learn by doing, including learning new methods by undergoing them. It was also an opportunity to go through some of the exercises proposed by *COMPASS*, the manual on human rights education with young people, and to get to know it better.

This was the case for the following exercises. As for each of them, we will just provide a brief explanation of the exercise and the main conclusions or learning outcomes perceived. For detailed information about the exercises, please consult *COMPASS* itself on the pages indicated (available also at <http://www.coe.int/compass>).

#### A. FRONT PAGE – (*COMPASS*, p.135)

*“Spreading the news is to multiply it.”*

Tibetan proverb

This is a simulation of a group of journalists working to get the front page of their paper ready to go to press. People work in small groups as they explore issues about: bias, stereotyping and objectivity in the media, images and the role of the media in addressing human rights issues.

This exercise relates to (1) the right to freedom of thought, opinion and expression, (2) the right to privacy and (3) the rights to development, life and health. Its main **objectives** are therefore (a) to stimulate interest in human rights issues through working with images, (b) to reflect on the media and their approach to human rights issues and (c) to develop the skills to communicate and co-operate.

The results of this exercise – the **front pages** themselves – can be seen in the **appendix section**.

#### B. TAKE A STEP FORWARD – (*COMPASS*, p.217)

*“Everything flows from the rights of the others and my never-ending duty to respect them”.*

Emmanuel Lévinas

We are all equal, but some are more equal than others. In this activity, the participants experience what it is like to be someone else in their society. The issues addressed include: (1) social inequality being often a source of discrimination and exclusion, (2) empathy and its limits.

The main **objectives** of this activity are: (a) to promote empathy with others who are different, (b) to raise awareness of the inequality of opportunities in society and (c) to foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.

After the activity itself – in the debriefing and evaluation part – the participants were asked the following questions:

- a) How did people feel stepping forward -or not?
- b) For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- c) Did anyone feel that there were moments when their basic human rights were being ignored?
- d) Can people guess each other's roles? (people were allowed to reveal their roles during this part of the discussion)
- e) How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- f) Does the exercise mirror society in some way? How?
- g) Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- h) What first steps could be taken to address the inequalities in society?

The answers to these questions represented the pedagogical dimension of this activity and its main learning outcome.

### C. DOMESTIC AFFAIRS – (COMPASS, p.114)

*“(...) the police always come late / if they come at all.”*

Tracy Chapman

This activity looks at domestic violence as one of the most common and least spoken about forms of violence. It relates to (1) the right to protection from violence, torture and degrading treatment, (2) the right to equality and non-discrimination and (3) the right to equal protection by the law (or to fair treatment from the courts). Its main **objectives** are: (a) to raise awareness of domestic violence and knowledge about violations of women's human rights, (b) to develop skills of discussing and analysing human rights violations and (c) to promote empathy and the self-confidence to take a stand against domestic violence.

The analysis of this activity and the transfer of its elements to the social reality were addressed through the following questions:

- a) Do you know, or have you heard of any cases of domestic violence recently?
- b) What forms does domestic violence take in our society?
- c) What can the victims do if they need help?
- d) How can domestic violence be prevented and stopped?
- e) What could/should be done by:
  - the public authorities?
  - the local community?
  - the people involved?
  - friends and neighbours?

The debriefing was very short and spontaneous. More than concrete answers or conclusions, these questions provoked deep reflection in the group of

participants. The confrontation of the various realities in the group was very strong at one time – the approach to the different cases reported could not be separated from the cultural framework from which the participants looked at them. The participants naturally reacted to each other and raised a number of other questions, whose focus was acceptance (or not) of cultural relativism and its clashing with human rights.

#### **D. ECONOMIC AND SOCIAL RIGHTS – “ASHIQUE’S STORY”** (COMPASS, p.91)

*Child labour creates necessary income for families and communities. Take it away and it is the children who will suffer most. Is it so?*

This workshop was **aimed** at exploring economic and social rights through the issue of child labour and reflecting on the method used in relation to approaches in human rights education. In the course of the workshop, the focus shifted to the exploration of personal attitudes and personal responsibility, challenging participants own positions.

#### **Methods used:**

1. Sebastião Salgado’s photos projected on the wall accompanied by music
2. COMPASS Activity: *Ashique’s Story*
  - a. common story-telling (a brick was passed around)
  - b. handout: life facts of *Ashique*, working in pairs filling in a tableau for ideas for solutions
  - c. common strategy building in plenary
3. Reflection on the method
4. Further reflection on the theme

#### **ASHIQUE’S STORY**

This activity uses small group discussions to explore the issues of: (1) the reality of child labour and (2) the causes of child labour and how to end it. It relates to the right to protection against harmful forms of work and exploitation, the right to education and the right to play and recreation. It **aims** at increasing knowledge about the reality of child labour, developing critical thinking about the complexity of the problem and encouraging the values of justice and the feeling of responsibility for finding solutions.

## Outcomes

As explained in the activity description (please, see COMPASS), at a certain stage the participants were given a copy of the "ideas for solutions" sheet. Their task was to brainstorm solutions to the problems faced by Ashique and other child labourers. They had to write down in the appropriate columns the possible steps that could be taken to solve the problem "by tomorrow", "by next month" and "in the future". Their main ideas are listed below:

What can be done...

... by tomorrow...

- Temporary solutions in order to provide personal solutions
- Providing basic needs
- Start education
- Encourage NGOs to implement more projects (local, international)
- Service provision
- Listening to him, trying to understand how he feels (maybe he has ideas about helping himself)

... by next month...

- Raise awareness of the society he is in (people and authorities)
- Inform/contact NGOs working in the field
- Start a discussion and see possibilities of preparing an action plan to address the situation
- Advocacy and lobbying (govt, firms)
- Exposing the information
- Providing alternative education for working children
- Debt problem
- Promote participatory democracy and respect for human rights
- concrete projects
- activities organised by churches
- preparing an action plan
- micro-credits

... in the future...

- Change the legislation and/or implementation of it (e.g. labour law, age standard, working hours, insurance, social security)
- Free education and health care
- Trade unions
- Change public attitude
- Reform international bodies (empower ILO, change WTO)
- Pressure on govt
- Make financial institutions aware of the problems their actions bring
- Global action plan
- fair trade
- debt relief
- standards setting: work conditions, social protection, education, health, citizenship
- TO PLAY
- Youth NGOs (Youth Forum: diversity, professional, network)

## **Further reflections on the contents and on the method**

Throughout the process of trying to construct a strategy to end child labour by linking the three different time-scales (tomorrow, next month, future), the question: where are you, as a person in the process, and whose money will be used to implement the identified actions (as well as whose responsibility it is to implement them) was frequently asked. The participants were confused; they did not understand why focus was on them rather than on the strategic plan.

Due to lack of time, reflection on the method was rather short. The participants were asked to reflect upon the exercise from the moment they stepped into the room till the moment of reflection and connect them and evaluate them in reference to the morning presentation on Human Rights Education (participation, problem solving, learner centeredness, group learning, action, etc.).

The participants identified how and to what extent the method corresponded to the approaches. It was participatory; it was based on their own experiences, and involved group learning with one person's contribution being the learning point of the other.

One of the participants prepared his project proposal on a community development project bringing together and empowering young workers at the university campus and university students to be able to change the university's policy on contracting service deliverers by demanding certain standards of respect for the workers' rights of their employees. A follow-up of the project is an exchange to Hungary to connect the project with another local project exploring social and economic rights from the point of view of production and migration.

## E. PARTICIPATION IN HRE – “LET’S TALK ABOUT SEX” (COMPASS, p.156)

This workshop was **aimed** at addressing the issue of participation in Human Rights Education, starting from an exercise in COMPASS called “Let’s talk about sex”. Some participants had difficulty in relating *participation* with the exercise and some more clarifications were needed and provided.

### “LET’S TALK ABOUT SEX”

The **objectives** of this activity in concrete were: (1) to address rights related to sexuality, (2) to develop self-confidence and be able to express one’s own opinion and (3) to promote tolerance and empathy.

The facilitators asked the participants to reflect on the issue (sexuality) and come up with questions / statements to address to the group. The questions were written on a piece of paper and put in a bag (each question on a different paper in the bag allowing random selection for further discussion).

The discussion was organised in accordance with the *fishbowl technique* and some **rules** were provided:

1. In order to speak you must sit on one of the chairs of the fishbowl.
2. The rest of the groups (sitting outside of the fishbowl) are observers.
3. To join the conversation you should tap one of the speakers on the shoulder so that he/she will give you his/her chair.
4. Offensive comments are not allowed! *(This point caused a lot comments during the exercise and in the debriefing because the participants were not sure about what could / should be considered offensive to the others. This discussion led to a discussion of the cultural relativity of what can be considered offensive)*

The questions asked by the participants were quite general, seeking more knowledge and background concerning the topic, such as practices, laws, media, and education in schools in relation to the persons / countries represented in the group. The discussion revolved more around homosexuality than sexuality as such.

During the **debriefing** the discussion focused on the following points:

- Politically correct approach of everyone to that topic;
- Difficulty in speaking to each other freely (freedom of expression) in relation to such topics as sexuality;
- The discussion then focused on the difficulty of discussing such a topic with young people in the context in which they work;
- Next step, as it was really hard to get the personal point of view of each participant in relation to the topic and to link the topic of the exercise to the participation in HRE;
- How they can use such a method in their context/work?
- Do they need to adapt the method? How?
- Do they know any other method(s)?

The participants brought up questions from the debriefing during the exercise. During the time allocated for the debriefing the discussion became more relaxed and a little more personal. Exchange of practices and exercises and adaptations were suggested.





## 8. Intercultural Learning

### 8.1 Culture and Identity

As for this course, working on the concepts of *identity* and *culture* was not a mere intellectual exercise, and it was not aimed at any sociological or anthropological study. Working on these concepts was fundamental to understanding our relations with others.

Intercultural learning is not learning about different cultures; it is primarily learning about oneself. Such a process – of learning and unlearning about myself, about my own identity and culture – is quite often a delicate one, as it involves ambiguity, fears and discoveries that are not always easy to digest from one day to the next...

This course was no exception. In order to engage in a structured and oriented intercultural learning process, the participants went through a variety of working methods and explored a number of concepts, particularly these two main ones: *culture* and *identity*.

#### 8.1.1 Exploring *Identity*

“What is my identity?”

“Who am I?”

“Who are we?”

Although apparently philosophical, these questions were the basis for the discussion on identity and cultural identity. The process started with a quick brainstorm on “identity”:

Brainstorming “identity”:

*Language – name – country – origin – equality of rights and duties – different from another person – traditions – belonging to somewhere – objective and subjective – music – arts – history – self-perception – defining myself – not clear...*

#### The “Onion of Identity”

Individually, participants were asked to draw an onion cut longitudinally (so one could see all its layers). Then they were asked to fill in what they felt were the components of their identity (the most important aspects were placed at the centre of the onion and the least important aspects in the outer layers of the onion). Later, in small groups, the participants were asked to share their onions, and engage in a brief discussion based on questions like: *Are there common elements in your onions? What do these elements mean for your daily life? Would you have had the same elements if the onion had been drawn 10 years ago?*

In fact, the “onion” emphasised these two main “features” of **our identity**:

- a) It is **multidimensional** – composed of a variety of elements / characteristics that differ in degree of importance at different moments of our lives. Some of these elements are present in different onions, but with different levels of importance.
- b) It is **dynamic** – our identity changes over time or at least changes our perception of what our identity is. This represents an opportunity for personal development and for intercultural processes.

### 8.1.2 Exploring Culture

As for the previous item, the process assessing our culture and our cultural identity started with a **brainstorm** on “culture”:

Brainstorming “culture”:

*Clothes – food – traditions – music – positive aspect – behaviour – something alive – can change – perception of time and space – gender – values – set of rules – beliefs – colours...*

The participants then split into smaller **working groups**. Each participant had been asked to bring along a set of four objects that would represent her/his culture. The objects were shared in the groups and a brief discussion took place based on questions like: *Why did you choose those objects? What do they mean or what are they used for? Are they used by everyone in your culture? What are the values associated to the objects? Is the object present / used in other participants’ cultures? Do they have the same meaning? What are the most important values in the cultures of the participants? Which ones are common to the whole group?*

The discussions in the group brought to the surface the **ambiguity** related to the concept of cultural identity – ***it is difficult to find / identify a culture that is exclusive.***

The following box illustrates how far this ambiguity and subjectivity can go. The participant presented it as a way to explain culture.

### Culture Explained<sup>4</sup>

“The Law of Jante”

1. Don't believe you are anything
2. Don't believe you are as much as us
3. Don't believe you are smarter than us
4. Don't imagine you are better than us
5. Don't believe you know more than us
6. Don't believe you are more than us
7. Don't believe you are worth anything
8. Don't laugh at us
9. Don't believe anyone likes you
10. Don't believe you can teach us anything

From the book: *A refugee crosses his trace*,  
Aksel Sandermose

#### 8.1.3 Cultural Identity

For the sake of simplicity and workability, the concepts of “identity” and “culture” were de-constructed and re-explained in the following way:

- “**identity**” can be understood as associated with the “**self**”, the “**specific**”;
- “**culture**” can be understood as associated to the “**common**”, the “**shared**”.

This conceptual ground enabled the floor to keep discussing the concept of **cultural identity**.

The following quiz, extracted from COMPASS (page 88) illustrated the purpose:

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<sup>4</sup> as introduced by one of the participants.

## Quiz – all different, all equal<sup>5</sup>

*“Those who live in the extreme north (of Europe...) have suffered from being too far from the sun. Their air is cold and their skies are cloudy. As a result, their temperament is cool and their behaviour is rude. Consequently, their bodies have become enormous, their colour turned white, and their hair drooped down. They have lost keenness of understanding and sharpness of perception. They have been overcome by ignorance and laziness, and infested by fatigue and stupidity.”*

Which country / region of the world does the author of this text come from?

(1) China    (2) Europe    (3) India    (4) Africa    (5) Persia    (6) None of the above

This text – this quiz – might not tell us much about northern Europeans. It provides nevertheless room for the questions: *what does it tell us about the author? On what basis has he / she written this text? Is it a real text? Is it a kind of social satire? Is it plenty of stereotypes and prejudices? Is it just naive? Could this have been written in our days? Five hundred years ago?*

As diverse as the approaches can be to these questions, so the answers by participants were diverse. The quiz was left unanswered for a while...

## 8.2 Experiential Learning – The Albatross

*“...you are going to experience another culture...”*

### 8.2.1 The Albatross explained

#### Learning Area:

Communication skills  
Other cultures

#### Learning objectives:

To become aware of the importance/role of non-verbal communication in experiencing another culture

#### Duration:

1 ½ to 2 hours

#### Short description of the exercise:

There are two parts to the exercise. The first part consists of performing a ceremonial greeting between members of an imaginary culture (Albatrossian) and foreigners (the groups of participants). There should be no on-lookers.

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<sup>5</sup> in COMPASS, p.88.

The second part consists of an extended discussion. Albatross is an experimental learning device, but is relatively useless unless the discussion following the ceremony is treated with particular thoughtfulness and attention.

## **I. SETTING UP THE EXERCISE**

Albatross seems best done in small groups, between 12 and 15. If possible, both genders should be, more or less equally represented. Normally, a circle of chairs is arranged – enough for the male participants, with one chair placed in the circle a bit more prominently for the use of the Albatrossian man.

**MATERIALS:** Dishes or bowls for 1. hand washing, 2. liquid to drink, 3. food to eat. Water and some type of food (cookies, potato chips, etc.). Sheets or other cloth for Albatrossian man and woman, chairs, candles, incense or other “extras” as desired.

### **SEQUENCE OF THE EXERCISE**

It is important first to realise that there is no set sequence or necessary pattern to follow. It may be best to create your own variations to meet situations, such as having participants all of one sex, or too many Albatrossians to include, etc. With that in mind, then, what follows is an outline of the “standard” way Albatross is run. There are other sequences which have been or can be developed. Some particular sequence is not important but it is important to have clear objectives and valid reasons for what is done.

The male and female Albatrossians are in their places, the man on the chair, the woman kneeling beside him. The participants are brought or directed into the circle of chairs, females with shoes off and males with shoes on. The Albatrossian couple is dressed in their sheets, the woman without shoes, the man with shoes.

The first activity (which can be done before or combined with the greetings) is for the Albatrossians (mainly the man) to attempt to persuade the female participants off any chairs that they happen to be sitting on, and down onto the floor, and any male participants the reverse. These efforts, and all other communication attempts during the exercise, are in a special Albatrossian language. Albatrossians are sedate, reserved, gentle, loving people who do not manhandle their guests. Touching is only done in ceremonial ways, such as in the greetings. Thus, the effort to get the participants into their proper place is done principally through (1) a hiss, which indicates disapproval, (2) an appreciative hum, which indicates approval or (3) a clicking of the tongue, which basically serves for all sorts of -attention getting, transfer of factual information, etc.

The next activity is the circle of greetings. The Albatrossian man gets up and greets each male participant in turn around the circle, holding them by the shoulders and waist and by rubbing their right legs together. After this greeting, the visitor should sit back down in a chair. Then the Albatrossian woman greets each female participant in turn around the circle. She kneels

in front of a standing female guest and runs both hands down her lower legs and feet in a ceremonious way. The women then kneel back down.

After the greetings, a pause ensues during which all simply wait. The Albatrossians always maintain unsmiling (but serene and pleasant) expressions, and their facial reactions do not register their various feelings or responses to what may go on in the circle. Visitors who giggle or talk or otherwise disturb the ritual are hissed at, but not with anger.

Then a bowl of water is brought around the circle by the Albatrossian woman. Beginning with the Albatrossian man, each male in the circle dips the fingers of his right hand into the bowl and lifts or waves the hand about gracefully to dry. The women's hands are not washed. The Albatrossian woman returns to her place for a few minutes before beginning the next activity.

On a clicking cue from the man, she then –rises and offers food to each male in turn, beginning with the Albatrossian man. She sticks her hands into the food and stuffs a little into each mouth. Upon being fed the Albatrossian man indicates his appreciation with a loud hum or moan (which can be accompanied by rubbing of the stomach). After the men are fed, the Albatrossian woman next feeds each woman in turn. After this, she returns to her position next to the Albatrossian man.

During these pauses, which should be prolonged for effect, the Albatrossian man gently pushes the woman's head downward from time to time as she kneels.

Next follows the serving of drink. In the same manner, the Albatrossian woman first gives the cup to the Albatrossian man to drink from, then goes round to the male participants, then the females, finally returning to her place and resuming her kneeling position.

After another pause, the two Albatrossians rise and proceed around the circle of guests, communicating with each other with the customary clicking sounds. Without making clear indications to the participants, they select the female guest with the largest feet. That participant is then led over to the Albatrossian chair, and she – like the Albatrossian woman – kneels next to his chair.

The last activity of the ceremony is a repeat of the greeting. The Albatrossian man rises and makes the round of the circle, greeting each male participant. He is followed by the Albatrossian woman, greeting each woman in turn. At that point, the two Albatrossians indicate to the selected participant left kneeling by the chair to follow them, and the three people leave the circle, concluding the first part of the exercise.

#### CULTURAL ASSUMPTIONS AND RATIONALE

As elaborated later, part of the point of the Albatrossian exercise is to provide an opportunity for people to learn by observation, to infer meaning from the totality of what happened. Since this “cultural observation” aspect is important, it is best to conduct the exercise with as much consistency as possible, and within some frame of reference agreed on by all Albatrossian

performers. Following are some of the “standard” cultural assumptions which are usually in play, and which the participants have the problem of figuring out as the exercise goes on.

Though the exercise is deliberately set up to indicate otherwise to an American audience, in fact the Albatrossian society values women above men. The Earth is sacred; all fruitfulness is blessed; those (thus women) who bring life into being are at one with the Earth, and only they are able (by virtue of their inherited qualities) to walk directly upon the ground. Thus, men must wear shoes, and thus their greeting does not deal with the Earth, where that of women emphasizes the ground and feet. Only women are able to prepare and offer the fruits of the Earth.

The roles of men and women in the society reflect this relationship to Earth, though to the new observer it may appear as if other meanings are present. For example, the fact that the Albatrossian man pushes down the head of the kneeling Albatrossian woman is a pursuit of his obligations in society, as it is his duty to remind her of sacredness, to approach it through her, to protect her from forgetfulness. He drinks and eats first to protect her (and all that she represents) from harm or defilement.

Albatrossians have a language, though only some part of it is required or used in the greeting ceremony (the clicks, hums and hisses). It may be useful to approach the language question on another assumption: that Albatrossians communicate via mental telepathy, and that the few sounds they use are mainly means of getting a person’s attention.

The society values calm, serenity and stateliness. The Albatrossians are peaceful, welcoming of strangers, generous, loving and tolerant. They eat and drink things which they like (though they may not be to the taste of foreign visitors). Their patterns of life and their ceremonies (such as the greeting ceremony) are time-honoured and are considered to be self-evidently correct and appropriate.

This last point is important. It is important for the Albatrossians to bear in mind (and for the participants to realise later in discussion) that what is, is – and that Albatrossians are no different from any other people in making the unconscious assumption that what they are is “normal”.

Thus, they assume that the visitors want to be greeted, that the visitor knows as well as they what is correct (though they are tolerant and gently corrective of lapses); that the woman with the largest feet among the participants is completely in agreement with the need for her selection, etc.

The ceremony is of greeting – it is not to be inferred as the whole of the society (e.g., a church service is both a bona fide segment of cultural behaviour, and yet not indicative of everything in that culture). Performers of Albatross may wish to create various philosophical or behavioural rationales, but usually the foregoing are more or less sufficient. During the discussion following the exercise, any inconsistencies in performance or tricky questions can always be explained as “tribal differences”.

But it is important for those doing Albatross to make the jump into a different culture, one that does not need to be “explained” or justified. One should attempt to enter into a spirit of “suchness”, i.e., that an Albatrossian is as much as a whole, self-evident, implicitly assumed person as is an American.

## II. THE DISCUSSION

This is the most important part of the exercise. There are basically two broad levels obtainable in the Albatross exercise. The first is the “cultural observation” level. The exercise gives the participants a chance to test their powers of observation, to infer correct behaviour from non-verbal or indirect clues, and to get some idea (at least a beginning) of what Albatross society is like. The second broad level is one of self-awareness – of participants being given a chance to assess their own reactions and feelings and thereby to add to their self-knowledge.

Since the participants usually are full of their own reactions after an Albatross, it is usually best to structure the discussion on this pattern:

- A. Collect ideas on “where they have been”, i.e. what happened, what sort of activity they were just doing. This develops into a generally agreed understanding that they have had contact with some kind of “culture”. This is more than a perfunctory introduction to the discussion. The reason for exploring ideas on the nature of what happened – letting these arise without either immediate confirmation or denial – is that it tells the discussion leader much more about the group at hand: its state of being.
- B. Then the discussion can move on to what was objectively observed. Collect all possible impressions: “they did this” or “their language is...” It is helpful to ask participants to screen out for the moment their own feelings and reactions – to say what they observed and now know about the culture, and to recount what happened to them personally later.

This part of the discussion will get into whether Albatross (the name can be used at any time or not, as desired) is a land where women are oppressed, “an MCP society,” etc. It is best to let all ideas flow if possible and not supply “answers.” Likewise, it is best if contrary views can arise from within the group rather than from the leader. Eventually, someone will question the assumption of male superiority, and the discussion leader can build on it naturally.

In this area of cultural observation, the main points which need to be covered are: how our observations are coloured by our own cultural assumptions; how well we observe even to begin with (do we really notice details, or pay close attention?); that we can, in fact, infer a lot of useful information and learn what is expected of us without being told in so many words; that things are not always what they seem.

Thus, this part of the discussion consists of sharing (1) information and (2) opportunities to be thinking about the participant’s own powers of observation. At some point it will be valuable to make the additional point clear that many, if not most, of the observations offered by participants



will be highly value-laden. Here again, one of the participants will probably point this out eventually, and the leader needs to be alert to see that the idea is heard and digested by the whole group.

In this area of observation, there will usually be a strong tendency on the part of participants to want answers from the discussion leader: "Why did they do...?" "Do all Albatrossians...?" The goal here should be to try to get responses to such questions from the group itself, varied ones, contradictory ones, some of which at the appropriate moment the discussion leader can confirm, or suggest be taken as probably right, or as a hypothesis. The leader should try to help the group see that questions like "Do all Albatrossians...?" are inherently meaningless questions in the light of their own common sense and cultural experience. Finally, the leader should be alert for ways in which to see that some grasp of the limitations of "why" is gained. This means that "Why do Albatrossians do such and such?" followed by "Albatrossians do such and such because of ..." simply confirms a limiting pattern of thinking in the participants. While some questions might be given "here's why" answers, the leader should aim toward creating the awareness that the "why's" of human behaviour do not usually lead to simple, real (sociological/anthropological) concepts and answers.

- C. When the purely information elements begin to run out, it is good to move the discussion clearly into the area of personal feelings and reactions. Usually it is not difficult to get middle-ground reactions, "I got tired of sitting..." or "interesting..." It may take prodding to get participants to express more extreme opinions and reactions, positive or negative. The thing to try for here is to help participants see that their own reaction is very relative: that next to them is sitting someone with quite the opposite reaction. In other words, a good discussion leader takes opportunities as they arise to enable participants to see that the exercise is not "good" or "bad" or "boring" or any other categorical label. Rather, that the exercise per se was none of these things, but takes on this or that character through the experience of individuals, that each person sees through a pair of personal glasses. The basic idea here is to let any and all reactions be expressed, yet to develop the awareness in each participant that he or she is essentially responsible for what "happened".
- D. As the participants often do not like their own reactions and behaviours, inevitably the comments arise that "if the exercise were done differently..." or "had it not been an artificial situation, I would have..." Sometimes this question of artificiality arises from someone who had no adverse reactions, but who wants to offer advice on how the exercise can be improved.

The question of artificiality is central to the whole matter of those insights into self-awareness that the exercise offers. The leader must make it clear that the Albatross exercise was artificial insofar as it was a simulation. It was not "artificial" in the aspect which matters most: that during a given period of time, a group of people did such and such in that room, and that each participant had real reactions. It is up to the participant to admit that whatever those reactions (and behaviours) were,

they happened, and that it is essentially immaterial how “well” or how “realistically” the exercise was run. It may help to run it realistically and theatrically well (for the benefits to be gained from the cultural observation level), but as an event in the lives of the participants, it was as real as anything which may happen to them.

This insight, if it can be gained, is valuable. It will seem self-evident to some, and totally meaningless or alien to others, but the leader should try. In this, it helps to point out to the participants that Albatross is a device which they personally can use to look at themselves. Each person knows how he or she reacted. It is up to each person to realise that (1) those reactions happened and were real, (2) that whatever caused those reactions, they are responsible for what they do with those reactions, and (3) that there is no “right” or “wrong” to the exercise. It simply means whatever it can be seen to mean in each person’s inner awareness.

### **8.2.2 – Analysis, Concepts and Principles in Intercultural Learning**

*After the activity itself, participants came to plenary and de-briefed it guided by a set of questions launched by the team of trainers. The lines here below systematise the main elements of this de-briefing (they are a combination of what was said by the participants and trainers and of what I interpreted).*

Intercultural learning is not learning about different cultures, it is rather learning about oneself. The *Albatross* was just a simulation to help us understand how we function and how we relate to culture.

To the question “what happened?” participants answered with what they interpreted as happening. In fact, we often interpret immediately what we see based on our experiences, our assumptions and stereotypes. We use our own system of values to judge and to relate to other people, comparing it with what we believe is the “normal way of thinking, of acting”. We put prejudices into play and we are always ready to use them. We register what *for us* makes sense – into a form of ethnocentrism. Our own norms prevail.

This approach commonly corresponds to the way we relate to culture. As if culture was an image of a tree, we judge the tree based on what we see (the leaves, some branches, the trunk, the fruits...); not on its roots or its inner branches.

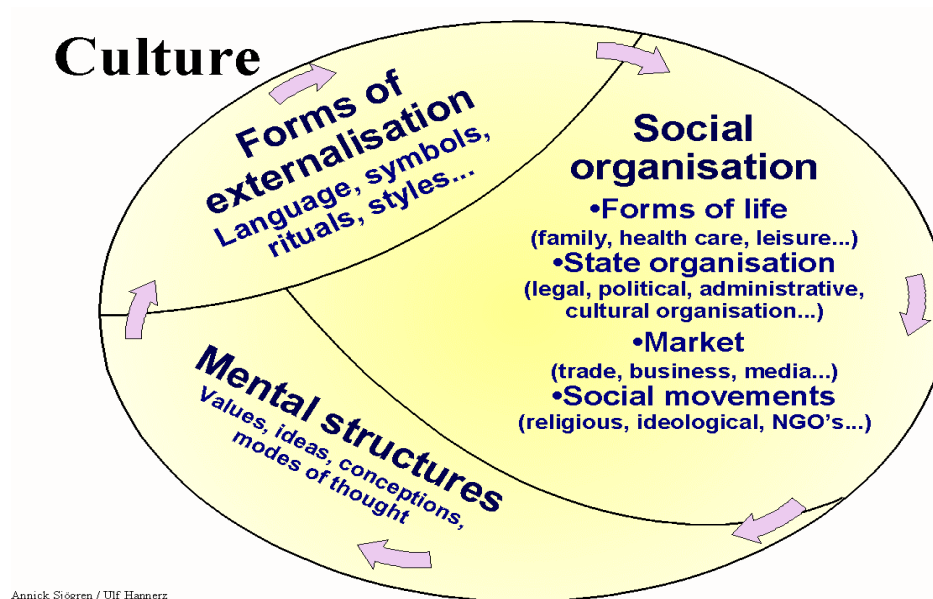
Engaging in an intercultural learning process demands at first a humble and modest attitude in interpreting others’ cultures. We risk interpreting things according to what we think we know about the others. There is therefore the need to leave a margin open and not risk projecting on the other what I think I know about them.

Intercultural learning raises tensions. One should not romanticise such a process – it is a difficult and sometimes painful process. Intercultural learning means *unlearning* a lot.

Power relations do condition intercultural understanding. Quite often, the problems that cause conflicts are not in the culture itself, but in the use we

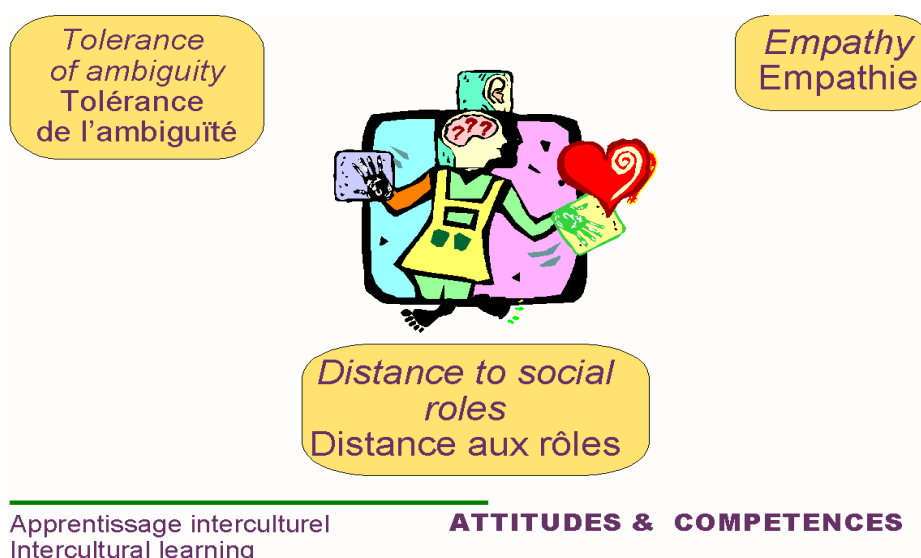
make of culture. The problem is often in the power. Looking at intercultural relations means looking at power relations.

Each of us belongs to various cultures. Culture is not an item in itself; it represents forms of externalisation, social organisation and mental structures<sup>6</sup>:



All of this is dynamic. There are no primitive or developed cultures. The world and our societies are characterised by cultural diversity, which represents an asset for society's sustainable development.

Engaging in an intercultural learning process demands therefore that one is able to develop **(1)** tolerance to ambiguity, **(2)** a certain distance from social roles and **(3)** empathy.



<sup>6</sup> As presented by Rui Gomes.

Intercultural relations are not immune to cultural relativism. In fact, intercultural learning is about dialogical learning: we meet and talk – with all subjectivism and ambiguity involved in the process. Human rights are, from our understanding, precisely what limits such cultural relativism.

### 8.3 Intercultural learning and cultural relativism – workshop

This workshop was initially aimed at going deeper into the issue of intercultural learning, more precisely the issue of cultural relativism. However, it ended up focusing more on human rights and the universality of human rights – acknowledging the relationship between these two.

The workshop basically consisted of the analysis of two case studies based on the following questions:

- a) Which are the human rights at stake?
- b) Which values are in conflict?
- c) Whose rights are being questioned / violated?
- d) What are the consequences?
- e) What would you do?

The case studies are the following:

**1.**

You are planning a multilateral youth exchange between Spain, Morocco, Jordan and Germany. The subject of the exchange is “Participation of young women in youth work”. One week before the exchange is due to start, you receive an urgent email from your partners in Spain stating that they have to cancel their participation because the women due to participate are not allowed to travel without their brothers or cousins. The exchange is meant to be held in Jordan. If you had to have more “brothers” your budget would explode because of the travel and accommodation expenses. What would you do?

**2.**

You are organising a seminar in the framework of the EURO-MED programme on the topic of “Youth for Human Rights”. The seminar is taking place in a rural community and the meeting room is the local cultural centre. On the second day of the course you have organised an information market of the organisations represented. You have invited the mayor, the religious authorities and the local associations. The following morning, you receive a phone call from the mayor’s office telling you to remove all the documents of the organisation of three of the participants, the “Gay and Lesbian Youth Liberation Front”. The authorities complain that it is immoral, that the local community is shocked. The parents of the local young people participating refuse to let their sons and daughters attend the seminar if the materials are there. The three participants of the “Gay and Lesbian Youth Liberation Front” are shocked and threaten to leave the exchange and denounce the act to the press. What would you do?

The discussion around these case studies brought extensive and dense issues to the plenary, which are not easy to list or dissect. There were nevertheless a few considerations which appeared more strongly during the debate:

- It is difficult to stick to “rights” only and not moral principles or norms also.
- Can we talk about “clashing” rights (or rather about clashing values)?

- In a situation of conflict / tension, it is important to distinguish rights from the implicit values. Whatever the solution is, one should always respect and reconcile values, making sure they are all integrated and that people's concerns are taken into consideration;
- It is also important to distinguish between the value itself and the manifestation of that value. It is not the values themselves which violate any rights, but the manifestation of those values;
- For whatever solution built, dialogue is fundamental, involving everybody at stake – without dialogue, there is no room for intercultural understanding;
- If more human rights education were promoted, fewer people would accept discrimination.



## 9. PROJECTS

### 9.1 Tools for Project Planning

The Project Work unit represented an important part of this training course. It was intended to respond to the learning-for-change principle of the methodological strategy adopted.

The process followed can be broken down into three main steps:

a) With the support of external experts, the team first presented to the participants a number of programmes and budget-lines that could help the development of projects in this field (with particular emphasis on the EURO-MED). Focus was naturally put on the EU and CoE programmes.

b) Then, the participants were introduced to the key project management steps and concepts. Two workshops were run in order to go deeper into the concepts of project fundraising and team work.

c) Finally, the participants were encouraged to form “interest groups” and to start developing a project idea in these groups. They worked in these teams for nearly two days. The trainers provided a project form and were available for consultation during this period.

The following chapters provide a brief summary of the main contents of these steps.

#### 9.1.1 The Euro Med Youth Programme (2002-2004)

*(input by Susana Lafraya)*

Susana Lafraya, from the Spanish YOUTH Agency introduced the main objectives and features of the EURO-MED YOUTH Programme (supported by a set of slides that you can find in the appendix section).  
<http://europa.eu.int/comm/education/youth.html>).

The EURO-MED YOUTH Programme derives from the “traditional” YOUTH Programme and the MEDA Programme, empowered by the Barcelona Process. It shares the same aims and priorities as the YOUTH Programme but puts particular emphasis on EURO-MED co-operation and it applies to the 15 EU member states plus the 12 MED partner countries.

The programme envisages activities like **youth exchanges** (action 1), **European Voluntary Service** (action 2) and the so-called **support measures** (action 5).

This programme is / can indeed be an important support for projects in this field and, particularly, for projects coming out of this training course. In fact, as can be seen by reading the project forms, it was frequently mentioned as a possibility of funding and a concrete guideline for implementing projects.

## 9.1.2 Intercultural Learning and Human Rights Education possibilities in the Council of Europe

From the Council of Europe Directorate of Youth and Sports, Rui Gomes presented the **Priorities for 2003 - 2005** and the respective **Human Rights Education Programme**. He also presented the funding possibilities in the framework of the **European Youth Foundation** of the Council of Europe.

Rui's presentation is summarised below:

### DYS Work Priorities 2003-2005

Youth Programme 2003 to 2005		
<p><i>To empower young people, through non-formal education and participation methods, to play an active role in the strengthening of civil society in Europe and to find ways of meeting both the challenges facing them and their aspirations. To promote and support the development of youth policies in Europe. (Main objective of the programme)</i></p>		
<p><b>Youth Building Peace and Intercultural Dialogue</b></p> <p><i>To promote intercultural dialogue as a pre-requisite for the development of a "culture of peace";</i></p> <p><i>To support young people and youth organisations contributing to democratic stability, peace and intercultural dialogue in conflict areas;</i></p> <p><i>To encourage governments to promote intercultural youth education as a contribution to democratic stability;</i></p> <p><i>To provide practitioners in the fields of peace education and intercultural education with materials and training relevant to their work.</i></p>	<p><b>Youth Promoting Human Rights and Social Cohesion</b></p>	<p><b>Youth Participation and Democratic Citizenship</b></p> <p><i>To encourage and empower young people, in particular those from disadvantaged and minority groups, to actively participate in public life and democratic processes;</i></p> <p><i>To encourage and support equal participation of young men and women in public life and, more specifically, political processes;</i></p> <p><i>To support the development of democratic and pluralistic youth structures and the training of young democratic leaders;</i></p> <p><i>To promote and support the dialogue between young people and decision makers in political life.</i></p>
<p><b>Youth Policy Development and Research</b></p> <p><i>To specify the overall objective of 'mainstreaming youth' in specific areas such as human rights, anti-racism, children and family policies, social cohesion, civil society development, non-formal education and participation.</i></p> <p><i>Develop standards for youth policies at national and local levels including the use of youth policy indicators.</i></p> <p><i>To develop a better understanding of youth problems and to formulate policy recommendations as required.</i></p> <p><i>To improve youth information structures and processes.</i></p> <p><i>To advise governments of member states on youth policy development and review.</i></p>		
<p><b>Quality Development and Support Measures</b></p> <p><i>To sustain and further develop the quality of the education and training activities of the Council of Europe's youth sector and of those carried out with its support.</i></p> <p><i>To support the activities and development of non-governmental youth organisations in Europe and the emergence of innovative participatory youth projects.</i></p> <p><i>To ensure the impact and visibility of the youth sector of the Council of Europe.</i></p>		



## Human Rights Education Programme:

- ❑ Dissemination and translations of *COMPASS*
- ❑ Compass on-line and development of the Human Rights Education Resource Centre
- ❑ Study sessions at the European Youth Centre
- ❑ Financial support to pilot projects
- ❑ National and regional training courses
- ❑ Education Pack and *DOmino* on-line
- ❑ Recognition of partners' projects

## Funding possibilities in the Council of Europe – the European Youth Foundation

The *European Youth Foundation (EYF)*, an innovative instrument for co-operation in Europe, was set up in 1972 to provide financial support for international youth activities run by youth organisations. To be eligible, activities must set out to promote peace, understanding and co-operation between the peoples of Europe and the world, while respecting human rights and fundamental freedoms. Within this general framework, the EYF can provide backing for youth meetings, publications, educational materials, study visits and youth-related research projects. It can also help to defray international organisations' operating expenses, thus assisting them in their task of structuring association-based activity in Europe.<sup>7</sup>

Available funding in the EYF is divided by categories, relating to different kinds of activities or funding:

Category **A**: Youth Meetings (exchanges, training...)

Category **B**: Other Projects (publications, research...)

Category **C**: Administrative Support

Category **D**: Pilot Projects

Further information is available at ([www.coe.int/youth](http://www.coe.int/youth)).

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<sup>7</sup> Extracted from "The Council of Europe and Youth – thirty years of experience", p.13-14.

### 9.1.3 Project Planning

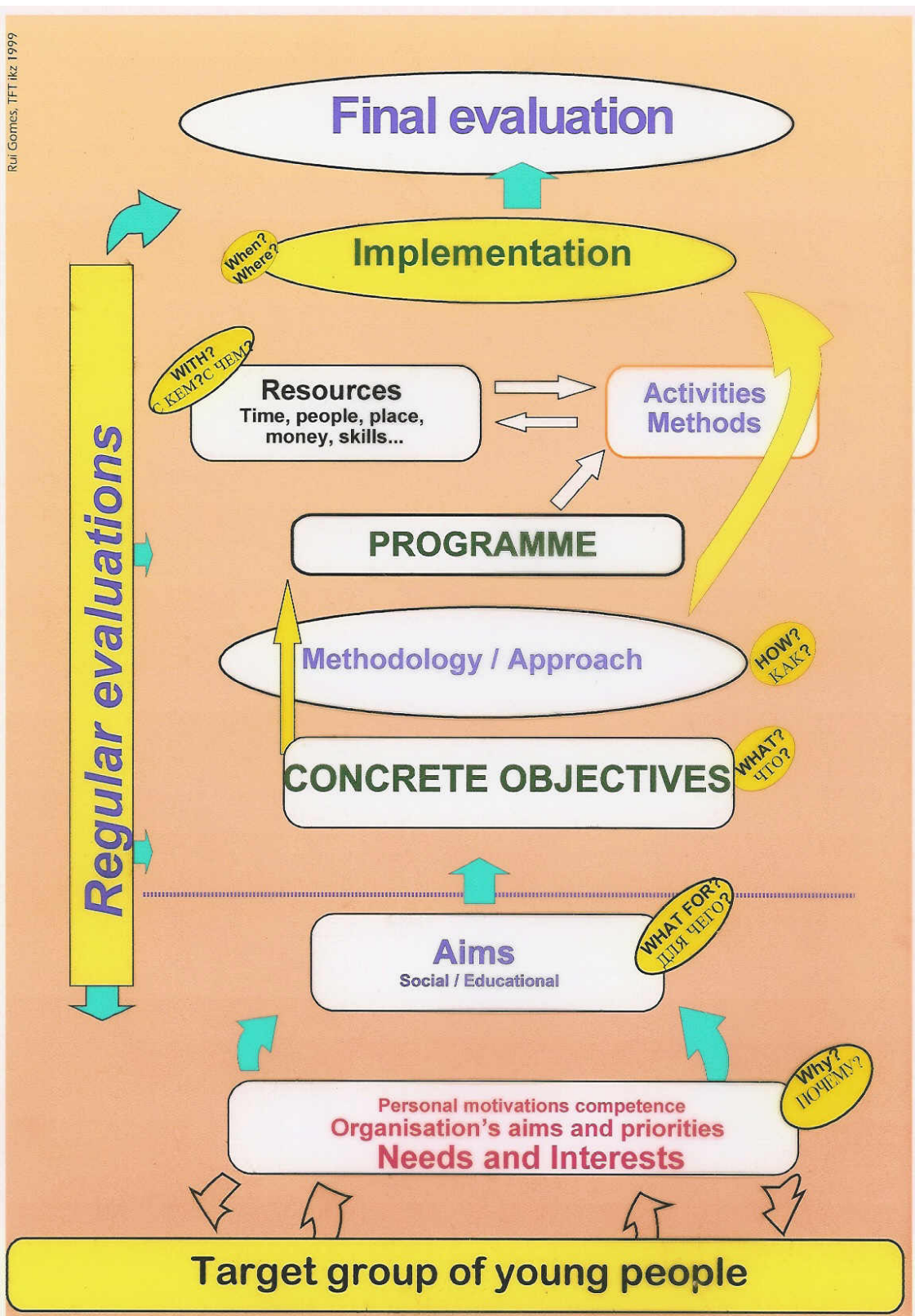
As explained before, at this stage of the programme, in which the participants were supposed to design and plan *projects*, the trainers provided some guidelines on the main steps and concepts of project management (*also refer to T-KIT n° 3 – Project Management*).

It is important to note that, in practice, these projects were supposed to be ways to translate to the reality of the participants and their working contexts, what had been learnt or explored in this training course regarding intercultural learning, human rights education and Euro-Mediterranean co-operation.

As presented by the team, **projects...**

- ❑ Have a purpose: projects have clearly-defined aims and set out to produce clearly defined results.
- ❑ Are realistic: their aims must be achievable.
- ❑ Are limited in time and space: they have a beginning and an end and are implemented in a specific place and context.
- ❑ Are complex: projects call on various planning and implementation skills, and involve various partners and players.
- ❑ Are collective: projects are the product of collective endeavour – they are run by teams, involve various partners and cater for the needs of others.
- ❑ Are unique: all projects stem from new ideas – they provide a specific response to a need (problem) in a specific context – they are innovative.
- ❑ Are an adventure: every project is different and ground-breaking – they always involve some uncertainty and risk.
- ❑ Can be assessed: projects are planned and broken down into objectives, which must be open to evaluation.
- ❑ Are made up of stages: projects have distinct, identifiable stages.

Also presented by the team, the diagram below summarises the different phases of a project – from the definition of the target group and assessment of needs and interests to the actual implementation and evaluation. The various steps were carefully explained by the team, one-by-one, making permanent references to the concrete working context of this group of participants and using examples raised during the course.



Finally, the team provided concrete **project guidelines** applying to this training course and the projects to be designed. According to them, the projects should:

- deal explicitly with human rights education or / and with intercultural learning;
- address the Euro-Mediterranean context;
- be based on the needs of young people / target groups;
- have clear aims and objectives;
- be developed by more than one participant;
- have a multiplying effect;
- aspire to become real;
- have a clear timetable and start within the next nine months.

Therefore, written projects were supposed to include...

- the **title** or **name**;
- the expected or planned **venues** (countries, cities,...);
- the names of the **participants** in this TC involved and their organisations;
- the name of the **co-ordinator(s)** of the project;
- a description of the **background** and the **target groups(s)**;
- the **aims** and the concrete **objectives** of the project;
- how **human rights education** and / or **intercultural learning** will be addressed;
- the main **activities** planned;
- a **calendar** of activities;
- the possible sources of **funding**;
- the **next steps** of the project after the seminar.

This was the basis for the work that the participants were engaged in for the next day-and-a-half. The final outcome is described in the next chapter.

### 9.1.4 Project Fundraising – workshop

The purpose of this workshop was explore, with the participants, some keys to fundraising for their own projects. Rather than providing concrete solutions or possibilities, the workshop looked at the fundraising process, its main steps and related questions.

- a) What should be included in the project budget? How should the financial needs be evaluated and defined? Who should do that?
- b) Which different kinds of funding entities are there? Which best suit our specific needs?
- c) What kind of fundraising practices / strategies do we know?
- d) How do we deal with the moral / ethical aspects of fundraising?

Together with the team, the participants shared their experiences and opinions of these issues. Some extra hints were added from T-Kit no. 3 on Project Management. The main ideas circulated are summarised below.

#### Some general principles of fundraising

- ❑ It is a part of *public relations* work and is concerned with putting across the image of a project and an organisation.
- ❑ While fundraising must form part of the organisation's overall strategy, it must also be adapted to each project's specific needs.
- ❑ It is conducted by a single person working in liaison with the entire project team and by agreement with the directors of the organisation.
- ❑ It must be planned, budgeted for and calculated within a set time span. During the project it must be regularly re-evaluated in order to ascertain that all the necessary conditions are being met.

**NB:** Major projects may probably benefit from being divided into “sub-projects”, with funds being sought for each separately.

#### Before beginning fundraising, check:

- ❑ that you know the project – and the organisation – inside out;
- ❑ that you believe in the project and are prepared to argue its case;
- ❑ to what extent you are prepared / authorised to adapt certain aspects of the project;
- ❑ that you have a list of everything needed to carry out the project and the resources made available by the organisation;
- ❑ that you have the support and agreement of the other partners in the project and the members of your organisation; seeking individual donations
- ❑ applying to particular foundations sometimes requires a policy decision.

**To be avoided:**

- Do not systematically send an identical project presentation to a large number of foundations, institutions or companies.
- Where there is a person responsible for dealing with applications, do not write directly to the programme/foundation director.
- Do not send a copy of your application.
- Do not request unreasonable amounts.
- Do not send your application after the closing date.
- Do not assume that the funding organisation is familiar with the circumstances in which your project will be run or the needs which it is designed to meet.
- Do not request funding for operational costs or the purchase of material for your organisation.
- Do not beg.

**Practical advice:**

- Target and select institutions/foundations/companies which are likely to provide funding for your project or organisation because their aims are similar.
- Make sure your projects are believable (unrealistic applications could damage your organisation's chances in the future).
- Do not forget to include your organisation's full address and the name of the contact person.
- Believe in your project.
- Adapt your application to the priorities of the funding organisation.
- Use personal contacts.
- If you give the names of any experts consulted in connection with the project, remember to inform the people concerned.
- Draw up a detailed, realistic budget which is balanced and accurate.
- Make your project presentation clear and concise.
- Avoid abbreviations.
- Keep records of all action taken. An activity report will be requested (so keep newspaper articles, records of input by participants, etc), as will final accounts (keep all invoices).
- Try to develop a long-term partnership with backers, especially those whose aims are similar to those of your organisation.
- Do not forget to thank backers for their support.

### 9.1.5 Developing projects in a team - workshop

The purpose of this workshop was to explore the concept of teamwork and partnership in a multicultural context starting from concrete cases. As the workshop started late, the team and participants opted to focus more on teamwork than on partnership.

#### Methods used

- The “magic ball” to warm up the group and get into the subject
- A case study to open the discussion about teamwork
- A short input by the trainers

#### The activity step-by-step

The “**magic ball**” is an exercise that consists of the following. There is a small ball that the participants have to pass from one to the other in the shortest possible time. The participants are encouraged to think and try the best way (the best positions of hands and moves) to pass the ball as fast as possible. After the exercise, the participants were asked to think about the elements related to teamwork coming out from the exercise itself. Some of the key words shared were:

*... communication – codes / languages – rules for communication – co-operation – trust – tasks / task division – result – time – aims / objectives – methods – motivation...*

After a short brainstorming session about the elements related to teamwork, a **case study** was introduced in order to explore more in depth the concept of teamwork starting from practice.

#### The case study main features

- Training course on HRE in the Euro-Med area.
- The team (five people) has already met to prepare the training course. They are all supposed to meet for the preparatory meeting in order to get an overview of the place in which the training course will be organised and to have a vision of the impact of the activity at a local level, to select the participants, to set the programme, to prepare the information for the participants and to divide the tasks among the team before the training starts.
- At the beginning of the preparatory meeting (three days) one of the trainers does not show up, without informing anyone. After several calls, the four trainers who have already arrived discover that the colleague will arrive a day late because he has had some problems organising his flight.

- The four trainers continue to work while they are waiting for the colleague, who should arrive at 1 p.m. the next day at the airport of the nearest town (three hours away from the village in which they were supposed to meet).
- At 1 a.m. the next day all the four trainers decide to go to the airport to meet the colleague, but they discover that no flights from “XYX” country are arriving in the afternoon. They try to call him again and they discover that he will arrive at 1 a.m. and not p.m.!!)
- The problem is that two of the colleagues have to leave very early in the morning (at 7 o'clock) and the only time to work together is six hours between 1 and 7 a.m. at the airport!!!

... What should they do? ...

The participants were asked to continue the story in pairs and to imagine how the preparatory meeting ended and if the team (four or five members) held the training course. Later, the **three groups** came back to the plenary to present the “end of the story”.

The **first** group presented a sketch in which the colleague that was late finally arrived in the “XYX” country. He explained that he had had big problems with his visa and that he could not manage to organise himself to be on time and that was very sorry, but still very motivated to continue to work with the team for the training course they were supposed to hold. One of the four colleagues briefed him and they agreed that, as he was late, he would be in charge of some tasks proposed by the other colleagues.

The **second** group presented the continuation of the story and the following steps, in their imagination, were:

- the prep meeting ends and everyone (5 members) is included in the team, even if some of the colleagues were really not so motivated to work all together (pissed off)!!!
- everyone has some tasks for the training course
- the colleague who arrived late will be “external” to the process, taking care of the organisational and administrative tasks
- the training course will be held at the place and on the dates planned

The **third** group presented the continuation of the story with a sketch, explaining the different steps:

- try to understand what happened to the colleague
- inform him about the work done
- include him in the process (re-build the team), seeking his opinion and asking if there are any tasks he wants to have, but at the same time telling him that he cannot influence the process and programme (*contradictory*).



After the presentation of the “solution” of the case, they were able to add some other elements to the definition of teamwork, like:

*... competencies – complementarity – clarity – transparency – conflict prevention – conflict solution – differences / similarities – compromises – decision making– consensus / majority – attitudes and values – ethics...*

The participants then compared the case study with their experiences in terms of team working and the majority noticed that trust in the group is one of the fundamental elements as well as knowing each other very well (sharing values, having a long term perspective, knowing each other's competencies).

In order to summarise the discussion a short **input** was given (reference materials T-KIT no. 3 on Project Management) in terms of decision-making in a team:

#### DECISION FRAME

D = definition of the situation or case/problem  
E = exploration  
C = clarification  
I = ideas  
D = decision  
E = evaluation

Elements that every team should take into consideration when working together: *T-Kit no. 3, page 77*, for the model (<http://www.training-youth.net/site/publications/tkits/tkit3/Tkit3.htm>).

## 9.2 Seven Project Ideas

The *Project Work* process generated a number of project ideas and possibilities, which were later reduced to seven concrete proposals (negotiated among the participants in the various working groups).

Here below are these **seven project ideas**, including the title and a brief description of the project. In the **appendix section** you will find the complete ideas on the project information.

### 9.2.1 Intercultural leadership training for young women

The **aim** is to empower women to participate in society in leading positions and decision making processes in local, regional, national and international communities and to enjoy their human rights fully. The **objectives** are to:

- create an empowering local group, a basis group;
- exchange with local groups in the other participating countries;
- learn from each other and from their own experiences as young women;
- learn from mentors, role models and experts;
- achieve leadership skills on a local and international level;
- multiply the knowledge and experience in the local community;
- increase the understanding of human rights and empower women.

### 9.2.2 The role of young people in conflict areas

This project is **aimed** at activating the role of young people in order to promote peace, intercultural dialogue and solidarity in the Euro-Med area. Its main **objectives** are:

- to bring together young people from different countries within the Euro-Med area;
- to enhance intercultural learning and dialogue;
- to increase awareness of the situation of young people in conflict areas;
- to create an environment where the participants can exchange their skills and knowledge in order to come up with certain tools that can be used in their respective local communities;
- to promote solidarity among the young participants vis-à-vis different conflict situations ;
- to enhance co-operation in the Euro-Med area.

### 9.2.3 Community development project on economic and social rights

This project is **aimed** at sowing the seeds of solidarity among young students and workers within the community and empowering them to understand and take action for their economic and social rights. The concrete **objectives** of the project are:

- to bring together young workers and students;
- to make young people reflect on the economic and social rights based on their own experience;
- to enable workers to realise their rights and empower them;
- to understand learning as a process of getting the information from the people by putting them at the centre;
- to encourage young people to take action;
- to provide a worker and student exchange opportunity between Turkey and Hungary;
- to change the university's policy on workers' conditions;
- to draw the link between the migration issue and violations of social and economic rights;
- to transform the realities of young people by de-constructing the internalised perceptions of the invisibility of certain groups.

### 9.2.4 Exploring arts – exploring the self and the other

This project is supposed to take place within the *Diyarbakir Childrens' Festival*, which has been organised for the last three years in Turkey. It is targeted at young participants from the local community and other countries as well as youth workers preparing young people and the local children attending the festival.

The main **aim** regarding the **international group** of young participants is to come into creative contact with different cultures, explore them through arts, and share commonalities and differentiation. The project will be a forum for de-structuring stereotypes and arbitrary images and for creating positive relationships with the "other".

*Regarding **youth workers**, it also **aims** at sharing their educational and artistic concepts and methods within an international context and acquiring further knowledge and new practices in related fields.*

### 9.2.5 "COMICARTO": promoting human rights and intercultural learning through comics and cartoons on human rights

"Comicarto" is a strategy made of different projects. The strategy is created to promote human rights education and intercultural learning, by using and producing comics and cartoons on human rights in the Euro-Med area. The different projects of "Comicarto" are independent (partners can join the project at any time), but they all work to achieve the same aims.

### **9.2.6 Creative approaches to conflicts**

This project **is aimed** at improving the work of young multipliers within their communities by providing them with further tools to deal with conflicts in an intercultural environment. The concrete objectives of the project are:

- to empower 30 young multipliers to use creative methods of conflict transformation in their future local youth projects;
- to develop a group of best practice exchange in youth work in the Mediterranean area, especially in conflict transformation tools;
- to expand the pool of young multipliers accessible to the six partner organisations in future local, national and international work.

### **9.2.7 Youth for human rights**

This project **is aimed** at teaching young people intercultural skills by using the manual “COMPASS”, promoting intercultural understanding between Europe and Arab cultures, improving young people’s awareness about human rights and developing non-verbal communication skills in different youth cultures.

## 10. PERSONAL ACTION PLANS AND POST-COURSE SUPPORT

Here below you will find the explanation of the *personal action plans* and of the *post-course support*, as provided by the team. These two features of the training course were of extreme importance as they were intended to secure and facilitate its follow-up. This dimension of this learning process (in which the actual activity is just a part) is not always taken as seriously as it should. As for this course, it took up a significant part of its programme. It was properly explained to the participants and they accepted the challenge with a genuine commitment.

### 10.1 Personal Action Plans (PAP)

The PAP is a Personal Action Plan, an individual tool that is intended to facilitate the definition of a strategy and related steps / actions that each participant intends to carry out after the end of the training course. **(Please refer to attached paper)**

The PAP should include the actions that each participant intends to carry out in a six-month period (defined by the team, as the period for the follow up of the training course) in order to be “an agent of change” in European-Mediterranean relations and consolidate the learning or development process of the course.

The Personal Action Plan, together with the project ideas, can serve as a basis for the follow-up: in synthesis, they are personal(ised), they are timed and they go beyond the course itself.

To facilitate fulfilment of the PAPs (in terms of contents and timing), each participant can focus on the actions s/he would like to do:

- as a person, in his/her life
- as a youth worker
- as a youth worker, volunteer in his/her organisation
- as a team member, implementing the project draft drawn up during the training course itself
- with respect to the main topics dealt with during the training course: human rights education and intercultural learning
- with respect to Euro-Med issues

*It would be extremely useful for PCS (post course support) if every participant could share the PAP (or the parts s/he consider most relevant) with his/her referent in order to have a common basis for starting the follow up process.*

## 10.2 Post-Course Support (PCS)

### **Background**

The idea of involving the trainers more closely in the follow-up of the course by the participants was first raised at the preparatory meeting of the course, in March 2003. A similar course held in 2002 had revealed that, despite a very intensive and apparently successful learning experience, both the trainers and organisers had a very limited idea of the use that participants made of the training. On the other hand, the project initially conceived and prepared by the participants often needed or could benefit from educational support and advice from the trainers and/or organisers. When this support existed it was sporadic and almost accidental, relying too much on the contact and commitment of the participant or trainer.

The investment put in the course by the participants, trainers and organisers – in time and other resources – requires follow-up possibilities that support the feasibility of the projects initiated in the course and, more generally, the learning achievements of the participants.

The *Personal Action Plans* developed at the end of the course, together with the project ideas, can serve as a basis for the follow-up: they are personal(ised), they are timed and they go beyond the course itself.

### **What is PCS**

The type and quality of this support has obvious limits that are important to remember:

- There are no additional resources planned for this task (either for the participants or for the trainers).
- The commitment to the course by the participants is a voluntary one, and the commitment to follow-up is also voluntary and individual: Trying to "control" or exert any type of pressure on the participants is out of question.
- The support provided is, first of all, in the interest of the participant, not of the trainers or institutions. The participants, responsible for their learning process, are the ones best placed to assess the opportunity and usefulness of the support received.

In this context, the support is *not* of the same nature and quality as existing forms of mentoring, coaching or tutoring in training. At best, it can be defined as a commitment from the trainers and organisers to support and follow-up the course participants in an organised and consistent manner.

For this purpose, each participant has one trainer as main **reference person** for the first six months after the course. The reference person is committed to:

- Responding to questions or requests for information or support by the participant;

- Taking the initiative to make contact with the participant at least once a month;
- Asking for support from colleagues whenever the need arises;
- Respecting the confidentiality of communication with the participant whenever this confidentiality is important;
- Providing feedback on the quality and effectiveness of the scheme to the rest of the trainers.

### ***How does it work in practice?***

#### ***Participant to Trainer***

The participant should feel free to address the trainer (reference person) on any matter related to the course and its follow-up (project, personal action plan, other professional developments), ask for advice, support or, simply, to inform. The participants should do this by email, telephone or fax. The participants should feel free to contact any other trainer as well.

#### ***Trainer to Participant***

- The trainer should contact the participant at least once a month.
- The trainer should take the initiative for the first contact (if the participant has not done so).
- The trainer may use the Personal Action Plan as a starting point for the follow-up. The status of the project can also be addressed whenever necessary or useful.
- Whenever needed, the trainer should ask for advice or support from other trainers.
- The trainer may suggest possibilities for action, further training or reading, contacts, etc.
- The trainer should refrain from taking action instead of the participant.

The support scheme will be evaluated after six months.





## 11. EVALUATION PROCESS

Evaluation in this training course took place at three different levels / times, in order to assess different dimensions of the course itself – the individual learning processes, the group development process, the emotional dimension, social environment and technical aspects, the suitability of the course structure and programme, etc.

### REFLECTION GROUPS

The *reflection groups* were composed of five or six participants and met nearly everyday at the end of the day. The work in these groups was more directed at evaluating the day and assessing how people were feeling in the course learning process. The methodology used in the *reflection groups*' meetings was quite free, adapting to the participants' specific needs, day-by-day, in terms of subjects and the format of discussions.

The prep team assessed the results of the reflection groups every day and adapted (or not) the following day's programme accordingly. This proved to be quite important in terms of participant and group development and was very positively evaluated by the participants at the end of the course.

### MID-TERM EVALUATION

The *mid-term evaluation* took place on the fifth day of the course, replacing the usual *reflection group*' meeting. This evaluation, made first individually and then in small groups, was based on the following questions:

- To what extent have I fulfilled my expectations at this stage of the training course?
- What are your expectations / needs for the second part of the training course?
- Is there anything else I would like to change, improve or suggest for the coming days of the programme?

### FINAL EVALUATION

The final evaluation was to assess the whole course (preparation included) in all its dimensions, at an individual and group level. It was done in three stages:

- an **individual written evaluation** – based on the form / questionnaire distributed to each participant (see appendix section);
- a **small group evaluation** – in the framework of the reflection groups, especially assessing the learning developments during the course, achievements and frustrations;
- a **whole group evaluation** – based on a big painting done by participants themselves, which pictured the Mediterranean and a boat and describing the process from their home, passing through Mollina, and returning home.

This evaluation strategy proved to be consistent enough and provided important elements to assess the suitability of the methodological options regarding the participants' needs and expectations.

In general, we can already say that this course represented a significant added value in the personal and collective development process of participants, as individuals, as youth leaders and workers.

The prep team met after the course to assess the written evaluation forms and the combined results of the evaluation process as a whole. Their conclusions can be seen in the **appendix** section of this report.

## 12. APPENDIX

Speech by Mr. Mário Martins, Director of Youth and Sport, Council of Europe

### *Youth and the Euro-Med*

When some months ago the Spanish *Instituto de la Juventud* suggested that the first event of the Council of Europe – European Commission Partnership Agreement on Euro-Mediterranean youth co-operation could take place at this Centre I seized the opportunity without hesitation. Indeed Andalusia was an obvious choice for launching this venture.

The civilisation of *Al-andalus*, of which Mollina is part of the heritage, was of an extraordinary nature. A land known for its knowledge, its subtle architecture, exquisite craftsmanship and brilliant poetry. An economically prosperous, multilingual, cosmopolitan and tolerant civilisation, where for most of the Muslim rule, Jews and Christians enjoyed freedom of religious belief and practice. The visit to Granada scheduled in the programme will certainly be an excellent opportunity to witness that richness and legacy.

In my imagination I would often equate *Al-andalus* with culture, which is creativity, with friendly coexistence and tolerance, which involves mutual respect and understanding. I always pair *Al-andalus* with the Mediterranean and the peoples which populated and developed its shores.

Friendship, tolerance, culture, creativity... I am afraid that we are all too well aware that these values are far from reality in the daily lives of many young people, both in Europe and on the other side of the Mediterranean. Unfortunately, as we have witnessed during recent days, terrorism gives arguments for both undemocratic and extremist forces seemingly perpetuating a vicious circle from which it would take political courage and enlightened humanism to escape.

Terrorist attacks in Morocco and Israel prevented some of the expected participants from being with you during this training course.

Indeed it seems easy to be demoralised by the persistence of violence, terrorism and armed conflict, of the 'clash of ignorance' and prejudice as opposed to cultural respect and dialogue, and of religious fundamentalism as opposed to freedom of religious belief and practice.

Young people, as we know, are at the centre of projects of hope as well as in situations of "no future" and despair. When you are young and caught in the spirals of terrorism and armed violence, living in exclusion and poverty, when your rights and freedoms are being squashed, it is difficult to believe in words of co-operation, tolerance and cultural exchange.

Yet young people represent, by the force of events, the greatest asset for change of the present situation. Most young people are concerned by other young people's situations, and are committed to working for a better world.

In both European and non-European societies in the Mediterranean, there is a common aspiration for a better future, for more peace, justice and self-realisation. Or like Mahmoud Darwish's inspired words, youth suffers from an incurable disease: Hope.

This training course is a modest expression of these aspirations and hopes. By focusing on human rights education and intercultural learning, its programme addresses two of the most important preconditions for Euro-Med co-operation:

- A shared set of values and rights, based upon the universality, equality and inalienability of human dignity – without a minimum of shared values dialogue would be impossible;
- The affirmation of cultural dialogue over violence and ignorance, based on mutual respect, the appreciation of ethnic, linguistic and religious diversity and the willingness to work together and to learn from each other.

As youth workers or youth leaders, you are all multipliers and, therefore, have responsibilities in motivating other young people to co-operation projects and for them to become actors and beneficiaries of the changes you and they want to see across the Mediterranean. Some financial support to worthy concrete projects will no doubt be possible through the Euro-Med Youth Programme of the European Commission and the Council of Europe's Youth Foundation.

As I pointed out earlier, this course is part of a Partnership Agreement, which the Council of Europe and the European Commission have recently signed on co-operation in Euro-Med youth work.

This agreement provides a framework of co-operation with the aim of developing the quality and quantity of Euro-Med youth projects in the years ahead.

The agreement is itself based on a number of shared values and objectives:

- A belief in young people as active citizens, promoters of social change;
- A concern for the promotion of human dignity and social cohesion;
- The promotion of women's rights and minority rights;
- Intercultural learning and learning from each other as the educational basis for youth exchanges.

The Euro-Med Partnership Agreement and this course are aimed at reinforcing quality in Euro-Med youth work training. Quality in youth work has many dimensions to it. I would like to emphasise the three main ones related to this course: (1) motivation, (2) commitment and (3) competence.

I sincerely hope that, with the support of the trainers, you will be able to develop your competences and that the whole group will contribute to sustaining everyone's motivation. Commitment, however, is related to one and all. I have no doubt that you are committed and would like to reassure you of our own long-term commitment too.

Shortly many of you will be able to use the Arabic version of Compass - the manual on human rights education, which will be the first of a number of educational tools to be made available in the Arabic language.

I would like to finish by thanking the Spanish Youth Institute, here represented by Salvador Quero, for their generous and friendly support to this course, especially in granting this event the use, at no cost, of this Youth Centre. The commitment and support of the *InJuve* will hopefully serve as an inspiration and an example to others, because the Euro-Med youth cooperation will not make sense without the support and involvement of national youth institutions.

I wish you and the trainers working with you a very successful and inspiring educational experience. Thank you for your attention.

Speech by Mr. Walid Saleh Khalifeh, University of Otonoma, Madrid, Spain

### *The identity and culture of the Mediterranean*

In spite of the diversity of nations and cultures of the Mediterranean Basin and the distances separating countries of this area, common characteristics and an amazing similarity exist, reflecting reality without taking into consideration political and religious practices.

This resemblance is not restricted to people, but extends to the environment, architecture and other aspects in the Mediterranean area. It is difficult to distinguish, for instance, olive trees that grow in the Tunisian city of Safakess from those in the Moroccan cities of Fas and Miknas, as well as from those in Granada or Jaen. The same applies to palm trees in Elche in the region of Alicante, which are similar to the ones in Tunisia, Algeria or Syria. The Maltese beaches are the same as those in Lebanon and Libya. Regarding architecture, Arab and non-Arab travellers couldn't distinguish between the various cities they visited due to their extreme resemblance. As they come closer to a Mediterranean country, travellers would find the same scenery: small ports filled with fishing boats, white and medium-height buildings.

Throughout the centuries, many elements contributed in shaping the personality and traits of the Mediterranean individuals. As such, they are open-minded and liberal. The Phoenicians, who are Semitic, lived in Lebanon in 2800 BC and mingled with other prehistoric nations all over the Mediterranean, built cities like Jubeil, Sour, Saida, Beirut and Arwad. They also established close contacts with the Pharaohs 3000 years BC. They were able to expand their trade to Damascus and established banks, shops and colonisations all over the Mediterranean area. They also reached the Iberian Peninsula searching for silver and tin. Their golden age was between 1000 and 500 BC. They established Kurtoba and Sabrata and in Europe they built Malaqa and Kadesh hi Spam. They taught the people of these areas trade, shipping and industry. Many letters in the old languages go back in origin to the Phoenician letters. Then there was the Roman Empire (either the Kingdom 753 - 509 B.C. or the Republic 509 - 31 B.C.) that imposed its authority upon many of the Mediterranean Basin annexing Italy, occupying Macedonia, Greece, Asia Minor and Syria and transforming these regions into Roman provinces.

Then, the Arabs and the Muslims ruled over vast areas of Africa, Asia and arrived in parts in Europe. Their Arab Islamic culture was associated and intermingled with cultures of indigenous populations, in Malta or Sicily, Portugal or Spain. The Arab Muslims were able to transfer to many of these countries a wealth of science, knowledge, traditions and life styles. Languages, such as Spanish, were influenced by Arabic and contain some terms of Arabic origin. Some irrigation and agricultural mechanisms are still employed in various parts of Spain and Portugal.

Despite the political and religious conflicts since the Middle Ages and until today in the Mediterranean area, the people of the Basin are still open to other cultures and nations sharing common qualities and habits.

## **The problems of the Arab and Islamic societies in the Mediterranean area**

There is a vast contrast between communities in the north of the Mediterranean Basin and those in the south in terms of living standards, scientific and cultural levels, the political regime and other issues that contribute to a certain extent to isolating some peoples from each other. Most Mediterranean Arab and Islamic countries are not poor but have been made poor. Then: wealth and fortune are being drained and spent for the pleasure of the leaders and officials and on secondary matters that don't benefit the people but the plutocracy and their allies. Thus, a small rich class emerges enjoying the wealth of the country in contrast to the large marginalized classes, who receive minimal resources.

A lot of these countries are not democratic, since neither the president nor the authority is elected. Instead they are appointed without considering the opinions of citizens. Hence, the absence of the freedom of expression is the greatest common aspect among these countries. Repressive and military practices are prevalent. Oppressing, humiliating and violating the human rights of citizens have become their every day life, hence lacking serenity and stability.

Neglecting the needs and destinies of nations, without considering their lives and futures and without providing mechanisms for development, leads to severe and deplorable consequences that individuals and groups suffer. These consequences have also influenced neighbouring and other countries, which were overwhelmed by the negative aspects due to immigration.

These policies have resulted in the degradation of social awareness among the majority of the population, as they are not aware of the role, the social status and the active contribution of the individual in his/her community. Consequently, the private interest of an individual has become the main concern. In this case, she or he remains at the margin of his/her society not taking an active citizenship role.

Illiteracy is another major problem resulting from these policies. According to official statistics, one third of the Arab world suffers from this epidemic phenomenon paralysing society. Out of 300 million Arabs, 70 million are illiterate. Unfortunately, the 70s and 80s witnessed better conditions.

This problem creates other problems that are more severe vis-à-vis coexistence with other cultures and daily practices. Often, illiterate individuals become more extreme and close-minded. This distracts dialogue between individuals, deprives societies from creative initiatives if the suitable environment is provided. Possible capacities and efforts serving the common good are also wasted.

Emigration is another negative consequence. Many young people are obliged to emigrate, as they feel depressed living in their homeland, where they realize that they have no future. Thus, they seek a better future to improve their economic, educational and social standards. However, not all of them achieve their ambitions when they are confronted by the harsh reality. As a result, their condition further deteriorates and they wish they had stayed in their country despite the difficulties there.

Emigration also affects the host countries that receive a massive and unexpected number of immigrants. These countries lack clear immigration policies on the administrative, practical, social and humanitarian levels, isolating immigrants from the local community even when they become legal citizens.

### **Unbalanced international policies**

International policy, which is that of the United States, the European Union and the United Nations, is unbalanced and follows a double-standard approach vis-à-vis the United Nations (UN) resolutions. Some of these resolutions are fully imposed on some countries, while other resolutions are left unimplemented. For instance, Israel receives special treatment and is constantly supported financially and militarily. It is not held accountable for actions by the mentioned powers despite the serious violations against Palestinians and Arabs in general. This has left the Arabs with a feeling of resentment and injustice. However, other countries were obliged to implement UN resolutions by means of force, such as the Iraqi case in 1990 and the recent occupation and destruction of Iraq by the US on superficial pretexts.

Economically, rich industrial countries that have established factories and companies in poor Mediterranean countries on the pretext of assisting their economy only aim at increasing their wealth on the account of these poor nations. This is due to the fact that these companies hire few local people while all profits go to these companies. They make use of the cheap labour in these poor countries. Examples of such companies are Spanish, French and American companies that have invested in the Tunisian and Moroccan agricultural and industrial sectors.

These policies deteriorated the economic conditions of the huge majority of the Arab and Islamic nations. The annual income of an Arab individual is no more than 1,000 US dollars, whereas in Israel, it reaches 30,000 US dollars. This clearly reflects the huge gap between the different living standards in the Mediterranean region.

Within this context, the most dangerous aspect is the selling of arms to poor Mediterranean countries. This is a very severe issue consuming considerable portions of their national income at the expense of the benefits of citizens. Also, having such weapons under the control of authorities that don't respect human rights would lead to tragic consequences, such as wars between countries and internal conflicts.

Many Arab citizens, especially young people, feel helpless as a result of these policies and attempt to find solutions for their social, economic and political problems. As their attempts are in vain, they have taken refuge in fanatic extremes leading to several tragedies, sorrow and tension within these countries as well as among neighbouring countries, whether Islamic or Western.

### **The role of the European Union in improving the Mediterranean region**

For many years, the European Union has been looking for common ground among the Mediterranean countries in order to initiate similar perspectives and solve their problems. However, these efforts are insufficient. The efforts exerted by the European Union to improve the relations between the countries north



and the south of the Mediterranean are worth noting and should be supported. However, the difficulties encountered by the EU are enormous. These efforts should be continued in order to reach a common understanding and find joint work mechanisms. The policy of the superior powers in the region, particularly the US that doesn't share the same sense of responsibility towards the problems of the region with the EU, is an enormous challenge and difficulty facing the EU. The invasion and occupation of Iraq unilaterally and under no legal cover caused a new fissure between them. While most of the EU countries opposed the attack under the pressure of their citizens, the US supported by the UK and the Spanish government took a different position. The US acted in an imperialistic and aggressive way proceeding from its own personal interest and not out of a humanitarian motivation as it claimed.

Thus, some rulers and Western and Arab politicians were not up to the standards and expectations of their populations, who expressed a humanitarian and moral position.

### **Enhancing cooperation in the region**

In order to achieve welfare and human rights for all, intellectuals have lots of challenges to face and their interests might be in conflict with the interests of politicians and rulers, who have a hidden agenda that doesn't go in conjunction with the interests of the majority. Thus, governments should be lobbied and pressured to grant their people their rights and needs. To enhance cooperation among Mediterranean communities, official and popular efforts should be exerted to achieve these goals. At a governmental level, many steps should be taken internationally:

- Expose dictatorial regimes, cease cooperation, financial and military aid with them;
- Implement economic policies that are just in distributing wealth and improving the living standards for the majority of the population in the region;
- Efficient cooperation between various governmental and non-governmental organisations in order to enhance coordination and cooperation. As northern organisations in the Mediterranean are more developed, they should take more responsibility.
- Reconsider educational curricula in the area, especially the parts that address cultural aspects of populations and other religions;
- Manage the immigration process and stop illegal immigration as the lives of many young people of poor countries are endangered.

Whereas, on a popular level, there are many actions that should be taken in order to initiate understanding:

- To base dialogue on principles, such as tolerance, peaceful coexistence and respecting diversity.
- Social and cultural equality.
- Equality between men and woman should be integrated in administrative and social practises and laws.

## **The role of youth**

Youth is the generating power for any society and the promising future for building a country. Thus, providing them with proper education and consciousness would lead to a better future. Governments should therefore exert every effort to establish cultural, intellectual and scientific entities for the youth.

Fortunately, the youth of today feel the responsibilities and respond accordingly. This was obvious during the latest invasion of Iraq. And till now, we see them taking a very brave and clear position regarding many international issues that are of great concern to conscious people.

Finally, we wish them a bright and brilliant future.

## Barcelona declaration

adopted at the Euro-Mediterranean Conference - 27-28/11/95

- The Council of the European Union, represented by its President, Mr Javier SOLANA, Minister for Foreign Affairs of Spain,
- The European Commission, represented by Mr Manuel MARIN, Vice-President,
- Germany, represented by Mr Klaus KINKEL, Vice-Chancellor and Minister for Foreign Affairs,
- Algeria, represented by Mr Mohamed Salah DEMBRI, Minister for Foreign Affairs,
- Austria, represented by Mrs Benita FERRERO-WALDNER, State Secretary, Ministry of Foreign Affairs,
- Belgium, represented by Mr Erik DERYCKE, Minister for Foreign Affairs,
- Cyprus, represented by Mr Alecos MICHAELIDES, Minister for Foreign Affairs,
- Denmark, represented by Mr Ole Loensmann POULSEN, State Secretary, Ministry of Foreign Affairs,
- Egypt, represented by Mr Amr MOUSSA, Minister for Foreign Affairs,
- Spain, represented by Mr Carlos WESTENDORP, State Secretary for Relations with the European Community,
- Finland, represented by Mrs Tarja HALONEN, Minister for Foreign Affairs,
- France, represented by Mr Hervé de CHARETTE, Minister for Foreign Affairs,
- Greece, represented by Mr Károlos PAPOULIAS, Minister for Foreign Affairs,
- Ireland, represented by Mr DickSPRING, Deputy Prime Minister and Minister for Foreign Affairs,
- Israel, represented by Mr Ehud BARAK, Minister for Foreign Affairs,
- Italy, represented by Mrs Susanna AGNELLI, Minister for Foreign Affairs,
- Jordan, represented by Mr Abdel-Karim KABARITI, Minister for Foreign Affairs,
- Lebanon, represented by Mr Fares BOUEZ, Minister for Foreign Affairs,
- Luxembourg, represented by Mr Jacques F. POOS, Deputy Prime Minister and Minister for Foreign Affairs, Foreign Trade and Cooperation,
- Malta, represented by Prof. Guido DE MARCO, Deputy Prime Minister and Minister for Foreign Affairs,
- Morocco, represented by Mr Abdellatif FILALI, Prime Minister and Minister for Foreign Affairs,

- The Netherlands, represented by Mr Hans van MIERLO, Deputy Prime Minister and Minister for Foreign Affairs,
- Portugal, represented by Mr Jaime GAMA, Minister for Foreign Affairs,
- The United Kingdom, represented by Mr Malcolm RIFKIND QC MP, Secretary of State for Foreign and Commonwealth Affairs,
- Syria, represented by Mr Farouk AL-SHARAA, Minister for Foreign Affairs,
- Sweden, represented by Mrs Lena HJELM-WALLEN, Minister for Foreign Affairs,
- Tunisia, represented by Mr Habib Ben YAHIA, Minister for Foreign Affairs,
- Turkey, represented by Mr Deniz BAYKAL, Deputy Prime Minister and Minister for Foreign Affairs,
- The Palestinian Authority, represented by Mr Yassir ARAFAT, President of the Palestinian Authority, taking part in the Euro-Mediterranean Conference in Barcelona:

- stressing the strategic importance of the Mediterranean and moved by the will to give their future relations a new dimension, based on comprehensive cooperation and solidarity, in keeping with the privileged nature of the links forged by neighbourhood and history;
- aware that the new political, economic and social issues on both sides of the Mediterranean constitute common challenges calling for a coordinated overall response;
- resolved to establish to that end a multilateral and lasting framework of relations based on a spirit of partnership, with due regard for the characteristics, values and distinguishing features peculiar to each of the participants;
- regarding this multilateral framework as the counterpart to a strengthening of bilateral relations which it is important to safeguard, while laying stress on their specific nature;
- stressing that this Euro-Mediterranean initiative is not intended to replace the other activities and initiatives undertaken in the interests of the peace, stability and development of the region, but that it will contribute to their success. The participants support the realization of a just, comprehensive and lasting peace settlement in the Middle East based on the relevant United Nations Security Council resolutions and principles mentioned in the letter of invitation to the Madrid Middle East Peace Conference, including the principle of land for peace, with all that this implies;
- convinced that the general objective of turning the Mediterranean basin into an area of dialogue, exchange and cooperation guaranteeing peace, stability and prosperity requires a strengthening of democracy and respect for human rights, sustainable and balanced economic and social development, measures to combat poverty and promotion of greater understanding between cultures, which are all essential aspects of partnership,

- hereby agree to establish a comprehensive partnership among the participants, the Euro-Mediterranean partnership through strengthened political dialogue on a regular basis, the development of economic and financial cooperation and greater emphasis on the social, cultural and human dimension, these being the three aspects of the Euro-Mediterranean partnership.

### **Political & security partnership: Establishing a common area of peace & stability**

The participants express their conviction that the peace, stability and security of the Mediterranean region are a common asset which they pledge to promote and strengthen by all means at their disposal. To this end they agree to conduct a strengthened political dialogue at regular intervals, based on observance of essential principles of international law, and reaffirm a number of common objectives in matters of internal and external stability.

In this spirit they undertake in the following declaration of principles to:

- act in accordance with the United Nations Charter and the Universal Declaration of Human Rights, as well as other obligations under international law, in particular those arising out of regional and international instruments to which they are party;
- develop the rule of law and democracy in their political systems, while recognizing in this framework the right of each of them to choose and freely develop its own political, socio-cultural, economic and judicial system;
- respect human rights and fundamental freedoms and guarantee the effective legitimate exercise of such rights and freedoms, including freedom of expression, freedom of association for peaceful purposes and freedom of thought, conscience and religion, both individually and together with other members of the same group, without any discrimination on grounds of race, nationality, language, religion or sex;
- give favourable consideration, through dialogue between the parties, to exchanges of information on matters relating to human rights, fundamental freedoms, racism and xenophobia;
- respect and ensure respect for diversity and pluralism in their societies, promote tolerance between different groups in society and combat manifestations of intolerance, racism and xenophobia. The participants stress the importance of proper education in the matter of human rights and fundamental freedoms;
- respect their sovereign equality and all rights inherent in their sovereignty, and fulfil in good faith the obligations they have assumed under international law;
- respect the equal rights of peoples and their right to self-determination, acting at all times in conformity with the purposes and principles of the Charter of the United Nations and with the relevant norms of international law, including those

relating to territorial integrity of States, as reflected in agreements between relevant parties;

- refrain, in accordance with the rules of international law, from any direct or indirect intervention in the internal affairs of another partner;

- respect the territorial integrity and unity of each of the other partners;

- settle their disputes by peaceful means, call upon all participants to renounce recourse to the threat or use of force against the territorial integrity of another participant, including the acquisition of territory by force, and reaffirm the right to fully exercise sovereignty by legitimate means in accordance with the UN Charter and international law;

- strengthen their cooperation in preventing and combating terrorism, in particular by ratifying and applying the international instruments they have signed, by acceding to such instruments and by taking any other appropriate measure;

- fight together against the expansion and diversification of organized crime and combat the drugs problem in all its aspects;

- promote regional security by acting, inter alia, in favour of nuclear, chemical and biological non-proliferation through adherence to and compliance with a combination of international and regional non-proliferation regimes, and arms control and disarmament agreements such as NPT, CWC, BWC, CTBT and/or regional arrangements such as weapons free zones including their verification regimes, as well as by fulfilling in good faith their commitments under arms control, disarmament and non-proliferation conventions.

The parties shall pursue a mutually and effectively verifiable Middle East Zone free of weapons of mass destruction, nuclear, chemical and biological, and their delivery systems.

Furthermore the parties will

- consider practical steps to prevent the proliferation of nuclear, chemical and biological weapons as well as excessive accumulation of conventional arms.

- refrain from developing military capacity beyond their legitimate defence requirements, at the same time reaffirming their resolve to achieve the same degree of security and mutual confidence with the lowest possible levels of troops and weaponry and adherence to CCW.

- promote conditions likely to develop good-neighbourly relations among themselves and support processes aimed at stability, security, prosperity and regional and subregional cooperation.

- consider any confidence and security-building measures that could be taken between the parties with a view to the creation of an "area of peace and stability in the Mediterranean", including the long term possibility of establishing a Euro-Mediterranean pact to that end.

## **Economic & financial partnership: Creating an area of shared prosperity**

The participants emphasize the importance they attach to sustainable and balanced economic and social development with a view to achieving their objective of creating an area of shared prosperity.

The partners acknowledge the difficulties that the question of debt can create for the economic development of the countries of the Mediterranean region. They agree, in view of the importance of their relations, to continue the dialogue in order to achieve progress in the competent fora.

Noting that the partners have to take up common challenges, albeit to varying degrees, the participants set themselves the following long-term objectives:

- acceleration of the pace of sustainable socio-economic development;
- improvement of the living conditions of their populations, increase in the employment level and reduction in the development gap in the Euro-Mediterranean region;
- encouragement of regional cooperation and integration.

With a view to achieving these objectives, the participants agree to establish an economic and financial partnership which, taking into account the different degrees of development, will be based on:

- the progressive establishment of a free-trade area;
- the implementation of appropriate economic cooperation and concerted action in the relevant areas;
- a substantial increase in the European Union's financial assistance to its partners.

### **a) Free-trade area**

The free-trade area will be established through the new Euro-Mediterranean Agreements and free-trade agreements between partners of the European Union. The parties have set 2010 as the target date for the gradual establishment of this area which will cover most trade with due observance of the obligations resulting from the WTO.

With a view to developing gradual free trade in this area: tariff and non-tariff barriers to trade in manufactured products will be progressively eliminated in accordance with timetables to be negotiated between the partners; taking as a starting point traditional trade flows, and as far as the various agricultural policies allow and with due respect to the results achieved within the GATT negotiations, trade in agricultural products will be progressively liberalized through reciprocal preferential access among the parties; trade in services including right of establishment will be progressively liberalized having due regard to the GATS agreement.

The participants decide to facilitate the progressive establishment of this free-trade area through

- the adoption of suitable measures as regard rules of origin, certification, protection of intellectual and industrial property rights and competition;
- the pursuit and the development of policies based on the principles of market economy and the integration of their economies taking into account their respective needs and levels of development;
- the adjustment and modernization of economic and social structures, giving priority to the promotion and development of the private sector, to the upgrading of the productive sector and to the establishment of an appropriate institutional and regulatory framework for a market economy. They will likewise endeavour to mitigate the negative social consequences which may result from this adjustment, by promoting programmes for the benefit of the neediest populations;
- the promotion of mechanisms to foster transfers of technology.

### **b) Economic cooperation and concerted action**

Cooperation will be developed in particular in the areas listed below and in this respect the participants:

- acknowledge that economic development must be supported both by internal savings, the basis of investment, and by direct foreign investment. They stress the importance of creating an environment conducive to investment, in particular by the progressive elimination of obstacles to such investment which could lead to the transfer of technology and increase production and exports;
- affirm that regional cooperation on a voluntary basis, particularly with a view to developing trade between the partners themselves, is a key factor in promoting the creation of a free-trade area;
- encourage enterprises to enter into agreements with each other and undertake to promote such cooperation and industrial modernization by providing a favourable environment and regulatory framework. They consider it necessary to adopt and to implement a technical support programme for SMEs;
- emphasize their interdependence with regard to the environment, which necessitates a regional approach and increased cooperation, as well as better coordination of existing multilateral programmes, while confirming their attachment to the Barcelona Convention and the Mediterranean Action Plan. They recognize the importance of reconciling economic development with environmental protection, of integrating environmental concerns into the relevant aspects of economic policy and of mitigating the negative environmental consequences which might result. They undertake to establish a short and medium-term priority action programme, including in connection with combating desertification, and to concentrate appropriate technical and financial support on those actions;
- recognize the key role of women in development and undertake to promote their active participation in economic and social life and in the creation of employment;
- stress the importance of the conservation and rational management of fish stocks and of the improvement of cooperation on research into stocks,



including aquaculture, and undertake to facilitate scientific training and research and to envisage creating joint instruments;

- acknowledge the pivotal role of the energy sector in the economic Euro-Mediterranean partnership and decide to strengthen cooperation and intensify dialogue in the field of energy policies. They also decide to create the appropriate framework conditions for investments and the activities of energy companies, cooperating in creating the conditions enabling such companies to extend energy networks and promote link-ups;

- recognize that water supply together with suitable management and development of resources are priority issues for all Mediterranean partners and that cooperation should be developed in these areas;

- agree to cooperate in modernizing and restructuring agriculture and in promoting integrated rural development. This cooperation will focus in particular on technical assistance and training, on support for policies implemented by the partners to diversify production, on the reduction of food dependency and on the promotion of environment-friendly agriculture. They also agree to cooperate in the eradication of illicit crops and the development of any regions affected.

The participants also agree to cooperate in other areas and, to that effect:

- stress the importance of developing and improving infrastructures, including through the establishment of an efficient transport system, the development of information technologies and the modernization of telecommunications. They agree to draw up a programme of priorities for that purpose;

- undertake to respect the principles of international maritime law, in particular freedom to provide services in international transport and free access to international cargoes. The results of the ongoing multilateral trade negotiations on maritime transport services being conducted within the WTO will be taken into account when agreed;

- undertake to encourage cooperation between local authorities and in support of regional planning;

- recognizing that science and technology have a significant influence on socio-economic development, agree to strengthen scientific research capacity and development, contribute to the training of scientific and technical staff and promote participation in joint research projects based on the creation of scientific networks;

- agree to promote cooperation on statistics in order to harmonize methods and exchange data.

### **c) Financial cooperation**

The participants consider that the creation of a free-trade area and the success of the Euro-Mediterranean partnership require a substantial increase in financial assistance, which must above all encourage sustainable indigenous development and the mobilization of local economic operators. They note in this connection that:

- the Cannes European Council agreed to set aside ECU 4 685 million for this financial assistance in the form of available Community budget funds for the period 1995-1999. This will be supplemented by EIB assistance in the form of increased loans and the bilateral financial contributions from the Member States;
- effective financial cooperation managed in the framework of a multi-annual programme, taking into account the special characteristics of each of the partners is necessary;
- sound macro-economic management is of fundamental importance in ensuring the success of the partnership. To this end they agree to promote dialogue on their respective economic policies and on the method of optimizing financial cooperation.

### **Partnership in social, cultural and human affairs: Developing human resources, promoting understanding between cultures & exchanges between civil societies**

The participants recognize that the traditions of culture and civilization throughout the Mediterranean region, dialogue between these cultures and exchanges at human, scientific and technological level are an essential factor in bringing their peoples closer, promoting understanding between them and improving their perception of each other.

In this spirit, the participants agree to establish a partnership in social, cultural and human affairs. To this end:

- they reaffirm that dialogue and respect between cultures and religions are a necessary pre-condition for bringing the peoples closer. In this connection they stress the importance of the role the mass media can play in the reciprocal recognition and understanding of cultures as a source of mutual enrichment;
- they stress the essential nature of the development of human resources, both as regards the education and training of young people in particular and in the area of culture. They express their intent to promote cultural exchanges and knowledge of other languages, respecting the cultural identity of each partner, and to implement a lasting policy of educational and cultural programmes; in this context, the partners undertake to adopt measures to facilitate human exchanges, in particular by improving administrative procedures;
- they underline the importance of the health sector for sustainable development and express their intention of promoting the effective participation of the community in operations to improve health and well-being;
- they recognize the importance of social development which, in their view, must go hand in hand with any economic development. They attach particular importance to respect for fundamental social rights, including the right to development;

- they recognize the essential contribution civil society can make in the process of development of the Euro-Mediterranean partnership and as an essential factor for greater understanding and closeness between peoples;
- they accordingly agree to strengthen and/or introduce the necessary instruments of decentralized cooperation to encourage exchanges between those active in development within the framework of national laws: leaders of political and civil society, the cultural and religious world, universities, the research community, the media, organisations, the trade unions and public and private enterprises;
- on this basis, they recognize the importance of encouraging contacts and exchanges between young people in the context of programmes for decentralized cooperation;
- they will encourage actions of support for democratic institutions and for the strengthening of the rule of law and civil society;
- they recognize that current population trends represent a priority challenge which must be counterbalanced by appropriate policies to accelerate economic takeoff;
- they acknowledge the importance of the role played by migration in their relationships. They agree to strengthen their cooperation to reduce migratory pressures, among other things through vocational training programmes and programmes of assistance for job creation. They undertake to guarantee protection of all the rights recognized under existing legislation of migrants legally resident in their respective territories;
- in the area of illegal immigration they decide to establish closer cooperation. In this context, the partners, aware of their responsibility for readmission, agree to adopt the relevant provisions and measures, by means of bilateral agreements or arrangements, in order to readmit their nationals who are in an illegal situation. To that end, the Member States of the European Union take citizens to mean nationals of the Member States, as defined for Community purposes;
- they agree to strengthen cooperation by means of various measures to prevent terrorism and fight it more effectively together;
- by the same token they consider it necessary to fight jointly and effectively against drug trafficking, international crime and corruption;
- they underline the importance of waging a determined campaign against racism, xenophobia and intolerance and agree to cooperate to that end.

### **Follow-up to the conference**

The participants:

considering that the Barcelona Conference provides the basis for a process, which is open and should develop;

reaffirming their will to establish a partnership based on the principles and objectives defined in this Declaration;

resolved to give practical expression to this Euro-Mediterranean partnership;

convinced that, in order to achieve this objective, it is necessary to continue the comprehensive dialogue thus initiated and to carry out a series of specific actions;

hereby adopt the attached work programme:

The Ministers for Foreign Affairs will meet periodically in order to monitor the application of this Declaration and define actions enabling the objectives of the partnership to be achieved.

The various activities will be followed by ad hoc thematic meetings of ministers, senior officials and experts, exchanges of experience and information, contacts between those active in civil society and by any other appropriate means.

Contacts between parliamentarians, regional authorities, local authorities and the social partners will be encouraged.

A "Euro-Mediterranean Committee for the Barcelona process" at senior-official level, consisting of the European Union Troika and one representative of each Mediterranean partner, will hold regular meetings to prepare the meeting of the Ministers for Foreign Affairs, take stock of and evaluate the follow-up to the Barcelona process and all its components and update the work programme.

Appropriate preparatory and follow-up work for the meetings resulting from the Barcelona work programme and from the conclusions of the "Euro Mediterranean Committee for the Barcelona process" will be undertaken by the Commission departments.

The next meeting of the Ministers for Foreign Affairs will be held in the first semester of 1997 in one of the twelve Mediterranean partners of the European Union, to be determined through further consultations.

## **Annex: Work Programme**

### **I. Introduction**

The aim of this programme is to implement the objectives of the Barcelona Declaration and to respect its principles, through regional and multilateral actions. It is complementary both to the bilateral cooperation, implemented in particular under the agreements between the EU and its Mediterranean partners, and to the cooperation already existing in other multilateral fora.

The preparation and the follow-up to the various actions will be implemented in accordance with the principles and mechanisms set out in the Barcelona Declaration.

The priority actions for further cooperation are listed below. This does not exclude Euro Mediterranean cooperation being extended to other actions if the partners so agree.

The actions may apply to States, their local and regional authorities as well as actors of their civil society.

With the agreement of the participants, other countries or organisations may be involved in the actions contained in the work programme. The implementation must take place in a flexible and transparent way.

With the agreement of the participants, future Euro-Mediterranean cooperation will take account, as appropriate, of the opinions and recommendations resulting from the relevant discussions held at various levels in the region.

The implementation of the programme should start as soon as practical after the Barcelona Conference. It will be reviewed at the next Euro-Mediterranean Conference on the basis of a report to be prepared by the European Commission departments, particularly on the basis of reports from the various meetings and Groups mentioned below, and approved by the "Euro-Mediterranean Committee for the Barcelona process" set up by the Barcelona Declaration.

## **II. Political and Security Partnership: Establishing a common area of peace and stability**

With a view to contributing to the objective of progressively creating a zone of peace, stability and security in the Mediterranean, senior officials will meet periodically, starting within the first quarter of 1996. They will:

- conduct a political dialogue to examine the most appropriate means and methods of implementing the principles adopted by the Barcelona Declaration, and
- submit practical proposals in due time for the next Euro-Mediterranean Meeting of Foreign Ministers.

Foreign policy institutes in the Euro-Mediterranean region will be encouraged to establish a network for more intensive cooperation which could become operational as of 1996.

## **III. Economic and Financial Partnership: Building a zone of shared prosperity**

Meetings will take place periodically at the level of Ministers, officials or experts, as appropriate, to promote cooperation in the following areas. These meetings may be supplemented, where appropriate, by conferences or seminars involving the private sector likewise.

## **Establishment of a Euro-Mediterranean Free-Trade Area**

The establishment of a free-trade area in accordance with the principles contained in the Barcelona Declaration is an essential element of the Euro Mediterranean partnership.

Cooperation will focus on practical measures to facilitate the establishment of free trade as well as its consequences, including:

- harmonizing rules and procedures in the customs field, with a view in particular to the progressive introduction of accumulation of origin; in the meantime, favourable consideration will be given, where appropriate, to finding ad hoc solutions in particular cases;
- harmonization of standards, including meetings arranged by the European Standards Organisations;
- elimination of unwarranted technical barriers to trade in agricultural products and adoption of relevant measures related to plant-health and veterinary rules as well as other legislation on foodstuffs;
- cooperation among statistics organisations with a view to providing reliable data on a harmonized basis;
- possibilities for regional and sub-regional cooperation (without prejudice to initiatives taken in other existing fora).

## **Investment**

The object of cooperation will be to help create a climate favourable to the removal of obstacles to investment, by giving greater thought to the definition of such obstacles and to means, including in the banking sector, of promoting such investment.

## **Industry**

Industrial modernisation and increased competitiveness will be key factors for the success of the Euro Mediterranean partnership. In this context, the private sector will play a more important role in the economic development of the region and the creation of employment. Cooperation will focus on:

- the adaptation of the industrial fabric to the changing international environment, in particular to the emergence of the information society;
- the framework for and the preparation of the modernisation and restructuring of existing enterprises, especially in the public sector, including privatisation;
- the use of international or European standards and the upgrading of conformity testing, certification, accreditation and quality standards.

Particular attention will be paid to means of encouraging cooperation among SMEs and creating the conditions for their development, including the possibility of organising workshops, taking account of experience acquired under MED-INVEST and inside the European Union.

### **Agriculture**

While pointing out that such matters are covered under bilateral relations in the main, cooperation in this area will focus on:

- support for policies implemented by them to diversify production;
- reduction of food dependency;
- promotion of environmentally friendly agriculture;
- closer relations between businesses, groups and organisations representing trades and professions in the partner States on a voluntary basis;
- support for privatization;
- technical assistance and training;
- harmonization of plant-health and veterinary standards;
- integrated rural development, including improvement of basic services and the development of associated economic activities;
- cooperation among rural regions, exchange of experience and know-how concerning rural development;
- development of regions affected by the eradication of illicit crops.

### **Transport**

Efficient interoperable transport links between the EU and its Mediterranean partners, and among the partners themselves, as well as free access to the market for services in international maritime transport, are essential to the development of trade patterns and the smooth operation of the Euro-Mediterranean partnership.

The Transport Ministers of Western Mediterranean countries met twice in 1995 and, following the Regional Conference for the Development of Maritime Transport in the Mediterranean, the Mediterranean Waterborne Transport Working Group adopted a multi-annual programme.

#### **Cooperation will focus on:**

- development of an efficient Trans-Mediterranean multimodal combined sea and air transport system, through the improvement and modernization of ports and airports, the suppression of unwarranted restrictions, the simplification of procedures, the improvement of maritime and air safety, the harmonization of environmental standards at a high level including more efficient monitoring of maritime pollution, and the development of harmonized traffic management systems;
- development of east-west land links on the southern and eastern shores of the Mediterranean, and
- connection of Mediterranean transport networks to the Trans-European Network in order to ensure their interoperability.

## **Energy**

A high-level Conference was held in Tunisia in 1995 with a follow-up meeting in Athens and an Energy Conference in Madrid on 20 November 1995.

With a view to creating appropriate conditions for investment in and activities by energy companies, future cooperation will focus, inter alia on:

- fostering the association of Mediterranean countries with the Treaty on the European Energy Charter;
- energy planning;
- encouraging producer-consumer dialogue;
- oil and gas exploration, refining, transportation, distribution, and regional and trans-regional trade;
- coal production and handling;
- generation and transmission of power and interconnection and development of networks;
- energy efficiency;
- new and renewable sources of energy;
- energy-related environmental issues;
- development of joint research programmes;
- training and information activities in the energy sector.

## **Telecommunications and information technology**

With a view to developing a modern, efficient telecommunications network, cooperation will focus on:

- information and telecommunications infrastructures (minimum regulatory framework, standards, conformity testing, network interoperability, etc.);
- regional infrastructures including links with European networks;
- access to services, and
- new services in priority fields of application.

Intensification of Euro-Mediterranean exchanges and access to the nascent information society will be facilitated by more efficient information and communications infrastructures.

A regional conference is planned for 1996 with the aim of paving the way for pilot projects to show the concrete benefits of the information society.

## **Regional planning**

Cooperation will focus on:

- defining a regional planning strategy for the Euro-Mediterranean area commensurate with the countries' requirements and special features;
- promoting cross-border cooperation in areas of mutual interest.



## **Tourism**

The Ministers for Tourism, meeting in Casablanca, adopted the Mediterranean Tourism Charter in 1995. The cooperation actions to be initiated will relate in particular to information, promotion and training.

## **Environment**

Cooperation will focus on:

- assessing environmental problems in the Mediterranean region and defining, where appropriate, the initiatives to be taken;
- making proposals to establish and subsequently update a short and medium-term priority environmental action programme for intervention coordinated by the European Commission and supplemented by long-term actions; it should include among the main areas for action, the following: integrated management of water, soil and coastal areas; management of waste; preventing and combating air pollution and pollution in the Mediterranean sea; natural heritage, landscapes and site conservation and management; Mediterranean forest protection, conservation and restoration, in particular through the prevention and control of erosion, soil degradation, forest fires and combating desertification; transfer of Community experience in financing techniques, legislation and environmental monitoring; integration of environmental concerns in all policies;
- setting up a regular dialogue to monitor the implementation of the action programme;
- reinforcing regional and sub-regional cooperation and strengthening coordination with the Mediterranean Action Plan;
- stimulating coordination of investments from various sources, and implementation of relevant international conventions;
- promoting the adoption and implementation of legislation and regulatory measures when required, especially preventive measures and appropriate high standards

## **Science and Technology**

Cooperation will focus on:

- promoting research and development and tackling the problem of the widening gap in scientific achievement, taking account of the principle of mutual advantage;
- stepping up exchanges of experience in the scientific sectors and policies which might best enable the Mediterranean partners to reduce the gap between them and their European neighbours and to promote the transfer of technology.
- helping train scientific and technical staff by increasing participation in joint research projects.

Following the Ministerial meeting at Sophia Antipolis in March 1995, a Monitoring Committee was set up; this Committee will meet for the first time immediately after the Barcelona Conference. It will focus on making recommendations for the joint implementation of the policy priorities agreed at Ministerial level.

## **Water**

The Mediterranean Water Charter was adopted in Rome in 1992.

Water is a priority issue for all the Mediterranean partners and will gain in importance as water scarcity becomes more pressing. The purpose of cooperation in this area will be as follows:

- to take stock of the situation taking into account current and future needs;
- to identify ways of reinforcing regional cooperation;
- to make proposals for rationalising the planning and management of water resources, where appropriate on a joint basis;
- to contribute towards the creation of new sources of water.

## **Fisheries**

In view of the importance of conservation and rational management of Mediterranean fish stocks, cooperation in the framework of the General Fisheries Council for the Mediterranean will be reinforced.

Following the Ministerial Fisheries Conference held in Heraklion in 1994, appropriate follow-up action will be taken in the legal sphere through meetings to take place in 1996.

Cooperation will be improved on research into fish stocks, including aquaculture, as well as into training and scientific research.

## **IV. Partnership in Social, Cultural and Human affairs: Developing Human Resources, Promoting Understanding between Cultures and Exchanges between Civil Societies**

### **Development of human resources**

The Euro-Mediterranean partnership must contribute to enhancing educational levels throughout the region, whilst laying special emphasis on the Mediterranean partners. To this end, a regular dialogue on educational policies will take place, initially focusing on vocational training, technology in education, the universities and other higher-education establishments and research. In this context as well as in other areas, particular attention will be paid to the role of women. The Euro-Arab Business School in Granada and the European Foundation in Turin will also contribute to this cooperation.

A meeting of representatives of the vocational training sector (policy makers, academics, trainers, etc) will be organised with the aim of sharing modern management approaches.

A meeting will be held of representatives of universities and higher-education establishments. The European Commission will strengthen its ongoing MED-Campus programme.

A meeting will also be called on the subject of technology in education.

## **Municipalities and Regions**

Municipalities and regional authorities need to be closely involved in the operation of the Euro-Mediterranean Partnership. City and regional representatives will be encouraged to meet each year to take stock of their common challenges and exchange experiences. This will be organised by the European Commission and will take account of previous experience.

## **Dialogue between cultures and civilizations**

Given the importance of improving mutual understanding by promoting cultural exchanges and knowledge of languages, officials and experts will meet in order to make concrete proposals for action, inter alia, in the following fields: cultural and creative heritage, cultural and artistic events, co-productions (theatre and cinema), translations and other means of cultural dissemination, training.

Greater understanding among the major religions present in the Euro-Mediterranean region will facilitate greater mutual tolerance and cooperation. Support will be given to periodic meetings of representatives of religions and religious institutions as well as theologians, academics and others concerned, with the aim of breaking down prejudice, ignorance and fanaticism and fostering cooperation at grassroots level. The conferences held in Stockholm (15/17.6.1995) and Toledo (4/7.11.1995) may serve as examples in this context.

## **Media**

Close interaction between the media will work in favour of better cultural understanding. The European Union will actively promote such interaction, in particular through the ongoing MED-Media programme. An annual meeting of representatives of the media will be organised in this context.

## **Youth**

Youth exchanges should be the means to prepare future generations for a closer cooperation between the Euro-Mediterranean partners. A Euro-Mediterranean youth exchange programme should therefore be established based on experience acquired in Europe and taking account of the partners' needs; this programme should take account of the importance of vocational training, particularly for those without qualifications, and of the training of organizers and social workers in the youth field. The European Commission will make the necessary proposals before the next meeting of Euro-Mediterranean Foreign Ministers.

## **Exchanges between Civil Societies**

Senior officials will meet periodically to discuss measures likely to facilitate human exchanges resulting from the Euro-Mediterranean partnership, especially those involving officials, scientists, academics, businessmen, students and sportsmen, including the improvement and simplification of administrative procedures, particularly where unnecessary administrative obstacles might exist.

## **Social Development**

The Euro-Mediterranean partnership must contribute to improving the living and working conditions and increasing the employment level of the population in the Mediterranean partner States, in particular of women and the neediest strata of the population. In this context the partners attach particular importance to the respect and promotion of basic social rights. To that end, actors in social policies will meet periodically at the appropriate level.

## **Health**

The partners agree to concentrate cooperation in this area on:

- action on raising awareness, information and prevention;
- development of public health services, in particular health care, primary health centres, maternal and child health care services, family planning, epidemiological supervision systems and measures to control communicable diseases;
- training of health and health-administration personnel;
- medical cooperation in the event of natural disasters.

## **Migration**

Given the importance of the issue of migration for Euro-Mediterranean relations, meetings will be encouraged in order to make proposals concerning migration flows and pressures. These meetings will take account of experience acquired, inter alia, under the MED-Migration programme, particularly as regards improving the living conditions of migrants legally established in the Union.

## **Terrorism**

Fighting terrorism will have to be a priority for all the parties. To that end, officials will meet periodically with the aim of strengthening cooperation among police, judicial and other authorities. In this context, consideration will be given, in particular, to stepping up exchanges of information and improving extradition procedures.

Officials will meet periodically to discuss practical measures which can be taken to improve cooperation among police, judicial, customs, administrative and other authorities in order to combat, in particular, drug trafficking and organised crime, including smuggling.

All these meetings will be organized with due regard for the need for a differentiated approach that takes into account the diversity of the situation in each country.

## **Illegal Immigration**

Officials will meet periodically to discuss practical measures which can be taken to improve cooperation among police, judicial, customs, administrative and other authorities in order to combat illegal immigration.

These meetings will be organized with due regard for the need for a differentiated approach that takes into account the diversity of the situation in each country.

## **V. Institutional contacts**

### **Euro-Mediterranean Parliamentary Dialogue**

An Inter-Parliamentary Conference on Security and Cooperation in the Mediterranean was held in Valletta from 1 to 4 November 1995. The European Parliament is invited to take the initiative with other parliaments concerning the future Euro-Mediterranean Parliamentary Dialogue, which could enable the elected representatives of the partners to exchange ideas on a wide range of issues.

### **Other institutional contacts**

Regular contacts among other European organs, in particular the Economic and Social Committee of the European Community, and their Mediterranean counterparts, would contribute to a better understanding of the major issues relevant in the Euro-Mediterranean partnership.

To this end, the Economic and Social Committee is invited to take the initiative in establishing links with its Mediterranean counterparts and equivalent bodies. In this context, a Euro-Mediterranean meeting of Economic and Social Committees and equivalent bodies will take place in Madrid on 12 and 13 December.

# Preparing for the Course

## Programme and Objectives

Together with this note and the invitation to the course, you should have also received a draft daily programme. The course is being prepared and run on the basis of a methodology that stresses active participation and commitment by all those involved and on co-management of elements of common concern. The programme is therefore subject to regular changes and adaptations before and during the course.

## Preparing for the Contents

As far as possible, all participants are expected to have a minimum understanding of the main issues addressed in the programme:

- Compass
- Human rights
- Human rights education
- Intercultural learning
- The Council of Europe
- The Human Rights Education Youth Programme
- The Euro-Med Youth Programme

Below are some tips and suggestions for reading and preparing on these issues.

## COMPASS

Together with the invitation and other documents, you have received (or will receive) a CD ROM containing the provisional on-line version of Compass. The CD Rom is readable using an Internet browser, such as Netscape Navigator or Internet Explorer. Please note that you do not need to be connected to the Internet to read the CD Rom (all you need is a CD Rom driver and an Internet browser). If you have not received it (yet), you can consult the relevant sections at <http://eycb.coe.int/compass/>

You do not need to read through the whole manual, but we would appreciate it if you could take some time to read through the following sections:

- Introduction
- Chapter I – Brief guide to HREE and Compass
- Chapter 4 – Background information on Human Rights

## Human rights

In addition to what you will find in Compass (chapter 4), in case you have an Internet connection, we suggest you consult the site of the *United Nations High Commissioner for Human Rights (UNHCHR)*, at: <http://www.unhchr.ch/> and read through some of the “issues in focus”.

Other useful sites:

*The Office of the United Nations High Commissioner for Human Rights –*  
<http://www.unhchr.ch>

*The page in Arabic:* <http://www.unhchr.ch/udhr/lang/arz.htm>

*The Arab Centre for Humanitarian Law and human rights education -*  
<http://www.acihl.org/news.htm>

*Social Watch:* <http://www.socwatch.org.uy>

*Amnesty International:* <http://www.amnesty.org/>

*Human Rights Watch:* <http://www.hrw.org> and <http://www.hrw.org/russian/>

*United Nations Development Programme (UNDP), especially the UNDP reports and the UNIFEM section:* <http://www.undp.org/>

*Institut Arabe des Droits de l'Homme -* <http://www.aihr.org.tn>

*The Universal Islamic Declaration of Human Rights*  
<http://www.alhewar.com/ISLAMDECL.html>

*Human rights in the Arab World* <http://www.al-bab.com/arab/human.htm>

*The Arab Charter of Human Rights*  
<http://www1.umn.edu/humanrts/instree/arabcharter.html>

*Charte Arabe des Droits de l'homme :*  
[http://www.droitshumains.org/Biblio/Txt\\_Arabe/94\\_charte.htm](http://www.droitshumains.org/Biblio/Txt_Arabe/94_charte.htm)

*Déclaration islamique universelle des droits de l'homme*  
[http://www.droitshumains.org/Biblio/Txt\\_Arabe/81\\_decla.htm](http://www.droitshumains.org/Biblio/Txt_Arabe/81_decla.htm)

## Human Rights Education

Compass provides some basic knowledge on human rights education and what it entails, for the trainer and organiser. You can go further by reading some sections in the *Human Rights Education Associates* site, especially in the Resource Centre: <http://www.hrea.org>

Also highly recommended, the site of *the People's Movement for Human Rights Education*: <http://www.pdhre.org/>

## The Council of Europe

For the Council of Europe, its web site should be sufficient. Particularly worthwhile are maybe the pages dedicated to Human Rights and to Youth. Start at: <http://www.coe.int>

Of major utility, the booklet *The Council of Europe and the Protection of Human Rights* can be downloaded on PDF file from [http://www.coe.int/T/E/Human\\_rights/prothr\\_eng.pdf](http://www.coe.int/T/E/Human_rights/prothr_eng.pdf) for the English and [http://www.coe.int/T/E/Human\\_rights/Prothr\\_F.pdf](http://www.coe.int/T/E/Human_rights/Prothr_F.pdf) for the French version.

## The Human Rights Education Youth Programme

Although not fully up to date, the site of the HREYP still provides essential elements and information that are important to the course. In particular, you will find information and download forms for expressions of interest for national and regional training courses and about applying for pilot projects in human rights education. <http://www.coe.int/hre>

## The Euro-Med Youth Programme

The course is held within the framework of cooperation between the Council and the European Commission, and specifically aims at developing quality projects in the framework of the Euro-Med Youth Programme. The European Commission's site provides all you need to know on this:

<http://europa.eu.int/comm/education/youth/priorities/euromed.html>

For those of you coming from a European Union country or from a "Meda country", we recommend you contact your national agency of the "Youth" programme or your national coordinator of the Euro-Med Youth programme to find out their present priorities and check the practical possibilities of getting involved in the programme.

The following link to the European Commission's site provides a list of all national agencies and national coordinators:

<http://europa.eu.int/comm/education/youth/program/natage.html#natcoor>

For those of you coming from countries that are not directly part of Euro-Med cooperation, please consult your organisation, national agency or youth ministry about existing possibilities and priorities for cooperation with Mediterranean countries.

There is a lot more in Euro-Med youth training than this course. The Euro-Med Salto Centre provides information and other training opportunities in this field:

[http://www.injep.fr/salto/euromed\\_F.html](http://www.injep.fr/salto/euromed_F.html)

## Preparing the follow-up

One of the objectives of the course is to facilitate and support the development of joint cooperation projects in the framework of Euro-Mediterranean youth work, such as youth exchanges, meetings, local development projects, etc. It is expected that the projects to be developed should of course have a human rights education or intercultural learning dimension. In order to prepare yourself for possible follow-up projects, we suggest you consult your colleagues, organisation leaders and the young people you work with about possible projects that they are interested in developing with other countries, or about projects already under way that could serve a similar function.

## What to bring with you

- Information about the work and projects of your organisation;



- Elements from you culture(s) to share with the rest of participants in the Mediterranean Cultural Evening on Wednesday 21 May (e.g. food, drink, music, etc.);
- An alarm clock.
- A bathing costume (in case the weather allows swimming).
- Information about human rights in your country.
- Four objects that represent *your* culture or cultures.

Weather conditions

Mollina is located in the South of Spain, near Málaga. The weather should be warm and dry – but surprises are always possible!

Bon Voyage!

## Daily Programme

### Monday, 19 May - Welcoming

Arrival of participants

Check in and welcome

21:00 *Dinner*

22:00 Welcome activities

### Tuesday, 20 May - Introductions

09:30 Official opening of the training course, with:

- Mr Mário Martins, Director of Youth and Sport of the Council of Europe
- Mr Salvador Quero, Director of CEULAJ, in representation of Mr José Araujo Sánchez, Secretary General of the Spanish Youth Institute (INJUVE)

Presentation of participants and trainers

10:45 Expectations and motivations of participants (in working groups)

12:15 Feedback from the groups

12:45 Aims, objectives, and methodology of the training course

13:30 *Lunch*

16:00 Working groups on (youth) work practices

19:00 Introduction to reflection groups

21:00 *Dinner*

22:30 Information “market” on the organisations represented by the participants

### Wednesday, 21 May – Identity and Culture

09:30 Introduction and programme of the day

10:00 Introduction to “Identity and Culture”

10:15 Individual and group work on identity and culture

12:15 Feedback from the working groups

14:00 *Lunch*

16:00 Mutual perceptions and challenges for young people across the Mediterranean

19:00 Reflection groups

21:00 *Dinner*

22:30 Mediterranean cultural evening

#### Thursday, 22 May – Human Rights and Human Rights Education

09:30 Introduction and programme of the day  
09:40 The evolution of human rights and the International Bill of Rights  
11:00 Human rights in the participants' respective countries / case studies  
13:00 Reports and conclusions

14:00 *Lunch*

16:00 Key values and principles of human rights education  
17:00 *Front Page* on challenges to human rights and intercultural relations in Euro-Mediterranean  
19:30 Reflection groups  
21:00 *Dinner*

#### Friday, 23 May – Intercultural learning

09:30 Introduction and programme of the day  
09:45 "Identity and Culture in the Mediterranean region", presentation by:  

- Professor Waleed Saleh Alkhalifa, Director of Arabic and Islamic Studies at the Universidad Autonoma of Madrid

12:00 Questions and debate with the speaker

14:00 *Lunch*

16:00 Clarifying and deepening the key concept and meanings of intercultural learning in practice (in workshops)  

- Discrimination and Xenophobia
- Gender Equality

19:00 Reflection groups and mid-term evaluation

21:00 *Dinner*  
*Free Evening*

#### Saturday, 24 May – Free Day

Free Day

11:00 Departure to Granada (optional)

*Picnic Lunch*

21:00 *Dinner*

#### Sunday, 25 May – Practical skills and information

09:30 Introduction and programme of the day  
09:40 Thematic Workshops:

- Participation in human rights' education
- Economic and social rights
- Intercultural learning and cultural relativism

12:45 Introduction to COMPASS, the manual on human rights education with young people

*14:00 Lunch*

16:00 Introduction to:

- The Council of Europe and the European Union
- The Barcelona Process
- The Euro-Med Youth Programme
- Human Rights Education and Intercultural learning possibilities in the Council of Europe

17:30 Workshops on funding opportunities  
19:30 Reflection Groups

*21:00 Dinner*

22:30 Thematic *Jaima*

#### Monday, 26 May – Project Planning

09:30 Introduction to the programme of the day  
09:40 Introduction to Project Planning  
10:30 Workshops

- Fundraising
- Euro-Med Youth programme
- Partnerships and team work

13:30 Composition of Project Groups

*14:00 Lunch*

16:00 Project Work  
(in groups, with consultation)

20:00 Reflection Groups

*21:00 Dinner*

Free Evening

#### Tuesday, 27 May – Project Development

09:30 Introduction to the Programme of the day  
09:45 Project Work (in the Project Groups)  
13:45 Submission of written Projects  
*14:00 Lunch*

16:00 Presentation of the Projects  
18:00 *Free Evening – visit to Antequera*

21:00 *Dinner*

Free Evening

Wednesday, 28 May – Consolidation and Evaluation

09:30 Introduction and programme of the day  
09:45 Project evaluations (in groups)  
11:00 Personal Action Plans

14:00 *Lunch*

16:00 Evaluation of the Course  
18:00 Closing of the Course

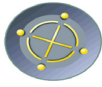
21:00 *Barbecue Dinner*

*Farewell Party*

Thursday, 29 May

Departure of participants

## Evolution of HHRRs – presentation



National training course in human rights education...  
Palermo, 7-15 December 2002

### HUMAN RIGHTS

Some notes on

### Definition and Evolution of Universal Values and Norms

Rui Gomes

European Youth Centre Budapest, Council of Europe



Human rights...

Human rights is what no one can take away from you.

René Cassin

Human Rights start with breakfast.

Léopold Senghor



Human rights: definition and evolution





## The universal declaration...

"All human beings are born *free* and *equal* in *dignity* and *rights*. They are endowed with *reason and conscience* and should act towards one another in a spirit of brotherhood."

UDHR, article 1



Human rights: definition and evolution



## Characteristics...

"All human rights are:

- ★ *Universal*
- ★ *Indivisible*
- ★ *Interdependent...*
- ★ *and Inalienable*"

Vienna Declaration on Human Rights, 1993



Human rights: definition and evolution





## The roots...

From...

*granted* rights  
and *natural* rights  
to *Human* (universal) rights.



Human rights: definition and evolution



## The International Bill of Rights...

### 1st Generation rights (*liberty*)

- Civil rights
- Legal rights
- Political rights

Covenant on  
Civil and  
Political Rights

UDHR  
1948



### 2nd Generation rights (*equality*)

- Social rights
- Economic rights
- Cultural rights

Covenant on  
Social and  
Economic  
Rights

### 3rd Generation rights (*solidarity*)

- Peace, Development, Environment...

Specific  
conventions and  
instruments



Human rights: definition and evolution







### At the Council of Europe...

European Convention on  
Human Rights (1950)  
Convention on Prevention of  
Torture (1987)

**POLITICAL & CIVIL  
RIGHTS**

European Social Charter  
(1961)

**ECONOMIC AND SOCIAL  
RIGHTS**

Framework Convention on  
the Protection of National  
Minorities (1995)

**COLLECTIVE  
RIGHTS**



Human rights: definition and evolution



### In other World Regions...



American Convention on Human  
Rights



★ African Charter on Human and  
People's Rights




★ Arab Charter on Human Rights



Human rights: definition and evolution






Granted rights...


★ **By God...**

★ **By the ruler/s**

- Conditional
- Temporary
- Exceptional
- Moral
- Limited
- Relative universality
- Accepted limitations
- Conscience of justice
- Humanity



Human rights: definition and evolution



Natural rights

From St. Thomas d' Aquino


***Divine law, natural law and human law***

to the XVI century and after...

**Locke, Descartes, Motesquieu Rousseau... The Enlightenment:**

**Natural law, natural rights, applicable to all human beings in any society. "Natural" to mankind, preceding society. Man(kind) is able to draw those rights because he has a "reason", he can think.**

**The emancipation of Mankind starts...**



Human rights: definition and evolution



## Natural rights

Le droit naturel est celui que la nature indique à tous les hommes. (Voltaire)

The birth of individual freedom (as opposed to individual freedoms [*privileges*]). Natural rights can not be taken away by the state, they are a **limit** to its power.



Human rights: definition and evolution



## Natural rights

- ★ **Magna Carta**

*Enlightened Despotism*

- ★ **Bill of Rights (England)**

- ★ **American Declaration of Independence (1776)**

- ★ **The French Revolution and the Declaration of the Rights of Man and Citizen (1789)**

**Sovereignty of the nation**

**Natural rights made law**

**Liberté, Egalité, Loi, Association politique**



Human rights: definition and evolution





## 19th Century: From formal to material rights...

- ★ Critique of the "formality" of natural rights
- ★ Workers' rights
- ★ Marx and socialist ideals
- ★ Internationalisation
- ★ Emergence of social and economic rights

Anti-slavery laws (1814, 1890)

Humanitarian Law



The Geneva Conventions (1864, 1929)



Human rights: definition and evolution



## The 20th century

WWI League of Nations

WWII

★ Nuremberg Tribunals

★ United Nations

★ Universal Declaration

★ International Bill of Rights

★ International dimension of human rights standards



Human rights: definition and evolution





## Recent achievements

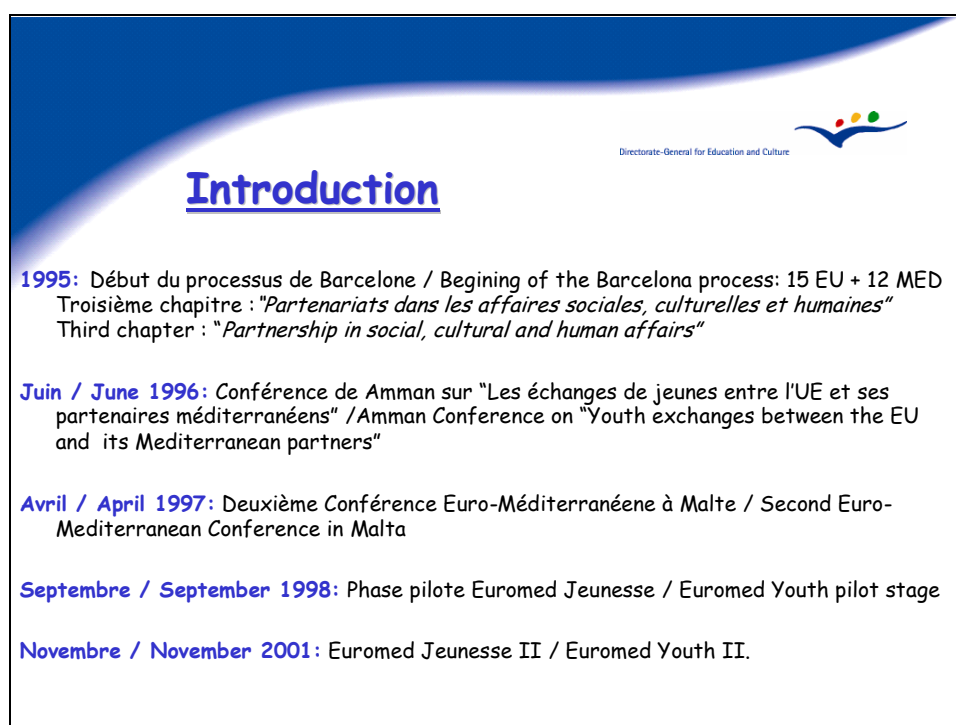
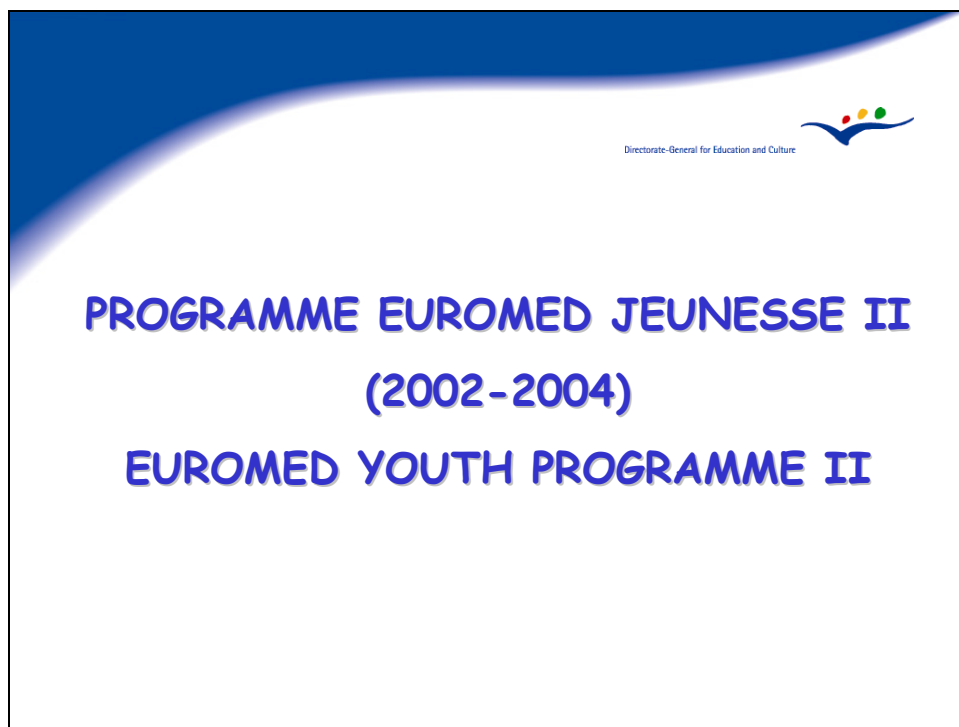
- ★ **Regional systems of protection of Human Rights**
- ★ **Decolonisation movements**
- ★ **Effective control mechanisms**
- ★ **The Convention on the Rights of the Child**
- ★ **The CEDAW**
- ★ **The Special Courts for Yugoslavia and Rwanda**
- ★ **The International Criminal Court (ICC)**



Human rights: definition and evolution



## Euro-MED YOUTH – presentation





## Bénéficiaires / Beneficiaries

- **12 Pays MED countries** : Algeria, Cyprus, Egypt, Israel, Jordan, Lebanon, Malta, Morocco, West bank and Gaza Strip, Syria, Tunisia, Turkey
- **15 Pays Membres de l'UE / 15 EU Member States**
  - Jeunes de 15 à 25 ans / Young people aged 15 to 25 years old.
  - animateurs de Jeunesse / Youth leaders.
  - Travailleurs de Jeunesse / Youth workers.
  - ONGs , associations locales intéressées par le programme / NGOs, local associations interested in the programme.
  - Toute personne ou organisation intéressée par le secteur de la Jeunesse / All people or organisations involved in the Youth field.



## Bilan phase pilote Euromed Jeunesse Euromed Youth pilot stage report

- 216 projets / projects : actions 1, 2 & 5.
- Plus de 3000 jeunes impliqués / More than 3000 young people involved.
- 52% de pays de l'UE / from EU countries & 48% de pays MED / from MED countries.
- Coordinateurs Nationaux dans 10 pays MED (sauf en Syrie et en Palestine) / National Coordinators in 10 Mediterranean countries (except in Syria and Palestinian territories).

## Financements d'Euromed Jeunesse II Euromed Youth II funding

Co-financements par / Co-financed by :

- **Fonds MEDA / MEDA Funds:** DG RELEX & AIDCO
- **Programme JEUNESSE / YOUTH programme:** DG EAC
- 10 Mio € (MEDA) + 4 Mio € (YOUTH Programme) = 14 Mio €

## Règles générales / General rules

### **1. Activités éligibles / Eligible activities :**

- **Action 1:** Echanges de groupes de jeunes (JPE) / Youth exchanges (YFE)
- **Action 2:** SVE court & long terme / EVS short & long term
- **Action 5:** Mesures de soutien / Support Measures

### **2. Règles / Rules :**

- Chaque projet doit impliquer au moins 2 Pays Membres de l'UE (1 pour l'action 2).  
Each project has to involve at least 2 EU Member States (1 for action 2).
- Les pays en pré-accession et de l'AELE ne sont pas éligibles. Pre-accession and EEA/ EFTA countries are not eligible.
- Les activités doivent avoir lieu dans n'importe quel pays impliqué dans le projet.  
Activities can take place in any of the countries involved in the project.





## Priorités d'Euromed Jeunesse II Priorities of Euro-Med Youth II

- **Ingénierie de projet / Capacity building** : promouvoir cette compétence auprès des ONGs Euro-Méditerranéennes (Action 5: activités de formation, information et coopération) / to provide capacity to the Euro-Mediterranean NGOs (Action 5: training activities, information and cooperation).
- **Consolider le rôle des Coordinateurs Nationaux / Consolidate the role of the National Coordinators** : Parrainage avec les Agences Nationales du programme JEUNESSE / Twinning with National Agencies of the YOUTH programme. Impliquer les CN dans le réseau des AN: création d'une liste de diffusion / Involve NCs within NA network: a mailing list has been created. Echanges en situations pratiques de travail / Job shadowing .



## Thématiques prioritaires Thematic priorities

- La place des femmes dans la société / Women's place in society.
- La lutte contre le racisme et la xénophobie / The fight against racism and xenophobia.
- Accroître la participation de la société civile et accroître la citoyenneté / Increasing the participation of civil society and increasing citizenship
- La protection de l'environnement / Environmental conservation.



- **Développer SALTO EUROMED / Develop SALTO EUROMED:** (SALTO: Support for Advanced Learning and Training Opportunities). Cette stratégie (Agence Nationale Française) de formation des acteurs impliqués dans le programme Euromed Jeunesse essaye de répondre aux besoins des pays Euro-Med en apportant une introduction au programme Jeunesse, la gestion de projet, l'évaluation de projet et la formation de formateurs / This strategy (French National Agency) of training for the actors involved in the Euro-Med Youth programme tries to meet the Euro-Med countries' training needs by providing introductions to the Youth programme, project management, project evaluation and training for trainers.
- **Créer un kit d'information Euromed / Creating a Euro-Med information kit.**



## Echanges de groupes de jeunes Youth exchanges

- **Bâtir un projet commun / Build up a common project :** Rassembler des partenaires et des jeunes ensemble autour d'un projet. Avoir un thème pour l'échange et penser aux méthodes / Get partners and youngsters together around a project. Choose a theme for the exchange and think about the methods.
- **Un projet global avec différentes étapes / A holistic project with different stages :** préparation, activité, bilan / preparation, activity, evaluation.
- **Après le projet / After the project :** Envisager les étapes ultérieures au projet (avec les jeunes: vers d'autres actions ? Pour les organisations: quelles améliorations pour la qualité ?...) / Look forward to the further steps after the project (with the youngsters: toward other actions ? For the organisations: which improvements for quality ?...)
- **Possibilité de conseil / Counselling possibility :** auprès de son Agence Nationale ou du Coordinateur National / at your National Agency or National Coordinator.



## Le SVE: un partenariat. EVS: a partnership.

- **Pour le volontaire / For the volunteer :** Apprendre tout au long de la vie et particulièrement durant le volontariat ! Life long learning and especially during volunteer work !
- **Pour la communauté locale / For the local community :** De nouvelles expériences interculturelles ! New intercultural experiences !
- **Pour l'organisation d'envoi / For the sending organisation :** Des nouveaux contacts et aussi de nouvelles perspectives de projets ! New contacts and also new perspectives for further projects!
- **Pour l'organisation d'accueil / For the host organisation :** Une opportunité pour que les organisations et les autorités locales puissent s'impliquer. An opportunity for committing local authorities and organisations.
- **Après le SVE / After the EVS :** Capital Avenir / Future Capital. Comment partager son expérience ? / How to share this experience. Quelles améliorations pour la qualité ? / What improvements for quality ?



## Mesures de soutien / Support measures

- Recherche de partenaires / Partner finding
- Préparations / Preparations
- Formation / Training
- Information de la Jeunesse / Youth information
- Aide et soutien à la qualité / Quality improvement
- Travail en réseau / Networking
- Stratégie de formation / Training strategy



## Comment faire ? / How to do it

- Agences Nationales dans tous les Pays  
Membres de l'UE / National Agencies in all EU  
Member States.
- Coordinateurs Euromed dans tous les pays  
Méditerranéens / Euro-Med Coordinators in all  
the Mediterranean countries.



## Plus d'info / More info

Site web / Web site:

<http://europa.eu.int/comm/education/youth.html>

Mél / E-mail: [EAC-EUROMEDYOUTH@cec.eu.int](mailto:EAC-EUROMEDYOUTH@cec.eu.int)

## Perspectives...

Comment impliquer de nouveaux utilisateurs du programme ? / How to reach new  
users of the programme

Comment diffuser les bonnes pratiques ? / How to disseminate good practices

Comment impliquer les autorités locales ? / How to involve local authorities

# HUMAN Right Now

2003 May 23 Issue 875

## 2003 HR World

- SURVEY -

30% of World  
population lives  
under the poverty  
line  
.....

More than 60% of the  
US pop. have already  
been physically  
attacked  
.....

90% of the world  
population didn't  
have breakfast today  
.....

80% of men think  
WOMEN'S NO IS A YES

## MIGRATION: CHANCE OR A PROBLEM?

A CONFERENCE ON CHANGING  
PERCEPTIONS TOWARDS INMIGRANTS  
WAS OPENED BY THE INTERNATIONAL  
COMMITTEE FOR HUMAN RIGHTS

## THE PEACE ISLAND!

IRAQIAN & AMERICAN SOLDIERS  
FROM THE IRAQI WAR ARE FOUND TO  
BE ALIVE AND IN GOOD HEALTH  
LIVING ON A SMALL ISLAND IN THE  
PACIFIC REGION!  
BIN LADEN ALSO MOVED RECENTLY  
TO A BEAUTIFULL MANSION NEXT TO  
SADDAM HUSSEIN AND GEORGE  
BUSH IN TRUE BEACH BAY! THEY CAN  
BE FOUND EVERY AFTERNOON  
PLAYING TAWLA.

## **Puplils protest successful!**

*After negotiations with  
their leadership, pupils  
were granted their right to  
recreation and through  
democratic participation  
changes were achieved.*

## APPLICATION OF GENDER LAW

*The law passed last year  
has been applied for the  
first time. Gender equality  
and human dignity is being  
granted for all through a  
new gender law forbidding  
objectifying the sexes in  
public advertisement and  
commercial spaces.  
Companies have  
established independent*

Thursday 22nd May 2003

**SOCIAL  
SECURITY**

**OPINION &  
INFORMATION**

**EQUALITY**

**EDUCATION**



**A COW**

TRAINING  
COURSE ON  
HUMAN RIGHTS  
IN MOLLINA IS  
NOW OVER  
**GOOD BAD OR  
ACCEPTABLE**

**First Bruce Springsteen Concert in  
Myanmar to promote HR  
"Finally Human Rights Began at  
Lunch"!**

**Athens: car culture  
violating the right  
to oxygen! P.3**

## **Mollina**

ABUSES, AGRESSIONS, TORTURES ARE NOW OVER. THANKS TO THE STRONG AND EFFECTIVE EFFORT OF AN INDEPENDENT NEWSPAPER YESTERDAY THE TRAINING GROUP OF AN EUROPEAN-ASIAN PROJECT WAS FINALLY PERSECUTED. EVEN THOUGH THE AIMS OF THE TRAINING GROUP WERE ACCEPTABLE, THOSE RESPONSIBLE D.A.M; N.N; S.V; Z.E; R.G, M.A (WITH THE COMPLICITY OF THEIR RAPPORTEUR L.P AND SECRETARIAT REPRESENTED BY P:C) ABUSED TIME EXPECTATIONS, PHYSICAL NEEDS AND MENTAL FREEDOM OF THEIR PARTICIPANTS. THE IDEA OF THE TRAINERS WAS ACTUALLY TO ABUSE THE PARTICIPANTS, TO MAKE THEM REFLECT ON HUMAN RIGHTS (THE SUBJECT OF THE TRAINING COURSE), BUT IS THIS ACCEPTABLE? ARE THE CONSEQUENCES ACCEPTABLE? PEOPLE CAN BE PHYSICALLY DAMAGED BY SIMULATIONS AND FEEL HURT. SHOULD WE USE THE SAME INSTRUMENTS AND SITUATIONS WE WANT TO FIGHT? FROM AN ETHICAL POINT OF VIEW IS THIS REALLY ACCEPTABLE? SOMETIMES FANTASY, INTELLIGENCE AND IDEAS CAN BRING GOOD RESULTS TOO.

*OUR CORRESPONDENT FROM MOLLINA*

**IOLANDA PENSA**

## Gender:

### Violence:

30% increase of women battering

**King Ali of Koweit**

"We need Gender Equality"

## **Fatima Expelled From Voltaire High School because of Hair Dress**

*Fatima Bouraoui an 9 year old girl, 2<sup>nd</sup>  
generation emigrant in France from  
Malaysia was expelled yesterday from  
Voltaire High School in Paris. See P7*

## **Human rights situation in Europe This Month.**

See p13

## **Bilingual School from Israel opens 2 branches in Europe**

*Palastinian & Jewish parent initiative has  
proved successful with a 5-year-old  
experimental educational system. 2  
Locations in Europe will adapt the idea  
to their educational system*

See page 8

### Education deprives pupils of free time

According to recent research, the official education system deprives pupils of their right to enjoy free time. Pupils are forced to attend school more and more everyday resulting in devoting all their everyday life to school. The situation becomes even more intense if the parental education provision is taken into consideration. Parents fill children's limited free time with more activities such as language courses, music courses, sports, etc.

p.18

### **STOP CHILD SLAVERY!**

**ALTHOUGH ANTI-SLAVERY LAWS HAVE BEEN ACKNOWLEDGED INTERNATIONALLY SINCE THE 19<sup>TH</sup> C. TODAY CHILD SLAVERY IS STILL A CRUCIAL PROBLEM IN SOME PARTS OF THE WORLD.**

NEW REPORT ON UGANDA REVEALS THAT 20,000 CHILDREN AND YOUNGSTERS ARE ABUSED AS SOLDIERS AND SEXUAL SLAVES.

OTHER ALARMS HAVE BEEN REPORTED IN ALBANIA, SAUDI ARABIA, BELARUS, MYANMAR, BRASIL, CAMBODGIA, COLOMBIA, KYRGUSTAN, TURKIEY, VIETNAM, SUDAN, ...

No one shall be held in slavery or servitude. Slavery and the slave trade shall be prohibited in all their forms.  
(UDHR ARTICLE 4)

**DIARIO DE UN SKIN**  
Antonio Salas

### INTOLERANCE FROM INSIDE

Antonio Salas gives us a new vision of the neo-nazi movement from his own experience as infiltrator into the heart of a youth skin group.

### MUSIC FESTIVAL FOR PEACE

**GORAN BREGOVIC, CHEB KHALED, OJOS DE BRUJO, MANU CHAO, CARLINHOS BROWN... AMONG A LOT OF OTHER ARTISTS RAISE THEIR VOICE FOR A UNIQUE WORLD MUSIC IN ISTANBUL.**  
**22nd JUNE 2003. P.5**

### RAISING AWARENESS ON HUMAN RIGHTS

International Solidarity for Human Rights Education has started a project on Building up a Human Rights Library in several capitals in the South Mediterranean.

These libraries are designed for public use and will provide free space for education and training facilities for a wide range of people.



***Interview with Rui  
Gomes from the  
Council of Europe,  
Directorate of Youth  
and Sports p. 15***

**Football match against  
racism in Mollina: 22  
Euro-Mediterranean  
young people playing a  
friendly under the  
Spanish sun. p. 23**

***Intercultural  
Learning and Human  
Rights Education in  
Mollina, Malaga:  
Youth workers  
presented their  
Human Rights  
Newspaper on 22<sup>nd</sup>  
of May p. 08***

**HOLA!  
STAND UP FOR YOUR  
RIGHTS**  
(Cartoon)

## 7 Projects

### Project 1

**Project title:**

عورشمرلا نااونع

Intercultural Leadership Training for Young Women

**Venue and dates:**

خيبراتلاو ناكمرلا

June - December 2003 preparation locally, January-June 2004 implementation locally, July-September 2004 implementation internationally in Berlin, October – December 2004 implementation locally, January follow-up locally

**Name of the participants involved, their country and organisation/s:**

مهتاي عرجء امساو مهنادلل، نيكراشمرلاء امسا

Annika Schabbauer, Austria, Interkulturelles Zentrum

Velina Ivanova Mahlebashieva, Bulgaria, Youth Information Centre

Nisreen Mazzawi, Israel, Bat Shalom,

Heike Kratt, Germany, Socialist Youth Union,

Soheir Awad Haddad, Jordan, YWCA

**Name of the project coordinator/s:**

عورشمرلا يقسنم مرسا

Annika Schabbauer, Nisreen Mazzawi, Heike Kratt

### The project

#### 1. Description of the context (social analysis)

(يعامتجاً ليلحت) عقالاولا فصولو

Although the general situation for women differs in each country there is a common disadvantage in every society, which is lack of participation and leadership. Nowhere are women represented according to their actual number, e.g. 50 percent women in parliament or on the boards of large companies or at the head of higher education bodies. The participating countries have varying numbers of participation but all may profit from exchange with women in other countries. They will become aware of their own situation, learn from examples of best practices and assist in advancing women's leadership in their own and other countries.

Women should have equal human rights to men and enjoy their human rights in every aspect of life. Each society needs to become aware of women's rights, to have human rights education and create equal opportunities for the genders. The commonality of this concern is uniting all participating nationalities in this project.

## **2. Target groups addressed and their perceived needs or concerns:**

### **مہتاجات حوا، فہدت سملہ ءئفلا فصول**

Young women need to be empowered and to achieve leadership skills and they are concerned about participating in society and reaching leading positions in their communities. The project is aimed at addressing women with some previous experience of leadership and multiplication, be it from professional life, from youth or women's groups or from the local community.

The target group is young women in each participating country aged between 20 and 26. For phase 1, which is the project at a local level, 15 women per country will be involved, an appropriate number in order to form a base group for building confidence and a group identity. For phase 2, which is the international level, five women from each country's base group will be selected. For phase 3, which is multiplication back at the local level, the original 15 women from the base groups will take part, reaching approximately five additional women per person, in each country.

This adds up to involving 75 young women in each participating country and 375 women in all will be reached by the project.

## **3. Aims and concrete objectives:**

### **ءسوملہ تاي اءل او فادہال**

The aim is to empower women to participate in society in leading positions and decision-making processes in local, regional, national and international communities and to enjoy their human rights fully.

The objectives are to:

- create an empowering local group, a basis group;
- exchange with local groups in the other participating countries;
- learn from each other and from their own experiences as young women;
- learn from mentors, role models and experts;
- achieve leadership skills on a local and international level;
- multiply the knowledge and experience in the local community;
- increase the understanding of human rights and empower women.

## **4. Issues addressed:**

### **ءورشملہ اهل وانتي يتل اءيضاوملہ**

- lack of justice for young women
- identification of the needs of young women in the local community in order for them to take an active part in civil society
- international exchanges and intercultural learning for young women
- problem of women being excluded from leadership and decision making
- offer ways and means to overcome structural inequality between the sexes in the society
- women's rights in each country
- searching for commonality of women's inequality leading to empowerment.

## **5. In what way does it concern human rights education?**

ناسنالا قوقح ىلع ةيبرتلاب عورشملل ةقالع ام

Women's rights are human rights. Participation is a vital human right. Human rights education is a need for women and for all populations in general.

First of all, young women must be entitled to know their rights, in order to be able to participate in leadership and decision making processes. The Convention of the Elimination of all forms of Discrimination Against Women, the Beijing Conference and the UN Conference on Human Rights held in Vienna ten years ago state the importance of education for women's rights. Cooperation in the Euro-Mediterranean region is necessary because of the interrelation of the peoples and cultures and because of the commonality of the problems faced by young women.

## **6. How will intercultural learning be addressed?**

ةيفاقثلا لدابتلا ةفاقث عوضوم لوانت مرتيس فيك

By a process of learning from each other in a participatory international process and raising the understanding of women's situation in different countries and cultures

Techniques of democratic learning in a base group will be practised. Non-formal education is in focus.

## **7. Results expected**

ةعقوتملل جئاتنلا

- Reaching 15 young women in each local community and raising their awareness of participation and gender equality;
- Achieving leadership skills like organisation management, decision making with democratic and feminist methods and public speaking and action;
- Creating an international network in the form of a directory with all the participants in the project, some of whom had a learning process in common and made personal links to each other, including trainers, mentors and experts involved in the project;
- Achieving a common platform for young women with leadership skills and developing a dialogue for exchange and empowerment amongst them;
- Multiplying at a local level reaching approximately 75 women in each of the five participating countries, totalling 375 women reached by the project.

## **8. Possible follow-up**

ةعباتملل ةينالما

Midterm evaluation as well as final evaluation phase in the local community and for the international part of the project and a follow-up network for the multipliers.

**9. Calendar of main activities (including the preparatory stages)**  
لحارملا لمرشي) ةعقوتمرلا ةيساسلا تاطاشنلل ينمرزلا لودجل  
(ةيريضحتلا

**Preparation**

*From June to December 2003:*

- identification of local organisations and partner organisations
- submission of application for funding
- identification of coordinators and target groups

**Implementation**

**Phase 1** *from January to June 2004:*

Activities at a local level:

- forming local base groups
- identifying needs of local young women in a participatory process
- awareness raising on women's rights
- empowerment activities
- training in leadership skills
- midterm evaluation

**Phase 2** *from July to September 2004:*

Activities at an international level:

- planning, organising and holding an international meeting for intercultural exchange and learning in Berlin
- creating a directory for a network of young women with leadership skills, their trainers, mentors and experts

**Phase 3** *from October to December 2004:*

Activities at a local level, sharing of the international meeting in the local base groups:

- multiplication at a local level of the leadership skills achieved throughout the project.

**Follow-up**

*January 2005:*

- final evaluation;
- follow-up on the use of the network.

**10. Possible sources of funding and deadlines for application**

تابللل ةيئاهنلا ديعاوملاو ةنكمم ةيلليومت رداصم

Austrian Ministry of Education or Foreign Affairs  
YWCA in Jordan

Sourus Foundation  
Mamacash Foundation  
German Foundation Women's World Day of Prayer  
Abraham Foundation in Israel  
Bulgarian Association of Women Working in Authorities

#### **11. Next steps after this course**

ةرودلا ءاهتنا دعب ةيلااتلا تاوطخلا

- identification of local organisations and partner organisations;
- submission of application for funding;
- identification of coordinators and target groups.

## Project 2

### Project identification

#### تعريف المشروع

**Project title:** *CREATIVE APPROACHES TO CONFLICTS*

### Venue and dates:

#### المكان والتاريخ

Budapest, Hungary - September 2004

### Name of the participants involved, their country and organisation/s:

#### اسماء المشاركين، بلدانهم واسماء جمعياتهم

Heidi – Germany – PAPOB

Keren – Israel – ICCI

François – Lebanon - JEC

Nuno – Portugal - YEU

Ziad – Tunisia

Ahmed – Egypt - JEEPC

### Name of the project coordinator/s:

#### اسم منسق\ين المشروع

## The project

### المشروع

#### 1. Description of the context (social analysis)

##### وصف الواقع (تحليل اجتماعي)

We have found that our organisations have a lot of young people working in local communities who are faced with conflict-related issues on a daily basis, but who do not have the necessary skills to address them. One major concern is conflicts arising in an intercultural setting or connected to relations between majorities and minorities.

In addressing the needs and concerns of young people in the Mediterranean area, young multipliers can take a leading role as peer group educators. We therefore aim to train those young leaders, to monitor the implementation of their skills in their various working fields and to continue developing future training projects in community work (Human Rights Education, Intercultural learning etc.).

#### 1. Target groups addressed and their perceived needs or concerns

##### وصف الفئة المستهدفة، واحتياجاتهم

- youth workers and youth leaders
- aged from 18 to 25
- well balanced in gender, country and religion
- with experience in youth work and intercultural work

- with high motivation to learn and to implement skills in conflict transformation

## **2. Aims and concrete objectives**

### **الاهداف والغايات الملموسة**

Our overall aim is to improve the work of young multipliers within their communities by providing them with further tools to deal with conflicts in an intercultural environment.

The aims of this project are as follows:

- To raise awareness of our own individuality and that of others;
- To discuss and identify what we have in common with others;
- To encourage respect for others and their opinions;
- To develop intercultural and communication skills;
- To raise awareness that conflicts can be used to achieve positive results;
- To develop the ability to perceive conflict beyond a personal context;
- To identify and understand factors of conflict;
- To practice and develop listening skills and creative conflict transformation;
- To reflect on the media and their approach to conflicts;
- To promote participation, solidarity and respect for diversity;
- To stimulate feelings of responsibility for seeking solutions and taking action;
- To explore creative thinking, group work skills, co-operation and decision-making processes.
- To create a space for the exchange of personal experiences in conflict resolution;

Concrete Objectives:

- To empower 30 young multipliers to use creative methods of conflict transformation in their future local youth projects;
- To develop a group for the exchange of best practices in youth work in the Mediterranean area, especially in conflict transformation tools;
- To expand the pool of young multipliers accessible to the six partner organisations in future local, national and international work.

## **3. Issues addressed:**

### **المواضيع التي يتناولها المشروع**

- conflict transformation:
- concepts of conflict
- different manifestations of conflict (interpersonal, inter-group conflicts and others) in the past and present
- identifying causes and consequences of conflict



- creative and constructive methods of approaching conflict in order to transform perceptions and of resolving conflict in an equal and sustainable fashion.
- Communication:
  - . a critical analysis of current communication practices
  - . providing knowledge on the perception of communication and its consequences
  - . developing practical skills through experiential learning
- Intercultural learning which plays a role in many conflicts experienced in daily life (s. 6).
- Human rights (s. 5)

#### **4. In what way does it concern human rights education?**

##### **ما علاقة المشروع بالتربية على حقوق الانسان**

Human rights are an integral part of education on conflict-related issues. HR will be addressed as the basic point of resolving any conflicted situation. Further more, HR will be introduced within the framework of working groups and case studies.

#### **5. How will intercultural learning be addressed?**

The special interest in this project is the connection between intercultural learning and conflict transformation.

We will approach the intercultural learning experience in non-formal as well as in informal settings in the following ways:

- Group dynamics (getting to know each other, icebreakers, thrust games, national presentations, simulations, role-plays, confrontation games);
- Using the different experiences of the participants in conflict situations we may find a wider perspective of possible attitudes and approaches to conflict;
- Realizing that different perceptions of reality are influenced by the participants' own "cultural glasses" and learning to deal with the consequences with communication and conflict transformation tools.

#### **6. Results expected**

##### **النتائج المتوقعة**

We expect to improve the work of the participants in their local communities on interpersonal and intercultural conflicts.

The participation of young facilitators from EU and Mediterranean countries is expected to boost the exchange of information and tools between the partners.

#### **7. Possible follow-up**

##### **امكانية المتابعة**

Monitoring the participants' work in their local projects especially by tutoring them in applying their learning outcomes

Accommodating further relations between the participants through which they themselves can jointly initiate projects in the field of conflict transformation and intercultural learning.

The preparation team will have a follow up meeting after the activity, in March 2005, for evaluation and to work on future strategies according to the results reached;

A brochure in English will provide basic guidelines on working on conflict related issues in an intercultural setting. It will serve as a toolkit for similar meetings and will be published on the partners' website;

A document, in English with a short description and results of the meeting will be sent to all participants;

The participants are expected to jointly develop combined projects in the following year.

#### **8. Calendar of the main activities (including the preparatory stages)** **الجدول الزمني للنشاطات الأساسية المتوقعة (يشمل المراحل التحضيرية)**

June – October 2003	Needs analyses and experts research Preparatory communication between the partners (internet group, phone, etc)
May 2004	Feasibility visit in Bikfaya, Lebanon (preparing the application and programme of the training; defining the timetable and responsibilities of facilitators and trainers)
November 2004	Preparatory meeting (three days with the four coordinators) in Arrábida Convent in Setúbal, Portugal
January 2005	Training course at one of the European Youth Centres or in Arrábida Convent in Setúbal, Portugal
March 2005	Evaluation meeting and follow up analysis with four coordinators

#### **9. Possible sources of funding and deadlines for application** **مصادر تمويلية ممكنة والمواعيد النهائية للطلبات**

EU Youth programme – Euro-Med – Action 5 – Feasibility visit – Deadline: 1<sup>st</sup> November 2003

EU Youth programme – Euro-Med – Action 5 – Training Course – Deadline: 1<sup>st</sup> June 2004

EYCs or Orient Foundation – Deadline: 1<sup>st</sup> April 2004

German foreign Ministry – Deadline: 1<sup>st</sup> April 2004

Landesjugendamt Brandenburg – Deadline ? 2004

Private Funds from Egypt and Lebanon

Ministry of Justice and Human Rights, Tunisia

Private Foundations from Israel

## 10. Next steps after this course

### الخطوات التالية بعد انتهاء الدورة

#### Timetable

June – October 2003	<ul style="list-style-type: none"><li>- Needs analyses and experts research</li><li>- Preparatory communication between the partners (internet group, phone, etc)</li><li>- Funding research</li></ul>
October 2003	<ul style="list-style-type: none"><li>- Application for the feasibility visit in Bikfaya, Lebanon</li></ul>
1 <sup>st</sup> of November	<ul style="list-style-type: none"><li>- Deadline for applying</li></ul>
May 2004	<ul style="list-style-type: none"><li>- Feasibility visit in Bikfaya, Lebanon (preparing the application and the programme of the training; defining the timetable and responsibilities of facilitators and trainers)</li></ul>
1 <sup>st</sup> of June	<ul style="list-style-type: none"><li>- Deadline for applying to Action 5 Training Course in Arrábida Convent in Setúbal, Portugal</li></ul>
November 2004	<ul style="list-style-type: none"><li>- Preparatory meeting (three days with the four coordinators) in Arrábida Convent in Setúbal-Portugal</li></ul>
January 2005	<ul style="list-style-type: none"><li>- Training course in one of the European Youth Centres or in Arrábida Convent in Setúbal, Portugal</li></ul>
March 2005	<ul style="list-style-type: none"><li>- Evaluation meeting and follow up analysis with 4 coordinators</li></ul>

## **Project 3**

**Project title: Youth for human rights**

**Venue and dates:** Egypt, 1. week in April 2004

**Participants involved, their country and organisation/s:**

Simon R. Figueroa (Spain, Confederacion Centres Don Bosco), Shadia Sbeit (Israel, Meretz Movement), Remon E. Y. Paulo (Egypt, Bayad Retreat and Conference Center), Sandi Saponja (Croatia, HUC-org. for Promotion of Humanity and Urban Culture), Morten Pedholt (Denmark, Rosenholm Kommunale Ungdomsskole), Evelina Kvartunaite (Lithuania, Youth and Students Club Rozete)

**Project coordinator/s:**

**North:** Simon and Morten  
**South:** Shadia and Remon

## **The project**

### **1. Description of the context (social analysis)**

It is very important for young people to meet. Young people from the represented countries do not necessarily get to meet each other if not through youth programmes.

### **2. Target groups addressed and their perceived needs or concerns**

The target group is young people aged between 16 and 21. Every country participates with 10 young people from diverse backgrounds.

### **3. Aims and concrete objectives**

- to teach young people intercultural skills by using the Compass manual
- to promote intercultural understanding between European and Arab cultures
- to improve young people's awareness of human rights
- to achieve non-verbal communication skills in different youth cultures

### **4. Issues addressed**

The main themes in the project are intercultural learning and human rights education.

### **5. In what way does it concern human rights education?**

Although all the participating countries have signed the UHRD, the human rights situation is very different in each country. The aim is to become aware of rights and also of cases where fundamental human rights are violated. By sharing views on human rights from every country, hopefully a broader perspective will be provided.

## **6. How will intercultural learning be addressed?**

Intercultural learning is the main issue of the project. Through training courses before the youth exchange based on the contents of Compass in every country, the participants will have intercultural skills to use in practice upon arrival. The idea of the project is to provide young people with an intercultural understanding to ensure a pleasant environment for the meeting of very different cultures. Also during the exchange there will be intercultural learning exercises in workshops for different languages and cultures.

## **7. Results expected**

We hope to be able to create a positive cultural meeting between very different cultures, religions and languages. It is important for us to change stereotypes and prejudices among young people.

We hope to facilitate an environment of friendship across borders.

By involving representatives of the youth groups in evaluation and preparation work, we hope to secure ownership, democracy and genuine learning of the exchange and future co-operation.

## **8. Possible follow-up**

By the end of the exchange in Egypt there will be an evaluation for both participants and facilitators.

One or two participants from each country will be selected for a follow-up committee to evaluate the exchange and start preparations for a new exchange.



## 9. Calendar of the main activities (including the preparatory stages)

Calendar of activities for the intercultural learning and youth exchange program									
Activities	2003				2004				
	November	December	January	February	March	April	May	June	
Organisation of the training courses on intercultural learning									
Choosing and contacting participants from each country									
Guiding and informing participants of the objectives of the program									
Setting up the content and mechanisms for the training course in each country									
Organisation of the training course in each country (30 hours)									
National evaluation of the training courses									
Preparations for the youth exchange in Egypt									
Field visit by the organisation to the preparatory committee for the preparation of the youth exchange program in Egypt									
Organisation of the youth exchange and intercultural learning in Egypt									
Evaluation of the training course by all participants and organizers									
Creating a follow-up committee representing Euro-Med youth leaders (2 participants in the program from each country) and organizers									
Preparation of a new youth exchange meeting by the follow-up committee									





## **10. Possible sources of funding and deadlines for application**

Funding will be tried through the Euro-Med Youth Programme, action 1. Application 1

November

Additional funding is up to participating countries and organisations. Private sponsorships are a possibility.

## **11. Next steps after this course**

The working group will continue to work on the project on the Internet. A preparatory meeting will be scheduled for February.

## Project 4

### **"Comicarto". Promoting Human Rights Education and Intercultural Learning through Comics and Cartoons on Human Rights**

**Summary:** "Comicarto" is a strategy made up of different projects. The strategy is designed to promote human rights education and intercultural learning by using and producing comics and cartoons on human rights in the Euro-Mediterranean area. The different "Comicarto" projects are independent (partners can join the projects at any time), but they are all working to achieve the same aims.

**Dates:** from 1/11/2003 to 2006

**Venue:** Euro-Mediterranean area

#### **Participants involved, their country and organisation:**

Youth organisations, organisations working on human rights education and organisations working on and with comics and cartoons from the Euro-Mediterranean area

#### **Project coordinator/s:**

Iolanda - Pensa [iopensa@libero.it](mailto:iopensa@libero.it)

• AFSAI (Rome - Italy) <http://www.afsai.it>

• "Africa e Mediterraneo" (Bologna - Italy)

<http://www.africaemediterraneo.it>

### **1. Description of the context (social analysis)**

*Why use comics and cartoons on human rights to promote human rights education and intercultural learning in the Euro-Mediterranean area? Because:*

- Young people like comics and cartoons.
- Cartoons are very popular and successful not only in Europe but in the whole Mediterranean area.
- Comics and cartoons are a simple and immediate language but at the same time they are very rich. They allow us to reflect, analyse, understand, exchange themes, approaches, cultural elements (for example dress, local environment, stereotypes), languages (with different expressions too) and ideas. These characteristics make comics and cartoons a very useful, elastic tool.
- Producing comics and cartoons makes people play an active role in society and makes people analyse, in a personal way, situations, environments, problems, fears...
- Comics and cartoons are visible: they can also be used for awareness raising in advertising campaigns, articles and exhibitions...

*Why do it this way?*

*Because:*

- New materials and new methods on human rights education make projects richer.
- There are few comics and cartoons specifically on human rights.
- In Europe we know very little about comics and cartoons from the south-eastern Mediterranean area (even though cartoons in particular are very popular there).
- This strategy allows the organisations involved to work on a long term basis to strengthen their links, to really work together and to explore issues, methods and evaluations in a productive way.
- Intercultural learning and human rights education are also based on observing, understanding, sharing, confronting and exchanging: comics and cartoons from different countries and backgrounds will be a useful tool.
- There are very few links between different organisations. This strategy works in a transversal way. It brings together different types of organisations (not only youth NGOs, but also organisations which work in the art field , the social field, at an international and local level...) and organisations which use different methods (formal, non-formal, informal education)

## **2. Target groups addressed and their perceived needs or concerns**

“Comicarto” is for young people. It's created by and with young people and it's implemented through young people.

Different actors are involved in the different phases of the project,: youth trainers and workers, young people (in particular aged between 15 and 25), youth organisations, organisations working on human rights education and organisations working on or with comics and cartoons.

## **3. Aims and concrete objectives**

### **Aims**

“Comicarto” is a strategy to promote human rights education and intercultural learning by using and producing comics and cartoons on human rights.

### **Objectives**

Each project has different specific objectives inside the “Comicarto” strategy:

The different projects are presented in chronological order, please see the next page.

#### “Prepare Drawing Rights” feasibility visit

- to allow all the partners to actively participate in “Comicarto”: to be fully informed about it, to analyse it, to develop new solutions and to improve the overall strategy
- to allow the partners to work together on the "Exchange Drawing Rights" youth exchange

Notes on method: the "Six Hat" method will be used during the feasibility visit

#### “Exchange Drawing Rights” youth exchange

- to allow all the partners to experience comics and cartoons on human rights as a tool in human rights education and intercultural learning
- to share good practices
- to analyse and discuss comics and cartoons on human rights
- methodology used during the exchange and to share ideas and good practices linked to "Comicarto"
- to encourage the participants to use comics and cartoons on human rights in their projects and to adapt them to their local reality and needs

Notes on method: compass activities, compass activities adapted to comics and cartoons, intercultural learning activities and games, and workshops on comics and cartoons

#### “Drawing Rights at Home” local projects

- to use comics and cartoons by local and international artists to promote human rights education and intercultural learning
- to encourage young people (in particular people aged between 15 and 25) and professional comic and cartoon artists (involved also in workshops) to produce comics and cartoons on human rights
- to create links with local organisations (NGOs, schools, universities...) working in different fields (art, youth, social field, human rights, intercultural learning...) and using different approaches (formal, non-formal and informal education)
- to promote the collection of material (comics, cartoons, games, methods and good practices)

#### "Analyse and Share Drawing Rights" seminar

- to share good practices on human rights education and intercultural learning through comics and cartoons on human rights
- to analyse and share material
- to add new partners to the project

- to select the available comics and cartoons on human rights (main criteria: quality and utility!)

#### “Producing Drawing Rights”: youth information

- to produce printed material (comics and cartoons on human rights): panels, a guide book, promotional material
- to create pedagogical tools to use comics and cartoons on human rights in human rights education and intercultural learning
- to collect comics from Euro-Mediterranean countries to be used in all kinds of projects

#### “Promoting Drawing Rights” follow-up activities at a local and international level

- Organisation of training, local projects, workshops, exhibitions...

### **4. Results expected**

#### “Prepare Drawing Rights” feasibility visit

- richer and more detailed strategy for "Comicarto"
- precise planning and agreement on the "Exchange Drawing Rights" youth exchange
- some better names for this strategy!!!

#### “Exchange Drawing Rights” youth exchange

- to build a strong and durable link between the participants and between the partners
- to ensure a clear understanding of the strategy proposed and of the methodology used
- to encourage the use and production of comics and cartoons on human rights to promote human rights education and intercultural learning in local projects
- to produce a multiplier effect at a local and international level, through the contacts which the participants already have
- to encourage a transversal attitude among the participants linking youth, art, social work, human rights projects, intercultural learning in formal, non-formal and informal education

#### “Drawing Rights at home” local projects

- Local projects made by the partners, using comics and cartoons on human rights to promote human rights education and intercultural learning

- Local projects to promote the production of comics and cartoons on human rights made by young people (in particular people between 15 and 25) and by professional comic and cartoon artists (they can be involved in workshops)
- Presentation in the country of a contest for comics and cartoons on human rights (schools, university, NGOs, local meeting places...)

“Analyse and Share Drawing Rights” seminar

“Producing Drawing Rights”: youth information

“Promoting Drawing Rights” follow up activities on local and international level

## **5. Possible follow-up**

The project can be repeated

- with new partners
- by the partners
- with new material (comics and cartoons on human rights or on a specific topic)
- with new methods experienced by the partners
- with changes (according to the priorities and the feed-back given by the partners)

## **6. Calendar of the main activities (including the preparatory stages)**

“Prepare Drawing Rights” feasibility visit

Application: 1<sup>st</sup> November 2003

Activity: between 1<sup>st</sup> February and 1<sup>st</sup> May

Venue: Italy

In charge: AFSAI – Italy

“Exchange Drawing Rights” youth exchange

Application: 1<sup>st</sup> June 2003

Activity: between 1<sup>st</sup> November 2004 and 30 April 2004

Venue: to be decided during the feasibility visit

In charge: to be decided during the feasibility visit

“Drawing Rights at home” local projects

Activities: in particular after the youth exchange, but the organisations can start working on it now

"Analyse and Share Drawing Rights" seminar Activity: 2005

"Producing Drawing Rights": youth information

Activity: 2005-2006

Venue: Italy

In charge: "Africa e Mediterraneo" – Italy

"Promoting Drawing Rights" follow up activities at a local and international level  
Activities: 2006

## **7. Possible sources of funding and deadlines for application**

The sources of funding can be of different kinds, according to the different aspects of the strategy: youth, art, social field, African countries, Euro-Mediterranean counties, human rights, intercultural learning.

Some examples: European Commission (feasibility visit, youth exchange, seminar, youth information, training courses), Council of Europe (training course on new methodologies using comics and cartoons on human rights), city councils (exhibitions of the material, youth exchanges), foundations (web projects, foundations working with Africa and the Middle East in the art and social field), cultural centres...

For application deadline please see the above calendar

## **8. Next steps after this course**

An application for a feasibility visit in Italy will be presented by AFSAI on 1<sup>st</sup> November 2003. The people who have already shown an interest in the idea will be involved in the feasibility visit and the participants in the training course in Mollina will be informed and possibly invited to take part in the project if they want (youth exchange, promoting human rights education through comics and cartoons on human rights in local projects, seminars, training courses...)

### **To join the projects**

Please contact Iolanda Pensa at [iopensa@libero.it](mailto:iopensa@libero.it)

The only requirement to participants is that:

- they are interested in using comics and cartoons on human rights in their local activities and projects
- they are willing to promote the production of comics and cartoons on human rights in their country and area

The partners don't need to have experience or skills in comics and cartoons or in the art field.

### **Comments and history of the project**

*This strategy and this project were created during the training course in Mollina. I personally wanted to work on comics and cartoons on human rights with young people and through informal and non-formal education before coming to the training course, but I didn't know how to do it. The ideas presented in this strategy description are then the result of many suggestions and of many non-formal and informal talks... For example Szuszi suggested involving young people from the beginning (youth exchanges instead of a contact making seminar). Marcos underlined the importance of also using comics and cartoons on human rights to promote intercultural learning and suggested contacts and a wide bibliography to do it (workshops and activities which I would like to include in the youth exchange). Evelina proposed using the project or some part of it also in Eastern European countries (follow up). Yasar focused attention on local initiatives and on a decentralized strategy (local projects), François encouraged a detailed presentation and helped to clarify some parts of the description. Nuno presented the "Six Hat" method to facilitate the process of decision taking (for example in the feasibility visit)...*

*I think the projects are structured in a way which allows changes and improvements: to make it really our project in a more "formal" way!*



## **Project 5**

### **Project title:**

Community Development Project on Economic and Social Rights

### **Venue and dates:**

Sabanci University, Istanbul, Turkey; Budapest, Hungary June 2003-June 2004

### **Participants involved, their country and organisation:**

Szusi (Hungary), Yasar Adanali (Turkey, Civic Involvement Projects)

### **Project coordinators:**

Adanali (Turkey), Szusi ( Hungary)

## **1. Context**

This community development project on economic and social rights is going to be held in Sabanci University Community, Istanbul. The university claims to be one of the most progressive, democratic, pluralistic institutions, which promotes respect for human rights and stresses its role as a norm-setter and transmits values and standards. However, within this community, there is a strict stratification of young students and workers, who work at different services such as house-keeping, food, construction etc. The economic and social rights of the young workers are often violated and they have been alienated and been made invisible from the university community on purpose by university policies and unintentionally by the attitudes of young students towards them and lack of solidarity.

## **2. Target groups and their perceived needs or concerns**

University students and the young workers at the university aged 18 to 30, are the target groups in Turkey. Their perceived needs and concerns are going to be clarified after consultation with groups. However prior to consultation, the need to understand and respect the economic and social rights of people is clear.

## **3. Aim and Concrete Objectives**

The aims of the project are to sow the seeds of solidarity between young students and workers within the community and empower them to understand and take action for their economic and social rights. Concrete objectives are

- to bring together young workers and students
- for young people to reflect on economic and social rights based on their own experience
- to enable workers to realise their rights and empower them.
- learning as a process of getting the information from the people by putting them at the centre

- to encourage young people to take action.
- to provide an exchange opportunity between Turkey and Hungary for workers and students.
- to change the university's policy on workers' conditions.
- to draw the link between the migration issue and violations of social and economic rights.
- to transform the realities of young people by de-constructing the internalised perceptions of the invisibility of certain groups.

#### **4. Issues addressed**

Economic and social rights

Power structure in the immediate environment

Intercultural learning

#### **5. In what way does it concern human rights education?**

- The project is related to HRE in various ways and dimensions. It is completely participant-centred. Young students and workers explore their economic and social rights by looking at their own university community, reflect on their own experience and use their reflection to take action to improve the working conditions of young workers by building solidarity.
- The equality of the participants regardless of their different backgrounds as workers and students will be emphasised and an attempt will be made to achieve respect for others.
- Respect for human rights will be achieved by a continuing learning process which puts people at the centre.

#### **6. How will intercultural learning be addressed?**

Young people from the Sabanci University Community, both workers and students, will meet with young people (students and migrant workers) from Budapest for an intercultural meeting where HRE will also be provided.

#### **7. Result expected**

- Better understanding on the part of university students of the economic and social rights and the realisation that these rights are being violated within their university community.
- Changing the attitudes of university students toward workers in their community based on understanding, respect and solidarity.
- With the intercultural exchange dimension, creating an opportunity for young workers to use their rights (freedom of movement) and a broader understanding of economic and social rights at a global level

- Changing the policy of the university administration regarding the workers and their conditions.

## **8. Possible follow-up**

Intercultural meeting in Hungary to practice their rights and to relate their situation to the migration issue

## **9. Calendar**

### **Preparatory Stage 1:**

#### **June-September 2003**

- Formation of team of university students who will work on the project
- Making contact with the young workers
- Preparing the list of questions that will be used during the project

### **Collecting and Reflecting on the Information, Solidarity Building:**

#### **October-December 2003**

- Exploring the working and living conditions of workers
- Discussing economic and social rights based on the information gathered in weekly meetings
- Preparing a workshop on economic and social rights violations and the legal base of these violations in Turkish and international law
- Composing the final report on the working and living conditions of the workers.

### **Feasibility Visit:**

#### **February 2004**

- Visiting Budapest to find out about possible cooperation between two projects and prepare the exchange program.

### **Exchange:**

#### **April 2004**

- Intercultural meeting of five students and five workers from Sabanci University in Budapest.
- HRE with the group

**Change of Policy:**

**April-June 2004**

- Urge university administration to improve workers' conditions .

**10. Possible sources of funding and deadlines for application:**

Council of Europe, Pilot Projects October 1 2003

## **Project 6**

**Project Title:** Exploring Arts - Exploring the Self and the Other

### **Venue and dates**

Diyarbakir, Turkey, 14-22 April 2003

### **Participants involved, country, organisations**

I. Evrim Golcuk, Turkey, SKYGD/ HRA

II. Glikeria Arapi, Greece, Voluntary Work of Athens

### **Project coordinator**

Evrim Golcuk, Turkey, SKYGD/ HRA

## **The project**

### **1. Description of the context (social analysis)**

The project will take place within the Diyarbakir Children's' Festival which has been organised for the last three years in Diyarbakir, Turkey. Diyarbakir is a city of 1,000,000 people, most of whom are Kurdish. The local population faces a range of geopolitical, social and economic problems. The social situation is characterised by high illiteracy, unemployment and poverty, problems which are faced daily by children and young people.

The festival gives the young population the opportunity for creative occupation through a variety of artistic and educative workshops, carried out by members of NGOs and volunteer artists (drama, music, handicrafts, dance, etc) The specific project will allow an international group of young people (mainly 15 to 18 years old, probably eight from four countries) to meet and work together in artistic and educational workshops intentionally oriented towards human rights education and interculturalism.

### **2. Target groups addressed and their perceived needs or concerns**

The project is directly aimed at the following target groups:

- a. Young participants from the local community. They are mainly Kurdish youngsters living under a range of geopolitical, social and economic oppressions and experiencing violation of their right to self-determination and mobility. Their contact with the cultural "Other" is limited to contact with the "Turkish Other" which is perceived as the oppressor, the opposition, the enemy.
- b. Young participants from other countries. They are from different cultural environments and carrying their own images, notions and practices. Their need and concern is to come into direct contact with the "Other", to travel to a different environment, and explore new mentalities and practices.

On a secondary level, the project is also aimed at the following target groups:

- a. Youth workers, who will have the opportunity to prepare the young participants for a new experience. They will also be able to cover their needs for new ideas on intercultural and artistic workshops, which they can also use in their own work in their local communities
- b. The group of children from the local community participating in the festival. They will also come into creative contact with the "Other" as they will have the opportunity to participate in certain workshops organised with the international group of young people.

### **3. Aims and concrete objectives**

For the international group of young participants, the aims of the project are:

- a. to come into creative contact with different cultures, explore them through arts, and share commonalities and differentiations. The project will be a space for de-structuring stereotypes and arbitrary images and for creating positive relationships with the "Other",
- b. To find a creative space to explore their own identity, define themselves and express their interests and concerns,
- c. To have the opportunity to think and act within a social environment that allows them free and equal access to artistic and educational activities next to and with the "Other",
- d. To consciously participate in intercultural practices and human rights education by getting information on relative issues and by, themselves, organising relative activities for the festival,
- e. To experience the world of arts, that is a means of expressing oneself and sharing one's feelings and notions. To use alternatives codes of intercultural communication, such as drama, music, handicrafts, etc.
- f. For the visiting youngsters, to travel to a different environment. For the host group to receive the "different" in their own environment.

**For the youth workers, the aim is:**

- a. to find ways to prepare both themselves and the youngsters for an intercultural meeting
- b. to share their educative and artistic concepts and methods within an international context and to acquire further knowledge and new practices in relative fields (this can be more specifically accomplished during the plenary sessions during the festival for youth workers)

- c. To acquire knowledge for organising similar festivals in their local communities.

**For the festival, the project can:**

- a. enrich its concepts and activities by international educative and artistic contributions
- b. offer to all the children and participants the possibility to come into intercultural contact with each other in non-formal and informal settings

**For the local community and NGOs, the project aims at:**

- a. giving them a voice outside their local borders and to create communicative paths with other societies

**For the sending communities, the project aims at:**

- a. raising awareness of the character and the needs of all the participants' communities.

**4. Issues addressed:**

The international meeting will address the two interrelated issues of interculturalism and human rights, as described below. The activities will try to touch on a range of questions that young people face in their everyday reality.

Some of these will be:

- What are the elements that characterise my culture?
- What are the elements that characterise me?
- What similarities and differences do I find amongst the participants?
- Are these similarities and differences important for me and/or my culture and why?
- Do I feel being oppressed; do I feel inferior or superior to the other?

**5. In what way does it concern human rights education?**

The project concerns human rights education in a dual manner.

- On the one hand, the young people will be asked to prepare themselves in this issue, by getting information on theoretical matters. They will also be asked to apply human rights education by finding, preparing and implementing an activity in the whole international group.

- On the other hand, some of the artistic workshops will be orientated towards human rights awareness. Artistic activities will try to make the participants aware of their personal rights, freedoms and obligations within the society they

live in. They will also face them with the other participants' concepts and experiences in this field.

## **6. How will intercultural learning be addressed?**

The project is conceptually and methodologically based on interculturalism.

The workshops are organised in a way that will make the participants aware of the three main principles of interculturalism:

- a. the right to self-determination and the right to be different
- b. being different does not mean being inferior or superior
- c. the cultural need to challenge the "Self when in contact with the "Other"

Furthermore, the workshops themselves will be interculturally organised. They will be scheduled so as to allow all the participants to express themselves and their cultures. At the same time, they will offer a range of activities for expressing oneself, without limiting the means of expression.

## **7. Results expected**

In addition to the aims and objectives described above, the project aims at creating a core of young people coming from different cultural backgrounds. This group will lay the foundations for continuous creative communication that will feed all participants with reciprocal information. It will also constitute the space for exchanging concerns, opinions, beliefs and ideas. In other words, the project will hopefully result in building a new channel of intercultural communication first amongst the actual participants and then within their social environments.

## **8. Possible follow-up**

- a. Creating an "educational box" which will include elements of the whole project (preparation and activities), such as videos, photos, samples from the workshops, written opinions on the activity by the participants, ideas and advice from the coordinators, etc. This box will be distributed to all partner organisations so that they can distribute the information to all possible recipients (schools, other youth organisations, the media, funding institutions, etc)
- b. After the necessary evaluation of the project, the coordinators will decide on the possibilities of attributing a bilateral or even multilateral character to this international meeting. It seems most likely that the meeting will first be repeated in Greece.
- c. Building a communication path amongst the participants as individuals and the youth organisations involved (information exchange, building up new common projects, etc).



- d. Each organisation involved will circulate information on the other participants' needs and concerns in their local community.
- e. For the organisations involved in Diyarbakir, maintaining the international character of the festival each year by inviting different groups of young people.

## **9. Calendar of the main activities (including the preparatory stages)**

### **A. Preparatory stages (three months before the event, January, February and March):**

I. Communication with possible organisations involved in Turkey and in other countries.

II. Preparation of sending and host organisations (inform the young people and their families, educational activities on human rights and interculturalism, administrative requirements, etc).

III. Possible advance planning meetings of the coordinators)

### **B. The event (14-22 April 2003):**

April 14<sup>th</sup>: Arrival day

April 15<sup>th</sup>: Activities for meeting each other and for presenting the Self and the cultures

April 16<sup>th</sup>: Artistic workshops on interculturalism  
Compass workshop on human rights presented by one of the guest countries.

April 17<sup>th</sup>: Artistic workshops on interculturalism  
Compass workshop on human rights presented by one of the guest countries.

April 18<sup>th</sup>: Artistic workshops on interculturalism  
Compass workshop on human rights presented by one of the guest countries.

April 19<sup>th</sup>: Educational trip

April 20<sup>th</sup>: Artistic workshops on interculturalism  
Compass workshop on human rights presented by one of the guest countries.

April 21<sup>st</sup>: evaluation activities

April 22<sup>nd</sup>: Departure day

### **C. Follow- up stages (May):**

Preparation of the "educational box"

## **10. Possible sources of funding and deadlines for application.**

Municipality of Sur Region Diyarbakir  
Youth Programme, Action 1, deadline: November 1<sup>st</sup> 2003.

## **11. Next steps after this course**

- a. The two main participants will provide feedback to their organisations on the idea of the project so as to discuss it further and confirm the undertaking of this common project.
- b. Communication with different youth organisations for partnerships
- c. Application

## **Project 7**

### **Project title:**

The role of young people in conflict areas

### **Venue and dates:**

Tizouzou (Algeria) - April 2004

### **Participants involved, their country and organisation/s:**

Belgium, Algeria, Portugal, France, Palestine. Lebanon, Spain (Open to new partners)

### **Project coordinator/s:**

Bassem, Lina, Mohamed, Nuno, Raquel, Slimane and Virginia

## **1. Description of the context (social analysis)**

The project will examine the situation of conflicts in Lebanon, Algeria, Palestine, Belgium, Spain and France and the violations of human rights in these situations of conflict. Young people are the generators of society's future and thus they should be multipliers and have an active participation in such situations. The project will attempt to promote peace, human rights awareness and intercultural dialogue in the participants' countries .

## **2. Target groups addressed and their perceived needs or concerns**

The target group will be young people between the ages of 18 and 25 from areas of conflict in the Euro-Med area, in addition to young people from non-conflict areas motivated to promote peace, mutual understanding and solidarity in their communities. This diversity among participants aims at exchanging feelings about their own situations,

## **3. Aims and concrete objectives**

### **The main aim:**

- To activate the role of young people in order to promote peace, intercultural dialogue and solidarity in the Euro-Med area

### **Objectives:**

- To bring together young people from different countries within the Euro-Med area
- To enhance intercultural learning and dialogue
- To increase awareness of the situation of young people in conflict areas
- To create an environment where the participants can exchange their skills and knowledge in order to come up with certain tools that can be used in their local communities.

- To promote solidarity among the young participants vis-à-vis the different situations of conflict
- To enhance cooperation in the Euro-Med area

#### **4. Issues addressed:**

- Human rights education
- Intercultural learning
- The role of young people in conflict areas

#### **5. In what way does it concern human rights education?**

It concerns various aspects of human rights education:

- Awareness of one's own human rights and those of others
- Exchanges of experiences of the situations of human rights in the countries represented (conflict and non-conflict countries)
- Transferring the participants' acquired knowledge and experience concerning human rights learning to their communities and organisations.

#### **6. How will intercultural learning be addressed?**

The project will tackle the issue of intercultural learning by:

- Bringing people from different cultures together
- Presenting each other's cultures
- Organising exercises that encourage interaction between participants

#### **7. Results expected**

The expected tangible and intangible results of this project would be:

- Networking between participants upon their return to their countries and organisations.
- Urging young people as well as the participants to play a multiplying role in organising similar activities.
- Breaking down prejudices regarding each other's culture and traditions

#### **8. Possible follow-up**

- Maintaining contact with participants via phone calls, visits, email and other joint activities
- Measuring the impact of the knowledge gained on the participants
- To multiply the experience in other participating countries by focusing on other themes vis-à-vis other aspects of human rights.

## 9. Calendar of the main activities (including the preparatory stages)

<b>June</b>	<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December- March</b>	<b>April</b>	<b>May-July</b>
Presentation of the project to the organisations	Draft description of the project by the host partner	Reflection on the project and inputs/modifications by all the partners.		Writing the application form	1 <sup>st</sup> presentation of the application form to national co-ordinator in host partner	Study Visit	EXCHANGE IN ALGERIA	Evaluation
Reply to the rest of the partners about the decision taken and identification of the partners (30 <sup>th</sup> June)	Forwarding of the draft description of the project to the rest of the partners (30 <sup>th</sup> July)		Budget					
			Participants					
		Preparation of the participants in each country						
			Forwarding of partnership sheet to the host country					
Research into the situation in each partner country								



## **10. Possible sources of funding and deadlines for application**

Funding: European Commission - Youth Programme - Action 1 (Euro-Med Youth Exchange)

Deadline: 1<sup>st</sup> November 2003

## **11. Next steps after this course**

Reflection of the project

Identification of the activities and main elements of the project

Following the calendar of activities.

## Personal Action Plan (PAP)

### **The PAP? What is the meaning and what is it for?**

The PAP is a Personal Action Plan, an individual tool that is aimed at facilitating the definition of a strategy and related steps/actions that each participant intends to carry out after the end of the training course.

The PAP should include the actions that each participant intends to carry out in a six-month period (defined by the team, as the follow-up period for the training course) in order to be “an agent of change” in European-Mediterranean relations and consolidate the learning or development process of the course.

The Personal Action Plan, together with the project ideas, can serve as a basis for the follow-up: in synthesis, they are personal(ised), they are timed and they go beyond the course itself.

To facilitate the fulfilment of the PAP (in terms of contents and timing), each participant can focus on the actions s/he would like to do:

- As a person, in his/her life
- As a youth worker
- As a youth worker or volunteer in his/her organisation
- As a team member, implementing the project proposal drawn up during the training course itself
- With regard to the main topics addressed during the training course: human rights education and intercultural learning
- With regard to Euro-Med issues
- ...

It will be extremely useful for PCS (post course support) if every participant could share their PAP (or the parts s/he consider most relevant) with his/her referent in order to have a common basis for starting the follow up process.



<b>TIMETABLE</b>	<b>Personal Action Plan</b>
When I get home...	
...	
....	
In 9 months, 29th February, 2004	

## Evaluation Form

### ***“Intercultural learning and Human Rights Education in the Euro-Mediterranean area”***

#### **Final Evaluation Questionnaire**

**NAME:**.....

#### **1. To what extent did the training course meet your expectations?**

*(Please indicate the percentage)*

**0%** \_\_\_\_\_ **100%**

#### **2. Please evaluate the objectives separately:**

*(Please, use the following scale to evaluate the objectives mentioned in the grid: 1= excellent, 2 = very good, 3 = good, 4 = fair, 5 =insufficient , 6=inadequate)*

<b>To develop the participants’ knowledge and competence in key concepts of intercultural learning, global education and human rights education with young people</b>	
<b>To develop a common understanding of the situations and challenges faced by young people across the Mediterranean</b>	
<b>To provide tools for analysis of the present challenges to closer co-operation between partners across the Mediterranean, including xenophobia and racism, prejudice and ignorance, social exclusion and poverty, and unequal opportunities for social and political participation</b>	
<b>To familiarise the participants with the approaches and activities of <i>COMPASS</i> (the manual on human rights education with young people) and on how best to use it and adapt it to their local contexts and realities</b>	
<b>To provide information about existing possibilities and conditions for the development of Euro-Med youth co-operation projects</b>	
<b>To identify common criteria and approaches for follow-up projects and initiatives and to support the participants in developing them</b>	
<b>To develop an informal network of youth workers and youth leaders in the European and Mediterranean regions</b>	

#### **3. Please, comment on the course methodology:**

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**4. According to you, to what extent was each of the programme goals achieved?**

(Please, use the following scale to evaluate the role of each programme elements mentioned in the grid: 1= fully... 6=not at all )

Developing common frameworks	
Culture and identity	
Human rights	
Intercultural learning	
Human rights education	
Information on policies and programmes	
Projects and follow-up plans	
Reflection groups	
Informal moments	

**4. What competences have you developed or gained during the training course?**

(Please tick ✓ the competences that apply to your case, in your opinion)

How to utilize the resources of the Euro-Med program. Awareness of the bodies involved in these programs, and opportunities available in this context	
The ability to develop projects in a Euro-Med context	
Ability to transfer and integrate intercultural learning in youth work and youth projects	
The capacity to develop human rights education activities	
The ability to modify and adapt exercises provided during the training to the context they work in	
Ability to develop a critical understanding of issues related to Euro-Med cooperation	
Developing competences related to the institutional context of the training	
Ability to work with and contribute to an international group	
Knowing about human rights mechanisms	
Ability to use COMPASS	

**5. How do you evaluate the training team's role in the training course?**

(Please tick the most suitable definition, in your opinion)

- Supportive \_\_\_\_\_ ☐
- Facilitating \_\_\_\_\_ ☐
- Adequate \_\_\_\_\_ ☐
- Inadequate \_\_\_\_\_ ☐
- Disturbing \_\_\_\_\_ ☐
- Other definition \_\_\_\_\_ ☐

**6. The role of the group in your learning process:**

*(Please use the following scale: 0= irrelevant, 10 =central)*

0 \_\_\_\_\_ 10

**Comments** \_\_\_\_\_

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**7. The likelihood of implementing your project proposal and your personal action plan within the next nine months:**

(Very low) 0% \_\_\_\_\_ 100% (Very high)

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**8. Other ways in which you will use what you have learnt during the training course**

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**9. What are your expectations and needs from the trainers and organisers after the training course?**

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**10. The relevance and availability of the information/preparation materials provided before and during the training course:**

*(Please circle a number on the following scale: 1= excellent, 2= very good, 3= good, 4= sufficient, 5= poor, 6=inadequate)*

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

**11. Please evaluate the working and living conditions**

*(Please circle a number on the following scale: 1= excellent, 2= very good, 3= good, 4= sufficient, 5= poor, 6=inadequate)*

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

**12. Please give your opinion about the duration of the training course:**

Too Long ☐  
Adequate ☐  
Too short ☐

**13. What could have made this course more effective?**

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**14. Any other comments**

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**Thank you!**

## List of Participants

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## “They Said”

  
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CONSEIL DE L'EUROPE

  
Département de l'Éducation et de la Culture  
Ministère de l'Éducation et de la Culture


  
YOUTH PROGRAMME  
Education and Culture  
EUROPEAN COMMISSION





### Intercultural learning and human rights education in the Mediterranean area


## ... they said...

**CEULAJ (Mollina), 19-29 May 2003**

  
COUNCIL OF EUROPE  
CONSEIL DE L'EUROPE

  
Département de l'Éducation et de la Culture  
Ministère de l'Éducation et de la Culture

  
YOUTH PROGRAMME  
Education and Culture  
EUROPEAN COMMISSION



## Tuesday, 20th...

The **Mediterranean** is...

*"...the place where I was born and grown up, where I live... my culture, togetherness of diversity, of cultures, religions and people,..."*

*"... the culture of street, the influence of the sea and the sun on people arts,..."*

*"... is a part of my country's history and my background, (... ) a link between me and other cultures,..."*



## Tuesday, 20th...

*"...me and the Mediterranean is all about dialogue, ambience, climate, youth exchanges and patience..."*

*"...I and the Mediterranean... will be looking for food, the history, the cultural tradition, the achievement of peace, the sun and the sea, the language, the mutual understanding..."*



## Wednesday, 21st...

*"... many don't have an **identity** and yet, they exist..."*



**Wednesday, 21st...**



*"...when you say 'culture' you are referring to something positive..."*



**Wednesday, 21st...**



*"... yes, I'm talking about myself, but I'm like the majority of the others in my country..."*



**Wednesday, 21st...**



*"... maybe they were choosing the  
woman with the biggest feet..."*



**Thursday, 22nd...**



*"Those of you who have human  
rights, please stand up."*



## Thursday, 22nd...

*"This is the first time I'm making a presentation **out of my country**; this is the first time I'm making a presentation **in English**; this is the first time I'm making a presentation **in this course**."*



## Friday, 23rd...

*"... imagine I'm eight years old and I ask you: '**why does my culture, which I love, violates and discriminates women and children**'?..."*



Friday, 23rd...



*"... the problem is not the culture,  
it is the use we make of culture;  
the problem is the power..."*



Friday, 23rd...



*"How can we develop co-operation  
between Europe and Arab  
countries if we have different  
rights?"*



Friday, 23rd...



*"...we **don't need** more tensions,  
more conflicts, more violence in  
order to develop the region..."*



Friday, 23rd...



*"...we want less activities,... more free time,...  
more in depth reflections,... more free time,...  
more games,... more free time,... concrete  
methods,... more free time,... more water,...  
more free time,... to go to Granada,... more  
free time,... to know each other better,...  
more free time,... well,... at least a bit more  
of free time..."*



**Sunday, 25th...**



*"...I always have the right to my  
feelings..."*



**Sunday, 25th...**



*"...who gives people the right to  
define the rights?..."*





**Sunday, 25th...**



*"...if more human rights education  
would be promoted, less people  
would accept discrimination..."*



**Sunday, 25th...**



*"...Great Britain, zero points..."*



## Monday, 26th & Tuesday, 27th...



*"...**projects** are inn-ovative,  
not ex-ovative..."*

*"...rule number 43:..."*



## Monday, 26th & Tuesday, 27th...



*"...we thought of..."*

*"...we had an idea, which is..."*

*"...we want to..."*

*"...we will..."*



**Wednesday, 28th...**



*"Intercultural Leadership Training  
for Young Women"*



**Wednesday, 28th...**



*"The role of young people in  
conflict areas"*



**Wednesday, 28th...**



*"Community development project  
on economic and social rights"*



**Wednesday, 28th...**



*"Youth for Human Rights"*



**Wednesday, 28th...**



*"Exploring Arts –  
Exploring the Self and the Other"*



**Wednesday, 28th...**



*"Comicarto"*



**Wednesday, 28th...**



*"Creative approaches to conflicts"*



**Wednesday, 28th...**



*"...**you** have to be the **change** you  
want to see in the world..."*



Wednesday, 28th...



*"... I just want to make a comment  
on this: IT REALLY HAPPENED!..."*



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