

Training of Trainers in Human Rights Education With Young People

European Youth Centre Budapest, 2-10 March 2002



Modules
used by the team during the
training course

The opinions expressed in this publication are those of the trainers of the course and the editor and do not necessarily reflect the official position of the Council of Europe.

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Introduction

During the preparation and planning of the training course for trainers in human rights education, the question of documenting the course was raised. The team was confronted with several options. The prevailing choice was that an additional tool for the course participants should be provided i.e. a collection of the “session plans” used by the team of trainers during the course. This is what this document is about.

What makes this publication different from others, and therefore hopefully complementary to the materials that already exist, such as *Compass* or the “all different – all equal” Education Pack? Perhaps it is the collection of ‘ready-to-go’ modules for training in human rights education used by the course team and collected with the assistance and hard work of participants, guest speakers, resource persons and trainers.

These modules not only present the aims, objectives and different steps for facilitation but also the background, outcomes and evaluation of their use in this training course. The framework of these modules should therefore enable the user/trainer to make a well-informed decision about how to use the modules in their own training context. Needless to say, every module needs adaptation to a specific context and target group, and success in this particular training course does not guarantee success in your own training course.

The initial approach chosen was to discuss and complete each module involving all team members. However, the training course occupied the trainers’ attention 25 hours a day and this task soon proved to be cumbersome, if not impossible. Thus, the approach was changed and as a result the modules are very different from each other, not only in terms of contents but also in style. Each trainer has their own way of understanding and writing about aims, objectives or methodologies. We have chosen to leave the differences in style visible instead of attempting to make them uniform. We believe that this diversity can inspire trainers by showing different ways and preferences for learning and for delivering training.

In addition to these modules, this documentation includes the transcripts of the different presentations that were given during the training course and the necessary background documents or handouts.

Apologies are due for any missing materials or texts. Words of thanks are due to the trainers (Irina Klymova, Paola Bortini, Andrei Yurov, Aija Strazdina, Lucija Popovska and Goran Buldioski), to the speakers and resource persons for providing their materials, to Anna Rogowska for helping finalise the texts and to Arjen Bos himself for the good work in reporting and editing.

While this publication is addressed, first of all, to the course participants and trainers, we do hope that it may inspire and guide other trainers giving human rights education training, especially those using *Compass* in national or regional courses or in the context of local pilot projects.

We wish you pleasant reading and, most of all, pleasant practise in human rights education.

Rui Gomes
Programme and Training administrator
European Youth Centre Budapest

Introduction to the Training Course

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 a European dimension of citizenship meaningful to all Europeans. Developed in conjunction with other programmes of the Directorate of Youth and Sport of the Council of Europe – intercultural learning, the participation and empowerment of minorities and of young people from minority backgrounds – human rights education has the potential to be a catalyst for action and a source of synergies. Those involved in non-formal education in youth work must also consider the evolution, practice and challenges of human rights, with regard to their universality, indivisibility and inalienability, and what they mean to the young people of today.

The Directorate of Youth and Sport has acquired an undisputed reputation for an expertise in developing educational approaches and materials suitable to both formal and non-formal contexts as well as to different cultural environments. Its work with multipliers, the impact of projects such as the “all different – all equal” youth campaign, and its long-term training programme have all contributed to the development of projects that make their impact first and foremost at grass-roots level while being pre-eminently European. For many of the “traditional” partners of the Directorate of Youth and Sport, human rights education has provided the background and values for their projects and activities while being a constant, though not explicit, element in what they do. Among the new groups reached by the activities of the Directorate of Youth and Sport are many which work specifically or more generally in the field of human rights but which, apart from rare opportunities provided by some of our activities, have few possibilities of consolidating their relationship with the Council of Europe. Today, in view of recent events that threaten the foundations of a culture of peace and human rights, a more visible, explicit and conscious approach to human rights education is required and needed.

The experiences acquired during the educational activities of the 1995 European youth campaign against racism and intolerance “all different – all equal” reveal that the success of European educational projects of this kind depends on:

- The provision of appropriate and accessible educational methodologies and tools, such as the Education Pack “All different – All equal”;
- The availability of such materials in the national languages of the users;
- The existence of trainers and multipliers who, at national and regional level, can act as resource persons and train local multipliers (youth leaders and youth workers, teachers and other educators) on the use of the educational tools and on the integration of human rights education in their educational practice.

With this in mind, a central element of the Human Rights Education Youth Programme is a manual on human rights education with young people – “Compass” – whose production is being finalised and which will be available in Spring 2002. “Compass” presents background concepts essential to human rights education as well as practical activities and methods for use in both formal and non-formal education contexts. Building on accumulated experience of non-formal education and youth work, the manual is based on learner-centred approaches and provides a framework for developing young people’s skills, competencies and attitudes in areas such as critical thinking, communication, dealing with conflict, co-operative and team work, responsibility, autonomy and creativity.

Aims and Objectives

This training of trainers *aimed* to train a European core group of trainers in developing human rights education at national and regional level and to enable them to act as trainers or multipliers for human rights education, especially through national or regional training courses organised by partners of the Directorate of Youth and Sport.

The *objectives* for this training course were:

- To develop the trainers' knowledge and competence in key concepts of human rights education with young people;
- To familiarise the participants with the approaches and activities of Compass (the manual on human rights education) and on how best to use it and adapt it to local contexts and realities;
- To review and address the essential competencies, skills and attitudes for trainers working with human rights education;
- To design modules for training trainers and multipliers at national level;
- To explore the specificities and points of commonality of the non-formal and the formal education contexts in relation to human rights education;
- To prepare activities for disseminating the manual on human rights education at national level;
- To establish a pan-European network of trainers on human rights education with young people.

Methodology and Programme

The course was designed to give participants the opportunity to experience and reflect upon activities and concepts central to human rights education based on experiential learning approaches. The course was also designed as a mutual learning situation, where participants could compare their approaches to training and to human rights education across Europe in a dialogical intercultural approach and environment. Contributions from experts in the field of human rights established a theoretical framework and a common reference point for learning and communication, and there was an opportunity to try out and evaluate some of the activities in Compass. Towards the end of the course, multicultural groups of participants designed modules for training courses at national or regional level. A diversity of working methods will be used for learning about human rights and the approaches proposed in Compass. The previous experience of participants, as trainers or educators, was the starting point of the programme and of the learning process.

The *programme* of the course included:

- A review of the evolution of human rights education in Europe and the present challenges that it faces;
- An introduction to the approaches and structure of Compass, the manual on human rights education;
- An introduction to the key instruments and activities of the Council of Europe in the field of human rights and human rights education;
- An analysis of the competencies, skills and values of trainers working with human rights education;
- Opportunities to share experiences and challenges of developing human rights education in formal and in non-formal education settings;
- Practical workshops on skills and attitudes essential to human rights education;
- Opportunities to experiment with and to evaluate different methods and activities found in Compass, the manual on human rights education;
- Opportunities to design possible training modules for national and regional courses to be run by participants.

Profile of the participants

This course was designed for participants who are or act as trainers, active in non-formal education, especially within youth organisations and associations, in youth work activities and in other NGO's concerned by human rights education. But also, for trainers and multipliers active within formal education systems.

A total of 380 applications were received from which the team selected 40. An unusually high number of good applications made the selection a difficult and painful process, because the levels of experience and motivation were often very high. A significant number of applications came from non-European countries (especially Africa and Asia), suggesting also a need for similar trainings in those regions.

The team gave priority to applicants who were going to be trainers or organisers in national or regional training courses.

In general, participants should:

- Already had experience in working as trainers and educators with young people;
- Were able and committed to act as multipliers or trainers for human rights education;
- Were motivated to develop their knowledge and competence in human rights education and to share their experiences with other participants;
- Were able to work in English, French or Russian;
- Were committed to attend for the full duration of the course and be supported by an organisation, institution or service.

The reality was somewhat less clear: in general, the participants fulfilled the profile above described, but in different ways: some were more experienced with training in non-formal education and looked for training in HRE, others were trainers in HRE but lacked experience in non-formal education and training with young people. The combination of both needs and experiences gave the group and the course a particular dynamic and it also brought difficulties for the trainers to decide at "what level" to start. The intensive use of workshops and group learning situations made the situation positive for everyone, everyone could say that they learned something important. Similarly, most people stated that there were elements that they would like to learn further.

The course was designed for a total of 40 participants, a number which is above the general practice in the European Youth Centre but decided so as to allow the best use of the resources mobilised for the course. This number was also considered feasible in view of the fact that much of the training would be delivered in workshops and small groups. Not all of these expectations have proven to be true but, with a larger team of trainers and with the support of resource persons, the course ended up being very successful, the number of participants having mostly influenced the groups dynamics (and not only in a negative way).

Team of trainers

The programme of the course was designed and conducted by a multicultural team of experienced trainers active within the Directorate of Youth and Sport's trainers' pool.

According to the principles of practice and tradition in training activities of the European Youth Centre, the team of trainers should:

- be multicultural and represent the cultural variety of the group of participants;
- competent in the field of training trainers in non-formal education and, if possible, of human rights education;
- have a gender balance;
- have a common working language;
- be composed of trainers with complementary experiences and fields of expertise.

Originally, the team of trainers' role was planned to be one of training programme "organisers", the actual training itself being delivered very much with and by authors of Compass. Reality turned out to be quite different: not all authors were available and they were not always familiar with training of trainers (a writer is not necessarily a good trainer of trainers). Consequently, the original team of five – Paola Bortini, Irina Klymova, Lucija Popovska, Peter Hoffmann and Rui Gomes – was expanded with the contributions of Goran Buldioski and Andreï Yurov (Peter Hoffmann was prevented from attending the course for health reasons). This enlarged team struggled some time to grasp and keep up with the programme that had been decided by the smaller team but the end result – thanks to a high level of professionalism and commitment – was very good and appreciated by all.

The team was supplemented by authors of Compass and by experts for specific parts of the course.

Venue and dates

The training course took place from 2 – 10 March 2002 in the European Youth Centre Budapest.

Languages

The course was originally designed to be run in three languages, French, Russian and English. The three language combination was meant to support as much as possible the participation of local trainers active at the national level, also because those three languages are the first in which Compass will be published.

The responses to the call for applications indicated less need for interpretation into French than expected. It was therefore decided to hold the course in English and Russian only.

“Modules” in this report

The bulk of this documentation is composed of the description of different modules used during the training. The expression “module” may be misleading, especially in the framework of a training course for trainers, and some of the “modules” to be found here are in fact sub-modules of more general and embracing elements of the training course.

We have kept them as such because it was like this that the team prepared and elaborated them (and it is, probably, the best way of making them useful to others). These forms were the basis for the planning of the programme in the team and they were meant to allow a common framework of understanding of each unit of the programme and, in this way, to facilitate the cooperation and interaction among the trainers in the team.

WHAT IS IN A MODULE

- 1. Title** *The name or title given by the team to the module or session*
- 2. Background** *Why the module is necessary, the context in which it is dealt with (number and profile of participants, what happened before and what comes after...); elements to be taken into account (group development stage, atmosphere in the group), relation to the needs of the target group or sub-groups...*
- 3. Aims** *The general purpose of the module in the training.*
- 4. Objectives** *The concrete objectives or goals that the module seeks to achieve. Should be concrete and multiple. In as far as possible, it should also address the learning or educational objectives according to:*
 - Knowledge
 - Skills
 - Attitudes
- 5. Methodology and methods (proposed and used)** *The methodology includes also the approach to make sure that the objectives above-mentioned will be made achievable. A simple outline of the methods – not a description of the methods themselves.*
- 6. Programme** *As in above, a draft of the timetable actually used in the unit.*
- 7. Outcomes** *What was actually achieved through the module. Includes issues that came or were raised by participants in the plenary or in groups.*
- 8. Evaluation** *Both from the module sessions (whenever there was feed-back) and from other evaluation and feed-back opportunities, such as the Re-Groups. This feed-back notes focus on the format of the module and its suitability – not on all possible aspects that participants may give feed-back upon but which could be specific to the course.*
- 9. Notes for further use** *This is a bit/sort of conclusion from those in charge (or the team) of the module. It addresses issues similar to the tips for facilitators or the Variations, used in Compass.*

‘WELCOME EVENING’

Getting to know each other

Background

This is a training module for the first session with a group of participants. It can serve as an introduction and as an icebreaker (at the first evening of a training course). It is aimed at a group of people that does not know each other and has not worked together before.

Aims

To welcome the group, to get the group process started, and to create opportunities for interaction and exchange.

Objectives

- To welcome the participants to the course
- To get to know each other at a personal level in an informal way
- To learn more about each others involvement in HRE
- To ‘break the ice’ between the participants

Methodology and methods

The methodology of this module is very interactive and participatory and it requires participants to be physically active. It makes use of different constellations of participants, as a whole group, in smaller groups and through individual exercises, all of which create space for dynamic interaction, interpersonal communication and exchange of information and backgrounds.

Programme

- 1) A round of names
- 2) Introduction of name, country and organisation
- 3) Compass of Geography
 - Participants are asked to line up according to their geographical origin. E.g. most left stands the person who comes from the most Western region, most right stands the person who comes from the most Eastern region. All the others accordingly in between. Naturally this can also be done from North to South.
- 4) Compass of Birthdays
 - Participants are asked to line up in chronological order of their birthdays. E.g. the person who celebrates his / her birthday closest or on January 1 stands far left, the person on December 31, or closest to it, stands far right. An additional challenge is to this exercise without verbal communication.
- 5) Zip – Zap Name Game
 - All participants sit in a circle on chairs, one person stands in the middle. The person in the middle points at one of the people on the chairs. When he / she says “Zip”, the person who is pointed at has to say the name of the person on his / her right side. When he / she says, “Zap”, the name of the person on the left has to be said. When

the wrong name is said, they change position and the mistaken person becomes the person in the middle of the circle. When the person in the middle says, "Zip-Zap" everyone has to change chairs.

6) Human Rights Comics

- s The participants are supplied with cut-up cartoons, i.e. different separate images from one cartoon story, or more. It is suggested to use socially engaging cartoons. The challenge is for the participants to put the images together in one or more new visual stories.

Outcomes

It was a very enjoyable and relaxed evening, which generated more than enough 'food for conversation'. After the programme, the participants engaged themselves in informal chats while enjoying a drink and a snack.

Evaluation

The timing of such a 'starter' / welcome evening is quite sensitive. The majority of the participants experienced a long journey and is tired on the one hand. On the other hand they have a certain curiosity to get to know their colleagues. It is the responsibility of the facilitator to sense a fine balance between both. Second, with bilingual (or multilingual) groups, the facilitator needs to ensure proper translation procedures in an informal way.

Notes for further use

With experienced groups of participants, it is recommended to use 'original' methods and approaches wherever possible, in order to avoid boredom and resistance. Although most activities are informal and light-hearted, the facilitator still needs to make sure that instructions are provided clearly and articulate.

'FRAMEWORK'

Setting the institutional framework and context

Background

This is a module for the introductory session, the first part of the official programme of the training course. This module is complementary to module 3a – 3c. Together they create the entire programme for the first day of the course.

Aims

To set the institutional framework and context of the training course.

Objectives

- To welcome the participants officially and to open the training course
- To introduce the Council of Europe's recent developments in the fields of Human Rights and Human Rights Education (HRE)
- To present the Directorate of Youth & Sports
- To present the HRE Programme and the history and objectives of Compass
- To present the methodology and programme of the course

Methodology and methods

The methodology for this module includes different types of presentations, enabling space for responses, questions and discussions afterwards.

Programme

- 1) Welcome and opening by Antje Rothemund
 - Executive Director of the European Youth Centre Budapest
- 2) Presentation about recent developments in the field of Human Rights within the Council of Europe
 - Stefano Valenti, administrator at Directorate-General for Human Rights
- 3) Presentation on the Directorate of Youth & Sports and the Human Rights Education (HRE) Programme
 - Rui Gomes, training and programme administrator
- 4) Presentation on the Human Rights Education Manual "Compass"
 - Rui Gomes, training and programme administrator
- 5) Presentation on the context, objectives, methodology and approaches of the training course
 - Rui Gomes, course director

Outcomes

The participants were well informed on current practice and recent developments within the field of Human Rights (Education). They had the opportunity to ask questions and to discuss various issues with each other. They also received quite some written and published information.

Evaluation

All presentations were considered very valuable and informative. Especially the use of visual aids by all speakers was very much appreciated. A few participants were concerned that Compass had not been finalised before the start of this training course.

Notes for further use

It is very strongly advised to interchange the presentations with interactive and participative exercises in order to keep a high level of attention and concentration of the participants.

‘STAND UP’

Getting to know each other

Background

Module 3 as an entity is an interactive and participative module that encourages participants to get to know each other better during the first day of the training course, on a personal and professional level. The different elements of module 3 (a, b and c) were interchanged with the presentations from module 2.

Module 3a targets at creating a visual and kinaesthetic opportunity to get to know more about the members of the group.

Aims

To contribute to the group building and the creation of opportunities for interaction and exchange.

Objectives

To get to know more about each other at a personal level and about each others involvement in Human Rights (Education).

Methodology and methods

This is a kinaesthetic, icebreaking exercise that requires little time and can be run in a group of any size, varying from 10 – 40.

Programme

All the participants sit in a circle or around the plenary table, they are asked to stand up if...

- They have fought for Human Rights
- They have been in prison
- They have done HRE activities before
- They are parents
- They witnessed a Human Rights violation
- They can not live without coffee
- Their Human Rights have been violated
- They are involved in a women's group
- They like dancing
- (...)

Outcomes

It was a light-hearted, enjoyable and funny little exercise, with good visual impact, but of little consequence for personal relations among participants.

Notes for further use

The exercise could maybe be followed-up or interrupted with small 'buzz groups' where people in small groups or in couples quickly tell each other why they stood up. This will promote interpersonal communication between the participants as a result of the exercise.

'LOGO GALLERY'

A visual exercise on organisational backgrounds

Background

Module 3 as an entity is an interactive and participative module that encourages participants to get to know each other better during the first day of the training course, on a personal and professional level. The different elements of module 3 (a, b and c) were interchanged with the presentations from module 2.

Module 3b allows participants to learn more about each other's organisational backgrounds and their relevancy and relation to Human Rights issues.

Aims

To raise awareness on the relevancy and current practice of Human Rights organisations across Europe

Objectives

- To learn more about the organisational background of other participants
- To start sharing ideas and understandings about activism for Human Rights
- To reflect on the concept of consistency
- To reflect on the power of visual images

Methodology and methods

This module makes use of group discussions and opportunities for sharing. It challenges the participants to link visual representations of their organisations to its values. The trainers act as facilitators and the group work takes place in 6 monolingual groups.

Programme

- 1) Participants are divided in prepared groups
- 2) Each person presents the logo of the organisation he / she belongs to (by showing the logo or by drawing one)
- 3) Issues for discussion and debriefing are:
 - What does the logo represent?
 - Does the logo express the mission of the organisation?
 - Is that message clearly understandable?
 - What message does the logo convey?
 - Do I agree with the logo / mission?
 - What is my involvement in my organisation?
 - What is my personal motivation to be member of my organisation?
- 4) Collect the logos for the Logo Gallery in the Right Café (if possible including the comments made)

Outcomes

It was an interesting exercise, mainly to see the different logos and to notice their differences, but also similarities. There was not a real discussion, the group work merely focussed on sharing the mission and the activities of the different organisations.

Evaluation

Not all the participants understood the connection that the exercise makes between the logo of the organisation and certain Human Rights issues.

Also, the scheduled time, 45 minutes, was too short to trigger a more in-depth discussion on the use and the power of visual tools to represent an organisation and its message.

Notes for further use

Be prepared for participants who don't come from a specific organisation or who come from a government for example. There are also organisations that only have a written logo. These participants could be asked to think of and to draw a logo that represents their involvement with Human Rights activities.

‘WHAT DOES PANCHO SEE?’

Cartoons for Human Rights Education

Background

Module 3 as an entity is an interactive and participative module that encourages participants to get to know each other better during the first day of the training course, on a personal and professional level. The different elements of module 3 (a, b and c) were interchanged with the presentations from module 2.

Module 3c promotes to start the course from the personal path of development of the participants in the field of Human Rights Education. It makes use of “where the participants are” and it stimulates a frank exchange, communication and dialogue among participants, in order to create a positive working atmosphere and to set the tone for the rest of the learning process.

Aims

To exchange and discuss participants’ practices and experiences with human rights (education)

Objectives

- To collect different concerns of participants in relation to Human Rights
- To encourage participants to speak out their concerns and to listen to other perspectives and realities
- To develop of feeling of the diversity and variety of Human Rights issues across Europe
- To promote exchange of practices in HRE
- To develop participants’ empathy, curiosity and understanding for different forms of work with HRE in Europe

Methodology and methods

The methodology consists of exchanges of opinions and interpretations in six small groups, using political cartoons as a starting point to facilitate communication and to illustrate different perspectives and points of view.

Programme

The facilitator provides a set of copies of Poncho’s cartoons that are reproduced in Compass.

Each participant is asked to choose one cartoon that he or she either likes the most or that reflects one of their major concerns best.

In turns, participants show and comment their chosen cartoon. The other participants are invited to give their perspective and opinion. At least the following questions should be addressed:

- What does the cartoon tell you?
- Why did you choose it?
- How does this relate to your work and concerns?

What is actually your work in relation to HRE?
How/with whom do you do it?
...?

The group facilitation should allow for a maximum of direct interaction among participants.
The order of questions is merely indicative.

Outcomes

This exercise allowed for the first introduction to the concerns that participants have regarding Human Rights and Human Rights Education issues. The cartoons were instrumental to overcome the barrier of hesitations and fears.

The exchanges were extremely varied and vivid and contributing and challenging to look beyond assumed prejudices (e.g. participants from different countries chose the same cartoon for different reasons or used different cartoons for the same reason).

It became very evident and apparent to the participants that the issue of ‘defining Human Rights’ is a ‘hot topic’: why do we have Human Rights, what purpose do they serve, how do we respond to violations of Human Rights and when is a right violated or not? Also, which values and whose values inform the development of formalised and institutionalised Human Rights?

Thus, indirectly, the cartoons also serve to “disclose” the ideological foundations, attitudes and / or values of participants towards Education for Human Rights.

Evaluation

Very positive experience. Some participants may have experienced difficulties with different kinds of humour, but nothing too serious (and in fact, that in itself can be a positive learning experience, if addressed adequately).

Notes for further use

Please raise awareness for the respect of the copyrights!

Also, be aware of regional differences in the perceptions of (the use of) cartoons for educational purposes.

The activity - and other picture games - is fully described in Compass.

'RE-GROUPS'

Small resource groups

Background

As the training should have a very strong practical dimension, it was important to associate the participants to the evaluation of the contents of the programme and how they could use them in their practice as trainers or youth workers.

Aims

To take stock of the learning achievement of the day and to give participants an opportunity to reflect on their role as trainers and share ways in which they do training for human rights education

Objectives

- To reflect on and to evaluate the programme elements of the day
- To link the daily experience to the participants reality and context
- To transfer the experience to the role of trainer
- To share different ways of doing human rights education

Methodology and methods

The participants meet regularly in fixed groups that are facilitated by a team member. The programme and experiences of the day are used as a basis for learning.

The concept of the resource groups is inspired on peer education and meta-reflection.

Programme

Each day at the end of the programme for about 1 hour.

Outcomes

The resource groups provided during the first days of the training course mainly feedback, suggestions and requests to the preparatory team regarding the programme. As the course progressed the majority of the resource groups shifted its attention towards in-depth reflections on the training programme, the learning outcomes and potential use of the outcomes in the 'home' – situation. A few interesting 'critical' questions emerged that touched upon the identity of a trainer for Human Rights Education (HRE), quality criteria for HRE and the use of different methods and methodologies.

Notes for further use

In order to meet the objectives of the resource groups, the facilitator should distinguish clearly between the daily evaluation of the programme elements and reflections on the learning experience.

'THE RIGHT CAFÉ'

A place for informal interaction and reflection

Background

The module is meant for participants, facilitators and resource persons of the training course. The Café allows for people to meet in an informal note at a fixed and recognisable place. This answers to the need of providing a space/moment for social interaction and exchange on a voluntary basis. It also contributes to associate participants to the running of the course.

Aims

To provide a thematically equipped and decorated space where participants can meet each other in an informal, creative, recreational and thoughtful atmosphere, though nevertheless being an organised and facilitated part of the training course.

Objectives

- Encouragement of continuation of discussions, started during the day, in a more informal atmosphere
- Providing a space for participant's initiatives, ideas and their implementation
- Providing a space for exchange of experience, skills and knowledge (i.e. running/participating in a workshop)
- Providing a space for leisure activities, therefore breaking barriers and promoting communication.

Methodology and methods

- 1) Message board (including Horoscope of the Day, News, Notes, Caricatures etc.)
- 2) My Experience – My Treasure (proposals for workshops, presentations, thematic evenings, movie night, etc.)
- 3) Readers' Club (books, booklets, leaflets etc. provided by participants)
- 4) Discussion Tables (marked tables with the hot topics addressed by participants or lecturers during the day)
- 5) The Right Network (interactive, mysterious, voluntary networking game, to be re-started daily)
- 6) Lost and Found Board
- 7) Exhibition of the The Logo Gallery, see module 3b
- 8) The Right Bar (drinks and snacks, national / traditional, presented by participants).

Programme

"The Right Café opens at 20:30 every night, and remains open until the last customer:
21:00: The Right Bar opens (preferably administered by participants), selling drinks and snacks
21:30: Activities of The Right Café (preferably proposed by participants) start, including presentations of organisations, workshops run and voluntarily attended by participants, cultural activities (presented by participants)."

Outcomes

- Increase of interaction between participants;
- Grounds and foundations for possible further co-operation of participants;
- Enhancement of bilingual communication (i.e. of communication between the “different language groups”);
- Reinforcement of active participation;
- Subsistence to openness and ice-breaking;
- Growth of personal (individual) involvement;
- Sustainability of creativity and leadership – increase of personal/individual motivation;
- Contribution to the issues explored during the daily programme as well as those concerning Human Rights, Human Rights Education and personal skills, knowledge and attitudes, creating a deeper understanding of the subject of the training course.

Evaluation

The Right Café provided a very pleasant, nicely decorated and lively place for social interaction. Unfortunately not many on-the-topic discussions were launched in the Café. But many participants found another time and place more suitable and/or appropriate. The Café was used intensively for seeking information, relaxation, informal chats and a drink.

Notes for further use

It would be reasonable to change decorations, elements of The Right Café's interior periodically (daily), thus providing a more creative and surprising atmosphere. Also, it could be worthwhile to change the location / theme of Café, if applicable / possible (changing The Right Café into The Right Disco, The Right Under-the-Stars Party etc.).

If possible, table games such as cards, chess, domino etc. can be provided in order to encourage group communication.

‘HUMAN RIGHTS TODAY’

Lecture on challenges and dilemmas

Background

A course on Human Rights Education can not avoid to have a definition of Human Rights or, at least, to provide a framework for the understanding of Human rights in the group.

This module is the continuation of earlier introductory programme elements in order to tackle the general dimensions of Human Rights. This module should set the foundations and the pace for the modules on Human Rights Education that will follow.

Aims

To raise participants’ awareness about the current trends, challenges and dilemmas of Human Rights today, and to provide space for participants’ questions, inputs, concerns and ideas for action

Objectives

- To present the different dilemmas and challenges to Human Rights today
- To identify the current “burning” issues in Human Rights today
- To initiate a wider discussion and exchange of opinions on the “ burning” issues in Human Rights

Methodology and methods

The methodology consists of a combination of a presentation, reserving space for responses, questions and discussions afterwards. After an initial identification of the “burning issues”, group work on these issues is foreseen, to be followed by brief presentations.

The methods used are a plenary presentation by an expert and work in small groups (6-7 groups) to deepen the “burning issues”

Programme

Mr. Daniil Meshcheryakov, director at the Moscow Helsinki Group in Moscow, Russia, was invited as a guest speaker, he provided a 1 hour input on “burning issues” in Human Rights today.

In the thematic groups on “burning issues”, participants were confronted with the following questions:

- Why is this issue a “burning issue” in HRE?
- Is it a real issue for Human Rights?
- How does it relate or challenge indivisibility, universality and inalienability?
- What are the consequences of this issue for our work on HRE?

Outcomes

The different groups of participants identified and discussed a wide variety of issues that are linked and interconnected to a large extent.

Religion: interfaith dialogue, cope with tensions, deeper foundation of values and attitudes, gender issues, hostility, fear, insecurity

Media: censorship, language, globalisation, stigmatisation, propaganda, possibilities of ICT

Individual – Collective Rights: dichotomy, rights and responsibilities, West – East differences

Politicisation: manipulation, popularisation, media influences, different speeds and paths of development, conflicting political systems, legislation

Positive Discrimination: new emerging paradoxes and minorities, integration vs. diversity, social inclusion and exclusion, universality of Human Rights

Evaluation

The module was, generally speaking, evaluated very positively. Some participants would have preferred a shorter presentation and more time for discussions instead. It is strongly recommendable to make the results of the group work more visual, and also to refer to the 'burning issues' at later, relevant stages of the training course.

The fact that the speaker addressed the course in Russian was highly appreciated: it kept with the international principles of youth work and it also brought in different perspectives on human rights issues.

Notes for further use

Possibly, the group work on 'burning issues' could be supported by relevant resource persons.

‘DEFINING HUMAN RIGHTS EDUCATION’

Background

Not taking things fragmented is very important in each and every course. The definition of Human Rights Education was introduced as a way to create a common ground of understanding for the course and for Compass.

This module allows for going deeper into understanding Human Rights Education and it aims to improve participants' skills as HRE trainers.

Aims

To explore Human Rights Education as an educational concept and a way to establishing a Human Rights culture.

Objectives

- To let participants understand what Human Rights Education is and what it means to them
- To clarify issues related to Human Rights Education
- To introduce participants with necessary skills and competencies needed for working with Human Rights Education

Methodology and methods

The methodology included an input, work in small buzz groups and a general discussion from / with a specialist in Human Rights Education, Ms. Jana Kviecinska. Next, three workshops were offered on the different skills and competencies of HRE trainers. The topics of the workshops were prepared on the basis of the needs expressed by participants in their application forms. Participants were asked to choose one of the workshops listed, dependent on their own needs and preferences.

An outline of the workshops is presented separately.

Programme

The whole morning was used for the presentation and discussions with Ms. Kviecinska.

In the afternoon the following workshops were facilitated in parallel:

- Intercultural Learning & Human Rights Education
- Creating and Adapting Methods
- Experiential Learning

Outcomes

The definitions provided by Ms. Kviecinska can be found in the appendices of this report. Please find below some of the definitions developed by the participants:

Human Rights Education is a process, which promotes individuals and groups to critically reflect and interact in a responsible way towards concrete actions in order to develop, protect and secure democracy, respect and dignity in a non-violent approach.

Human Rights Education is a process of empowerment, involving critical thinking, for democratic, political, social and economic transformation.

Human Rights Education is the process of accepting non-violence as a means to deal with problems, understanding and respecting individual and other’s rights and empowerment as a tool for active participation.

Human Rights Education is an educational process to understand, respect and promote dignity, responsibility and critical thinking.

Human Rights Education is a process aimed at making people responsible for ‘human dignity’.

Human Rights Education is the promotion of awareness, dignity, freedom, and respect for individual and collective rights.

Human Rights Education is a process based on critical thinking and interaction, aiming at raising awareness of human dignity, empowering democratic values, responsibility and respect with regards to the other’s rights.

Human Rights Education is the continuous development of mutual understanding (dignity) and respect in our hearts and our actions.

Evaluation

Ms. Kwiecinska’s presentation and facilitation was perceived as very dynamic, energetic and interactive. Some participants said that it was sometimes a bit “too much”. Most of the participants enjoyed the applied creativity when approaching definitions and theory, this was a new experience for them. There was a little confusion about what ‘to do’ with the outcome, because most of the definitions were considered quite similar / identical. On the other hand, at the closing of the session, most of the participants realised that these similar parameters can help them in informing their work, in relation to different target groups, methodologies and methods.

‘CREATING AND ADAPTING METHODS’

Workshop

Background

This workshop is part of the day on identifying and defining Human Rights Education and the necessary trainers’ skills and competencies. It is a part of a series of parallel workshops addressing the participants needs as trainers. The concept of creation of methods is based on transformation.

Aims

To provide an opportunity to improve the trainers skills and competencies needed in Human Rights Education.

Objectives

- To experiment with creativity
- To critically think about some assumptions related to the use of methods in Human Rights Education
- To reflect on methodology and methods

Methodology and methods

The methodology chosen is based on alternating experience with reflection. The steps are:

- 1) Trying a method
- 2) Reflecting and creating variations of it
- 3) Experimenting the variations
- 4) Discussing on the variations
- 5) Conclusions on methods and methodology

The specific exercise used is the statement exercise in its basic format, such as presented in the “All Different – All Equal” Education Pack. A more developed format is included in Compass under the name “Electioneering”. The choice of the statement exercise is due to its simplicity and effectiveness to address several issues related to methodology and methods.

Programme

The process of the statement exercise is as follows:

- 1) Statement presented
- 2) Individual thinking
- 3) Individual decision and positioning
- 4) Group discussion
- 5) Group motivation presentation
- 6) Change/confirmation of position

The following statements were used:

- "All people are born good, society makes them bad"
- "Equality between men and women is not possible"
- "Freedom and rights are not the same"
- "Love can solve all problems"

Discussions for debriefing:

- What has happened to you?
- Did you feel challenged or provoked?
- Which values were touched?
- Which values helped you to make the decision?
- All that brought to consensus or split/division?

Finally the group was divided in small groups. Each small group received the task to create a variation of such exercise taking into account a specific element (e.g. no speaking or limited speaking, more interactions, conclusions, etc.) The exercise should last 15 minutes.

Outcomes

In order to identify and reflect on the outcomes of the group work, the group attempted to answer the following questions first:

- What was the variation, the creative aspect?
- Which objective contributed to achieve?
- Suggestions for improvements?

Second, a few questions for meta-level reflection:

- What's a method?
- What's methodology?
- What are the hints to creativity?
- What are the advantages of copying or reproducing?
- What are the criteria to good adaptation?

Outcomes

The outcome matched the plan of the workshop. The groups finished within the time and programme. Handouts were asked and given.

The group developed and elaborated on the following list of skills that a person needs in order to learn / teach / facilitate Human Rights Education:

- To be creative and flexible
- Explore, to reflect the activities on the world, context and the participants
- Active listening and to express the listening intent
- Give arguments, promote critical thinking
- Ask open questions
- To make analysis, understanding of causes and consequences
- To create and strengthen empathy

- To solve conflicts in a non-violent way
- Decision-making
- To accept diversity
- To co-operate
- To be assertive
- To organise effective group work
- To structure and facilitate discussions
- To summarise
- Anticipation
- Non-authoritarian approaches
- To stimulate
- To encourage participation

Evaluation

The participants expressed very visible satisfaction with the workshop. The evaluation was very positive. Proposals were given to go deeper into the different learning styles.

‘PARTICIPATION’

Workshop

Background

This workshop is part of the day based around attitudes and approaches in training for Human Rights Education.

Three parallel workshops that address the participants’ needs were offered.

After the morning input on educational approaches, given by Patricia Brander, the participants were introduced to the workshops on topics regarding general attitudes to HRE.

Participation and open-learning processes are crucial elements in Compass.

In order for participants to work with the manual, and to train other people on using it, is it essential that they understand – and perhaps share – many of the educational approaches and concepts that underpin and inform the activities and, in many ways, Human Rights Education. While it is clear that the understandings and practices will always be different, it is still important to “check” and address them together in the group.

Aims

To introduce participants to the notions of participation and participatory methods in Compass.

Objectives

- To show how participants may get actively involved
- To explore examples, and analyse them, of the meaning of participation in an educational activity
- To introduce and practice an activity from Compass
- To stress participation as an element that cuts across all activities in Human Rights Education and the role of the facilitator therein
- To develop participants’ ability and approaches to group facilitation
- To introduce the notion of group sensitivity to certain issues and how to address this
- To reflect on the issues of sexuality and sexual discrimination

Methodology and methods

Running an exercise from Compass (“Let’s talk about sex!”) and debriefing it as an exercise and as a training experience (meta-debriefing), analysing the way different “actors” may get involved and participate.

Programme

The programme was nearly exclusively based on the Compass activity “Let’s talk about sex”! The debriefing was centred around the technique of a “fish bowl” discussion, as a participatory method, and about the use of the activity in training, rather than around the issues that came out from the discussion (although these were lively discussed).

In a brainstorming, each participant named a famous homosexual person from his country.

Each participant was given an opportunity to put down one question about homosexuality (nosy questions or issues in a hat, picked up randomly) and then these questions were answered in a manner of a "fish-bowl" exercise.

The exercise was concluded by a debriefing, which comprised:

- The exercise itself
- The exercise as an example of 'good practice' of participation
- The role of the facilitator in addressing sensitive issues
- How the method may be facilitated by participants.

Outcomes

The workshop was very lively and participatory. The visible outcomes have been:

- The understanding by some participants of the underlying issues of Human Rights in relation to discrimination on the basis of sexual orientation, including of the different attitudes or perceptions to female and to male homosexuality;
- An understanding of the need to start from the perspective and issues that young people are concerned with;
- A better insight (for some) of the many forms of participation (active and passive), and of the roles, attitudes or initiatives that the facilitator/trainer may or may not take to secure participation by everyone on an equal basis (including the possibility/right to participate differently than by verbalisation);
- Putting into question (some) mental barriers related to sexuality and to gender discrimination and violence (e.g. pornography, prostitution, trafficking);
- The practical experience of using the exercise and the fish bowl method.

Evaluation

Everybody was involved even if not being in a "bowl". There was a wide appreciation of the workshop – everyone really participated! Some people felt less comfortable with some of the issues, but it was possible to voice the disagreements or concerns.

Comments made informally after the workshop suggest that not all participants understand the full dynamics of the activity (understanding from the point of view of the trainer / facilitator).

The time was necessarily short (the workshop did not last more than two hours. It was good that it was bilingual, because the issue of moderating interventions – and allowing everyone to listen to each other – was made easier: participants had to speak in the microphone and there was only one microphone available.

Notes for further use

All the precautions about using "Let's talk about sex!" described in the activity itself (in Compass).

The trainer should stress that the questions will / should be about sexuality in general and not about individuals in the group. If not all questions are answered during the fish-bowl exercise; the trainer might choose to read them all out loud at the end.

The reason to start the exercise with the brainstorming or list of famous homosexuals is triple:

- It makes people think about homosexuality as a form of sexuality, so it 'prepares' them for homophobia related issues without the trainer having to 'enforce it';
- It allows the group to exchange information on the issue (effectively, participants learn things they did not know);
- It allows to 'take the pressure' of the group at the very beginning in relation to the issue (including possible resistance or embarrassment – which should be respected).

The trainer should be aware of the different ways of participation in a group and help everyone to recognise and value these. Normally, more time should be foreseen for similar activities, as the topic of participation in education is essential to Compass and to education in general.

‘FIRST AND SECOND GENERATION OF HUMAN RIGHTS’

Lecture

Background

This module introduces the thematic days of the training programme that address specific issues related to Human Rights.

Aims

To provide a framework for understanding the range and classification of Human Rights.

Objectives

- To know more about 1st and 2nd generation of Human Rights
- To identify the issues belonging to the 1st and 2nd generation of Human Rights
- To present some of the background information included in Compass
- To experience a situation of Human Rights violation
- To reflect on some of the challenges of the process of dealing with Human Rights abuse and violations

Methodology and methods

Input and discussion provided by one of the co-authors and co-editors of Compass aiming at presenting some key concepts. A role-play involving the entire group and addressing some of the rights mentioned in the presentation.

Programme

45 min. presentation and discussion by Ms. Ellie Keen.

6 hours role-play “Access to Medicaments” from Compass (see module 12)

Evaluation

The presentation was considered well structured and very informative. The transparencies provided good visual support, which made the presentation as a whole very accessible and comprehensible.

Outcomes

The transparencies used by Ms. Keen can be found in the appendices of this report, as well as a transcript of her presentation.

‘ACCESS TO MEDICAMENTS’

An interactive role-play from Compass

Background

With a group of 40 participants it is difficult to create “one group”. But even if learning is an individual process, it is important, in a multicultural group, to make sure that a concern and feeling about the diversity and differences in approach in the group are used for learning about human rights. A common experience providing a good framework for communication and exchange based on a certain practice, not only theory.

The preparatory team of the training course assessed a need for facilitating an activity that involved the entire group of participants and that illustrated on a content level the morning presentation on First and Second Generation of Human Rights (see module 11).

Aims

To involve the entire group of participants in an interactive and participative exercise, generating a shared experience.

Objectives

- To develop an understanding of the complexity of Human Rights
- To compare different ways of, and to challenge the “usual” decision making processes
- To develop skills of communication and co-operation
- To experience the inter-relation and complexity of Human Rights
- To know more about 1st and 2nd generation of Human Rights
- To transfer the participants’ experiences to their role as trainers

Methodology and methods

A role-play based on the activity in Compass “Access to Medicaments”. Some changes have been introduced in order to adapt to a large group of 42 participants. Changes include the role of the media, a restructured debriefing (to better focus on training aspects) and a larger allocation of time for the group work.

Programme

(Access to medicaments)

- 11:00 Introduction and group composition
- 11:30 Work in interest groups
- 12:30 Court hearing
- 13:15 Lunch break
- 14:30 Composition and work of the mediation group
- 15:30 Presentation of the mediation results
- 16:00 Coffee break
- 16:30 Press report
- 17:30 Evaluation and debriefing (per interest groups)

Outcomes

It was very interesting to explore the balance and fine line between co-operation and defending the different interests, trying to seek consensus was a big challenge.

Some people were afraid to make a decision, they felt split between following their hearts (emotions) and their brain (ratio).

The structure of the exercise ensured that everybody was always busy and involved with the action of the exercise; therefore the level of participation was very high.

The exercise helped the development of listening and arguing skills.

Evaluation

The following questions were used for the debriefing:

- Was it easy to get into the role you were given? Why?
- Have you been confronted with similar situations and exercises before?
- How did you include your own values and attitudes in your role?
- To which extent does your role correspond with your true beliefs?
- Which rights do you think are in question in this exercise?
- What do you think is the role of the media?
- Do you have any suggestion for improvements?
- Where and how can this activity be used in Human Rights Education?

For the transfer to other training contexts and to a meta-level discussion from a trainers' perspective, the following points were addressed:

- The use of a large-scale activity
- The level of closeness to the reality of the participants
- The level of self-disclosure
- The use of controversial issues and the level of controversy
- The weak and strong points of this exercise

Notes for further use

For some people it was difficult to get into their roles, more info about the case would have helped. Some participants felt that the lack of legal knowledge and skills was missing amongst the participants. They suggest adding instructions in the exercise on how to manage a court and its procedure and proceedings.

Some participants felt that the roles should be better explained and that instructions for the hearing proceedings should be added.

A press conference after the hearing would have maybe helped the journalists with the implementation of their task.

Some participants wanted the judges to take a decision in the small groups. Others expected the judges to make a (plenary) court decision regarding the case and some felt that the judges should not make any kind of specific decision.

‘THIRD GENERATION OF HUMAN RIGHTS’

Lecture on emerging Human Rights

Background

This module aims to focus on the continuing debate regarding Human Rights and to emphasise the current developments and some responses to these. It is particularly important because Human Rights are not "carved in stone", rather they must evolve and take into account new realities and concerns.

Aims

To provide a framework for understanding the range and classification of emerging Human Rights.

Objectives

- To know more about the third generation of Human Rights
- To identify the issues belonging to the third generation of Human Rights
- To reflect on some of the current challenges and dilemmas linked to the field of Human Rights and Human Rights Education

Methodology and methods

Key input / presentation and discussion provided by a Human Rights researcher and practitioner of Human Rights Education, aiming at presenting some of the key concepts and dilemmas.

Programme

45 min. presentation and discussion by Dr. Elie Abouaoun.

Outcomes

A full transcript of Mr. Abouaoun's input and a copy of the used transparencies can be found in the appendices of this report.

Evaluation

The presentation fitted very well into the programme and related clearly to earlier discussions and presentation. The participants thought that it was challenging and addressed a few very interesting and provocative elements. It became clear to many participants what the possible future of Human Rights and Human Rights Education is, and this could possibly effect their work.

'GENDER EQUALITY'

Workshop

Background

This workshop provided a more practical and in-depth focus on one of the issues / topics within the framework of third generation and emerging Human Rights.

Now that participants are more familiarised with the approaches and methodologies of Compass, they are ready to start using them and working with them. The conceptual introduction to the third generation of Human Rights and to emerging Human Rights provided the framework to further debate those issues and to experience dealing with them throughout the course.

Previous evaluations of participants in the resource groups suggested a certain eagerness to step into the position of trainers, i.e. not just practice methodologies and methods from Compass, but also to have the possibility to perform as a trainer. It was considered important, as the end of the course drew near, that participants get the feeling of being able and capable to do something from / with Compass in their own contexts.

Participants were encouraged to choose one of the several workshops (dealing with different topics) in order to allow those people that are interested in this particular topic to have a deeper discussion on it.

Aims

To explore the issue of gender equality in the framework of practice of third generation of Human Rights and Human Rights Education.

Objectives

- To develop a better understanding of gender equality
- To create a space for participants to share experiences of work with gender equality issues
- To assess the relevance of this issue in the framework of Human Rights Education in Europe
- To analyse the adaptation of Compass activities to local realities

Methodology and methods

After a very brief introduction, the participants responded to the question why they chose this workshop and how they deal with the issue of Gender equality in their realities and practices.

It was followed by a clarification of some notions that were unknown or unfamiliar to the participants by the resource person present in the workshop, Ms. Olena Suslova.

Next, participants practised some activities from Compass: "Who are I?", "Babies and work" and "Path to equality land" and they attempted to analyse them from a trainer's point of view.

The evaluation of the workshop was done in the form of sharing opinions from those willing to do so at the very end of the workshop.

Programme

- 1) Expectations and exchange of experiences
- 2) Clarification of the issues
- 3) Activities from Compass with debriefing
- 4) Evaluation

Outcomes

During the workshop the participants had the opportunity to practice different activities from Compass. This allowed them to share their experience in using different versions of the exercises. The exercises contributed to an increasing awareness with the participants about gender issues in everyday work and life, from different dimensions and perspectives. During the workshop it was also discussed how to improve and to adapt exercises from Compass.

Evaluation

The participants were eager to practice activities from Compass and they preferred to do so above anything else.

The exercises were considered rather 'simple' for trainers at their level and therefore they paid more attention

to specific characteristics and conditions of their usage. It was perceived as very positive that the group comprised both men and women, and that all contributed to the work done.

Notes for further use

In some cases, the exercises may be run quicker so that it takes less time than indicated in Compass and therefore allowing more time for discussion and debriefing.

In the exercise "Babies and work" it might be interesting to let a man play a role of Maria and a woman the role of Wladstock and to observe the changes in their behaviour (if any).

'PEACE AND VIOLENCE'

Workshop

Background

This workshop provided a practical and in-depth focus on one of the issues / topics within the framework of third generation and emerging Human Rights.

Now that participants are more familiarised with the approaches and methodologies of Compass, they are ready to start using them and working with them. The conceptual introduction to the third generation of Human Rights and to emerging Human Rights provided the framework to further debate those issues and to experience dealing with them throughout the course.

Previous evaluations of participants in the resource groups suggested a certain eagerness to step into the position of trainers, i.e. not just practice methodologies and methods from Compass, but also to have the possibility to perform as a trainer. It was considered important, as the end of the course drew near, that participants get the feeling of being able and capable to do something from / with Compass in their own contexts.

Participants were encouraged to choose one of the several workshops (dealing with different topics) in order to allow those people that are interested in this particular topic to have a deeper discussion on it. Peace and Violence was suggested as one of the topics because it addresses third generation and emerging rights (e.g. the Right to Peace) and it also looks into the global, interpersonal and personal dimension of Human Rights.

A total of 12 participants subscribed for the workshop. The group was monolingual.

Aims

To explore the issues and to practice methods from Compass related to peace and violence.

Objectives

- To introduce the various dimensions of peace and violence and their relations to Human Rights and Human Rights Education
- To practice and experience different types of methods from Compass related to peace and violence
- To provide participants with the possibility to practice their role as trainers
- To broaden the scope of peace and violence
- To look into Human Rights and Human Rights Education as linked (also) to personal values and attitudes
- To examine the links between competition and violence, co-operation and peace

Methodology and methods

All the participants should experience the activities as their own participants would. They should then share their experiences and reflect on them. The debriefing and evaluation will provide the

link to the reality of participants and, to an extent, put them in the shoes of trainers (commenting, for example, on the validity of the exercises).

At the beginning of the workshop participants will experience an activity altogether as a group, subsequent steps can then involve smaller groups and even group work. It is foreseen that some participants can prepare the second part of the workshop for the rest of the group.

Programme

- 11:00 Intro to the workshop
 - Expectations of participants
 - Aims and objectives
- 11:30 Mine Field (outdoors)
- 12:15 Broken squares
- 13:00 Lunch
- 14:45 Domestic Affairs
- 16:00 Break
- 16:30 Discussion on Peace and Violence, elements for a conceptual framework.
- 17:30 Evaluation
 - Closing

Outcomes

At the start of the workshop, the participants voiced the following expectations:

- Individual behaviour and responsibilities
- Co-operative activity
- Can violence be used to 'defend' Human Rights
- "Difficult issues"
- Methods to address this issue
- Can violence be positive?
- Is violence natural?
- Fighting violence through human rights

Throughout the workshop the following issues were addressed:

Regarding peace:

- Passive / negative notions of peace
- Active / positive notions of peace

Regarding violence:

- Personal events / occasions of violence
- Interpersonal events / occasions of violence
- Structural events / occasions of violence

One of the participants did volunteer to prepare the topic of "Domestic Violence", which was run very successfully and emotionally. This was very positive, also because it showed to participants that they as well could be in charge of facilitation.

There were many other important outcomes, but varying very much from person to person. The discussions focussed more around the issues than around the methods. This probably contributed to develop participants’ awareness on the importance of good preparation for the themes and, in view of the theme of domestic violence, of the importance to address issues that concern people directly, though they may not see it at first.

The fact that the activity (especially regarding “Domestic Violence”) was run on International Women’s Day served also to create a sense of universality and common perception of values and concerns.

The workshop also addressed the role of the media in shaping, defining and informing education, which caused participants being divided between imposing limits on violence in (television) programmes for children, or not.

Evaluation

The workshop was successful, despite the fact that the timetable and contents were significantly adjusted to the participants’ expectations and to the rhythm of work. At the end, an evaluation was conducted in the form of a silent floor discussion. The results were in line with what was mentioned above.

Significantly, most participants enjoyed the workshop very much but some of them were unsure about what they had learned as trainers (difficult for some to switch between being an active participant and a trainer).

Notes for further use

One participant did feel disturbed with the use of the Mine Field – exercise (“too serious to play with”), and another was visibly touched by the stories in “Domestic Violence”, which reminded this person of familiar situations.

This should not prevent their further use (on the contrary, it also shows that they serve their purpose) but the facilitator should be ready for some emotional responses. Don’t panic, it is normal.

‘HUMAN SECURITY’

Workshop

Background

Participants were encouraged to choose one of the several workshops (dealing with different topics) in order to allow them to focus on issues that they feel most concerned with.

This workshop provided a practical and in-depth focus on one of the issues / topics within the framework of third generation and emerging Human Rights.

Now that participants are more familiarised with the approaches and methodologies of Compass, they are ready to start using them and working with them. The conceptual introduction to the third generation of Human Rights and to emerging Human Rights provided the framework to further debate those issues and to experience dealing with them throughout the course.

Aims

The general purpose of the workshop was to contribute to the participants’ confidence in dealing with the concrete theme of Human Security.

Objectives

- To reflect on personal and family needs
- To promote responsibility and justice
- To experience a concrete training approach
- To exchange experiences

Methodology and methods

The methodology consisted of an exercise from Compass (“Money to Spend”) and a debriefing.

Programme

- 1) Intro objectives
- 2) “Money to spend”
- 3) Debriefing, according to the debriefing instructions linked to the presentation of the morning
- 4) Exchanging experiences

Outcomes

The exercise was done in the morning session. Afterwards, the group debriefed and they had a discussion with Dr. Elie Abouaoun on human security and related rights. They also assessed the exercise from the trainers’ perspective.

Evaluation

The “Money to Spend” – exercise worked out nicely. The groups didn’t have any difficulty linking the outcomes of the exercise to the theme of human security. Dr. Elie Abouaoun’s presence helped the groups to discuss the important points and issues.

'FOLLOW-UP'

Group work and Reflection on how to continue learning and training

Background

The participants' first concern during the course has been to get acquainted with Compass and to try out different activities – i.e. to develop their competencies to work with it or their general competencies as trainers. However, the ultimate aim of the training is not (only) to 'train' the trainers, it is also to empower and to motivate them to undertake follow-up or 'multiplication' of the different activities, in this case to train multipliers.

This concern for the transfer into practice was present throughout the whole course and addressed at various moments and stages, especially in the resource groups.

But as the course reached the end, it was important to start taking participants 'back to reality', to the specific realities of their organisations and institutions and to their follow-up as trainers in the field of Human Rights Education. In fact, it would have been regrettable and unfortunate if the participants did not have the opportunity to reflect and address all issues related to the follow-up and transfer, including the role and support expected from the Council of Europe and from the group of participants itself.

Aims

To invite participants to concretely plan a follow-up activity and to identify support measures for their work as trainers and multipliers within the Human Rights Education Youth Programme of the Council of Europe.

Objectives

- To identify quality criteria for training in Human Rights Education
- To help participants to make the transfer between the course, Compass and their own reality
- To invite participants to think in practical and concrete terms as trainers and multipliers
- To address and clarify specific questions and issues related to the follow-up of the course
- To identify the expectations of participants for follow-up from the side of the Council of Europe and of the rest of the group of participants
- To check for possible missing links of information or problem areas that were so far not identified or responded to during the programme of the course
- To prepare the participants for the evaluation and closing of the course

Methodology and methods

The approach for this module aimed to make participants work in small groups – the resource groups – together with a trainer and to address the questions that they had.

The choice for group work (over, for example individual work and consultations) was determined by the fact that the participants may find answers to their questions with the other participants. It was also felt that a group would contribute to make participants better aware of their own

commitment (they cannot escape the questions), even if this specific group did not need that kind of incentive.

An important dimension was, nevertheless, to help participants to disclose difficulties or questions that some of them could be reluctant to voice individually to a trainer or in plenary. The presence of the trainer in the group had the additional advantage of allowing the team (and the organising institution) to be fully aware of all the plans and challenges that each participant could be meeting in the future.

The session started with brief group work ('buzz groups') on the identification of quality criteria for training in Human Rights Education. Each group of 3 or 4 participants should come up with one specific criterion. This was meant as a way to 'summarise' some of the learning process, but also for the preparatory team to check the level of understanding of some fundamental issues. Finally, it was intended to support the thinking process about transfer: what are the expectations that participants had of themselves and of others? What does the group actually think about training in Human Rights Education?

After the presentations of the different criteria in plenary, the participants were invited to think individually about "What I fear and what I want" in the follow-up activities that they are to initiate or will be involved with. As well as to think about the 'structure' or red thread of their activities, if possible.

After this individual work, the small group sessions were held (so that each participant could prepare him- or herself for the discussion). One of the methods, used in some groups, was to actually review the methodology of this course and to look into how the team of trainers organised the course. It also included a review of the specific objectives of the main modules of the course and their function in the overall learning process and group development.

The final part of the group work was done without the trainer: identifying and preparing a report to plenary on their expectations from / towards the group and towards the Council of Europe. One can say that the circle was completed when the participants presented their conclusions in plenary.

Participants were invited to reflect individually about their follow-up plans and the questions that they would like to address in the group.

Programme

- 09:30 Defining quality criteria (buzz groups and plenary sharing)
- 10:00 Individual work on fears and expectations regarding their follow-up
- 11:00 Resource groups, presentation and discussion of the individual plans and questions (with the trainer)
- 12:30 Groups identify expectations towards the Council of Europe and the group (without the trainer)
- 13:00 Lunch
- 14:30 Presentation of the groups' expectations in plenary

Outcomes

The group identified a very complementary and clear set of Quality Criteria for Human Rights

Education:

- Feasibility
- Actuality
- Follow-up
- Process and outcomes
- Results and follow-up
- Goals achievement
- Suitability for participants
- Sustainability
- Educational and awareness raising (building)
- Awareness raising
- Motivational
- Applicable
- Funniness
- Diversity
- Professionally designed
- Contents and exchange
- Gender balance
- Promoting group dynamics
- Different and innovative
- Coherency between contents/aims and means/methodology/methods
- Visible and with a multiplying effect

With regards to expectations from the Council of Europe in the follow-up of the course, the following items were mentioned:

- To provide people with Compass (dissemination)
- To provide organisational support to projects and activities
- To provide funding for projects and activities
- To develop and disseminate a newsletter on the developments within the Human Rights Education programme and its follow-up
- To set-up and manage a mailing list with HRE-practitioners
- To set-up a support structure for local, regional, national and European initiatives in Human Rights Education
- To provide a 'letter of support' to the Ministries
- To assist in promoting the use of Compass
- To assist on a methodological level in the implementation of projects and activities
- For the preparatory team of this course to be available for contact and consultancy on projects and activities
- To provide more training on adaptation of methods

- To provide a 'certificate of participation' in this course
- To develop and disseminate an A4 glossy flyer on Compass
- To launch a wider campaign on the use of Compass
- To provide a list of contacts (e.g. websites and country specialists)
- To set-up and manage a database with projects results in the field of Human Rights Education, examples of 'good practice'
- To co-ordinate between all practitioners involved with HRE
- To promote the use of the HRE – portal online
- To develop and conduct an Advanced Training for Trainers on Human Rights Education

With regards to expectations from the other participants in the follow-up of the course, the following items were mentioned:

- To set-up and commit to an e-mail group for all the participants of this training course
- To set-up and manage a pool of trainers in the field of Human Rights Education in Europe
- To remain available for informal consultancy and contacts
- To stay in touch on a personal and professional level
- To share examples of 'good practice' and successful adaptations of methods (from Compass)
- To involve each other as project partners and to co-operate

Evaluation

The module was highly productive, successful and relevant. The participants identified a very realistic and relevant set of principles and criteria for training in Human Rights Education, which effectively denotes a rather high understanding of the issues at stake in training for Human Rights Education.

This collective picture or evaluation (as this module was already more or less an implicit form of evaluation) was later 'fine-tuned' by the work in the groups, where the feasibility and practicality of the transfer became apparent and explicit.

To the surprise of some trainers, some of the participants felt very insecure about the structure and approach of their own courses (especially those who had planned activities to be held in a relatively short time frame).

Some of the concerns could be understood as 'basic' but in fact it denoted the anxiety of soon being 'on the other side' of the course.

Through the work in groups it was possible:

- To develop a general good understanding of what each participant was going to do
- To identify and provide solutions and support for specific concerns of participants
- To develop a better understanding of the training course (and thus to consolidate the learning process) by reviewing the course methodology
- To make the group responsible for the follow-up of the course, to trigger a sense of

- ownership and to identify volunteers for follow-up tasks on behalf of the group
- Certainly, to secure the realism and feasibility of some of the follow-up projects of participants

The results were very good, from the point of view of level of participation, the actual working process and the results.

Each group worked very differently with its trainer, as each participant had – naturally – different questions and concerns. It appeared that for many participants the red thread of the course was less visible than expected by the team. It was in fact within these working groups that they could confront their understanding of the course methodology as participants with their perceptions as trainers (a distance that visibly some had had difficulties with in the resource groups).

Notes for further use

This module is absolutely essential and should probably not be left for the last day – or it can be, if secured enough time. The trainers should – as always – not take things for granted and remind themselves all the time that many participants have difficulties in learning with deductive methods. Not the least because they may think that their conclusions are not being the actual 'right' ones. The availability of the trainers in this process (including availability to address the issue without complexity) is essential.

'EVALUATION'

Evaluation of the training course

Background

This module is a standard feature for every training course and serves to provide the final evaluation of the training course as a whole.

Aims

The general purpose of the module is to provide the final evaluation of the training course.

Objectives

- To explore the general impressions at the end of the training course
- To gather precise and in-depth evaluation of the training course

Note: Both objectives refer only to participants' evaluation.

Methodology and methods

The evaluation was accomplished in 2 phases: an interactive visual evaluation and an evaluation questionnaire.

Programme

The interactive visual evaluation was done by the use of a big compass that, instead of the sides of the world, has different programme features. The question for evaluation was: "what was most important for your learning during this course?"

Participants were asked to select (to stand next to the signs) between the following alternatives: trainers, contacts, workshops, money, documents, Compass, confusion, the atmosphere, learning by myself, lectures, information, methods and methodology, competencies, and other participants. There were two rounds of expressing "the most important ..."

A copy of the evaluation questionnaire can be found in the appendices of this report.

Outcomes

In the visual evaluation it became evident that other participants, methods and methodology and the provided information were the major contributors to the learning process of the participants during this training course. The participants spoke very positively about the working environment, the atmosphere, the mutual contacts and the challenges of the workshops. A few participants would have preferred more variety in the structure of the programme, they got to used to the same pattern every day.

A large majority was very excited about the exercise Access to Medicaments, and considered this very valuable and lively. Some participants suggested that (external) experts could serve more

as resource persons and do fewer presentations. They also would have liked to have more interaction with the speakers 'outside' the programme.

Some participants were left wondering if this training course was a "training for trainers on HRE", or a "training on HRE", they felt that they were not addressed enough as 'trainers'.

Evaluation

The visual evaluation method provided a good and time – effective overview of the participants' general perception of the training course.

Welcome Speech

*by Ms. Antje Rothemund
Executive Director of the European Youth Centre Budapest*

Good morning everybody!

It is wonderful to see so many familiar faces around the table, as well as so many new faces. I have the feeling that this training course is a good mixture of people who continue their co-operation with us and other people for who this will be the start of hopefully a great co-operation with the Council of Europe.

I would like to welcome you very warmly to the European Youth Centre in Budapest and to this training course. This course is very specific and special for us, here in the European Youth Centre, as well as in the Directorate of Youth and Sports, because it is one of the cornerstones in our three-year Human Rights Education programme. But also in general, this training course is very close to the heart of what we do in the Council of Europe, because the main mission of this institution is safeguarding human rights and pluralist democracy, cultural diversity and the 'rule of law'.

Taken into account the large amount of applications for this training course, we feel that there exists a strong commitment in Europe to work in the field of Human Rights Education. Because so many people could not be selected for this course, we hope that many follow-up activities and local courses will emerge and develop from this one, in order to reach as many young people as possible.

The Human Rights Education Programme of the European Youth Centre Budapest and the Directorate of Youth and Sports was launched in 2000. The years 2000 and 2001 were very important in terms of preparation of the programme for 2002. The year 2000 started with the Human Rights Education Forum, where we created many contacts and established a network of Human Rights Education practitioners in Europe. In the year 2001 we mainly worked thematically, for example on the theme of 'violence', on which we had two seminars. But there were also many preparatory activities going on, which were less visible. For example, the production of the manual on Human Rights Education: "Compass". At the same time, we felt that a large expectation was raised on the use of this manual as one of the primary instruments for Human Rights Education with young people, in formal and non-formal education, on a local, national as well as European level.

The Directorate of Youth and Sports has developed and distributed educational manuals before. We feel that these are of good quality content-wise, but we have always experienced difficulties in 'selling' them. Therefore we hope that this course will provide you with good and sufficient training on how to work with our extensive publication called "Compass". Thus, this course is to introduce "Compass", but also the concept of Human Rights Education and to prepare for the national and regional training courses. And, to enlarge the network of people involved with Human Rights Education.

This year, 2002, is also very important for the Human Rights Education programme, because so far we have mainly been working on a European level, but we could not create enough synergies on national and local level. This course aims to shift more attention to these levels and therefore it serves as the launch of a

‘snowball’ – system through which we hope to reach as many young people, youth workers and teachers as possible, in the Member States of the Council of Europe and possibly even beyond. This course aims to train you as the key – multipliers of what is coming next. This could be the national and regional training courses, but also European activities or your involvement as a trainer in a variety of activities, with different formats.

I would like to thank you, as participants, in advance, but also the members of the preparatory team for this training course and the members of the resource and production group of “Compass” for providing us with basis and foundations for the multiplication of methodologies and methods on Human Rights Education. I wish you a good training course.

Dilemmas and Problems of Human Rights Today

by Mr Daniil Meshcheryakov, Moscow Helsinki Group

I am very glad I was invited to speak here precisely on this theme because this made me seriously ponder over the most topical problems of human rights on a global scale, something very difficult to do in the course of usual day-to-day work. I envy you very much because you have time here in Budapest, this wonderful city, to continue the discussion and deal in depth with this important question.

First of all I will present my understanding of human rights and the place of this problem in the contemporary world (in a historical retrospective). This is important in order to avoid possible confusion and differences in the terminology and in the approaches to the problem.

Then, I will review the main problems faced by the human rights movement in the contemporary world.

Briefly about my understanding of human rights: “Human Rights” as I understand them is a two-sided concept. On the one hand, there is a legal conception of human rights as a set of individual rights of a human being. This set of rights is laid down in international and national legal systems and has its own legal protection mechanisms. The human rights movement actively works for the protection of these legal human rights.

On the other hand, “human rights” is a highly important ideological concept. Today, “human rights” is a very powerful basic element of ideology, a set of values of the entire world community, particularly in the so-called North-Atlantic civilisation (which comprises North America, Europe and the territories of the former Soviet Union). For me, in the simplified form the ideology boils down to several axioms or fundamental ideas:

(1) Human beings have inalienable rights and liberties with which they are endowed from the very birth. They originate not from any legal documents (law or treaty) but from higher up (from nature, God, human dignity – formulations do not matter);

(2) Within a wide range of questions (particularly in the humanitarian sphere) a human being who possesses rights is an equal or even a stronger subject in the legal relations with the state and any social groups.

The ideology of “human rights” forms an environment in which human rights function in the legal sense. “Human rights” in the ideological and in the legal sense are equally important.

Now, I’ll allow myself a slight historical digression, which is probably superfluous but is helpful for detection of possible differences in our views.

In the contemporary history “human rights” as prevailing ideology and a national policy, including legal policy, made a breakthrough after World War II. At that time the world community believed it was very useful as a guarantee against development of dangerous totalitarian regimes (like fascist Germany) and as an acceptable, universal and ideologically attractive version of general unifying principles. However, in those times politicians and diplomats hardly realised what role human rights were actually to play in the world half a century later.

The second breakthrough occurred in the late 1970s. I am proud to work in an organisation that provided an impetus to such revolution. The Helsinki Movement has elevated the question of human rights to the level of an official inter-state policy and swept away the boundaries of sovereignty in this matter. After the breakdown of the Soviet system, in which the question of human rights has played a very important if not the main role, for some time the progress in this sphere was unrestrained by anything. At present, the success of the ideology is quite obvious. The progress is tremendous. But, at the same time, very many problems have accumulated now, which may slow down or even reverse the progress. Now it is particularly important to assess the decades of development in order to determine what mistakes have been made so that they could be corrected. The process needs correction in the name of further development.

The first problem that I think has to be discussed is the **place of “human rights” in the globalisation process**. Unfortunately, the politicians in various countries concentrate on the economic aspects of the globalisation process, without paying adequate attention to humanitarian aspects. The opponents of globalisation from the developing world are trying to capitalise on this omission and use the “human rights ideology” as a basis for anti-globalist movement and formation of claims against the developed countries. This process could be observed most vividly at the recent World Conference against Racism in Durban. Opponents of globalisation effectively used the “human rights” phraseology for purely political purposes. The developed countries were absolutely unprepared for repelling this ideological attack.

The second problem: “terrorism and human rights.” After the September 11 terrorist acts in the United States, the world public has realised that terrorism is a real and serious threat to the world security against which the traditional methods of protection are unacceptable. Many experts believe that the public must agree to an essential restriction of civil liberties for creation of a more effective security system. Is the choice between “rights and liberties or security” real or fictitious and, if it is real, is it permissible to restrict civil rights and to what extent? Now we are only commencing this very complicated discussion.

There is another highly difficult question which cannot be answered unambiguously: **is it acceptable to use force for protection of human rights and how far force can be used for this purpose?** This dispute has world-outlook implications. Society is split between advocates of Gandhi’s concept of non-violence and the people who believe that “the good must be with fists.” Besides, it is in this matter that we observe a conflict between “human rights” as a legal category and as an ideological category. For a long time, human rights activists, including participants in the Helsinki Movement, advocated introduction of real levers of coercion against the states that violate human rights. In the realities of the 1960s – 1970s the forms of such coercion which they considered included moral, diplomatic or political pressure or, as an extreme measure, a political isolation regime and economic sanctions. At present, however, the world community goes much further and admits the possibility of military intervention against the violator states and in the interests of the victims of violations. However, such an armed conflict between states is bound to result in casualties on various sides and creates a great number of opponents of such measures, particularly if the violating state conducts effective propaganda portraying itself as a victim of injustice. If one admits that the human rights ideology is disseminated by missionary methods of persuasion, it becomes obvious that (as in the case of dissemination of religious beliefs, for instance) the use of armed force, particularly by the party known to be stronger, weakens the influence of the ideology itself. This is demonstrated, for instance, by the situation in the Balkans. There is no doubt that the humanitarian intervention of NATO in Yugoslavia has saved many lives and protected whole nations. But, at the same time, it has seriously undermined the prestige of the values that were being defended there in the eyes of millions of people outside this region, including my own country – Russia. So, here there is something worth giving thought to.

Another question that derives from the question of the use of armed force is **application of international criminal justice**. It is well known that within the limits of the jurisdiction of a separate country, ignorance or non-recognition of criminal laws do not absolve a criminal from responsibility. But, on the other hand, criminal responsibility *per se* is not an effective means of fighting against crime, given mass non-recognition of a particular criminal law. A great deal has to be done by way of legal education for the judicial system to be perceived by citizens as a justice-restoring mechanism rather than retribution by the stronger party. I also regard as serious the argumentation of those who point out that a supranational punitive criminal system may act as a restraining force for dictatorships facing the prospect of possible democratisation. Being a person from the country with a recent totalitarian past I understand this problem very well. Personally I am in favour of expanding the jurisdiction and possibilities of international criminal justice but I give due attention to the arguments of the opponents and think it incorrect to close one's eyes to the potential problems that such expansion may bring.

Still another serious problem for human rights is **bureaucratisation of the human rights movement**. After the human rights ideas began to lay the basis of the national and international policy, a need arose for special institutions and organisations that serve the relevant functions of the state. A whole army of qualified specialists and public organisations is required to ensure effective performance and support of such institutions. Naturally, the main source of such personnel and ideas is the independent civil sector and the public human rights movement. On the one hand, this process considerably expands the possibilities of human rights activists but, on the other, it greatly bureaucratises the civil sector and deprives it of independence. Of course, this does not mean that today the human rights movement is fully subordinated to the state policy. However, a mass human rights movement, voluntary and missionary in its essence, is giving way to professional human rights activists. This produces an ever-wider gap between activists concerned with human rights problems and ordinary victims of violations (this gap is particularly manifest in the underdeveloped countries). Of course, there remain actively working grassroots organisations and volunteers but their role in the human rights movement is decreasing. I believe it is high time we address this problem and devise special measures to support independent popular initiatives in the sphere of human rights.

A severe blow against the belief in the justice of human rights ideas is dealt by the **policy of "double standards"** pursued by the international community and some states in respect of various violators. For instance, every interested observer clearly sees the difference in the approaches taken by the United States or the European Union to the situation in Kosovo and in Chechnya. I am under the impression that currently the states begin to feel the negative consequences of such policy and are trying somehow to rectify the situation, at least so far as the public opinion is concerned. But the problem is too complicated to be easily dealt with.

The **dissemination of socialist ideas in the world and successes in the struggle against discrimination by legal means** have brought with them new challenges to the traditional concept of human rights, which asserts the priority of individual rights over group rights. Today, when compared to their western colleagues, human rights activists from Eastern Europe usually act as utter right-wing conservatives in this question. And this is easy to explain if one takes into account the experience received in this part of the world: the experience of overwhelming triumph of collectivism and restriction of individual freedoms in the interests of groups (whether majority or minority does not matter). Human rights activists from our part of Europe have been inoculated and take a more cautious and sceptical attitude to innovations in the field of positive discrimination: introduction of quotas and other legal means of modification of public relations in the interests of various groups of citizens. I think greater attention should be given to the analysis of public relations and legal culture as a consequence of the application of such measures and not only for the protected groups and states but also outside them.

Besides, **equalisation of civil and socio-cultural rights**, regarding the latter as having the same nature and providing the same protection system for them is enthusiastically welcomed by the majority of citizens in the economically developed countries where such high standards can be realised given the political will of the state. At the same time, such transformation of the basic ideological axioms destroys the belief in them and in the entire concept of human rights in underdeveloped countries, where the majority perceives such a conception as mockery of the common sense. According to them it often leads to lower standards in the field of the protection of civil and political rights.

Cultural non-adaptation of the language of “human rights” remains a serious problem that still awaits its solution. Despite availability of the huge ideological material in support of the human rights concept in diverse cultures and religions of the world this treasury of ideas remains untapped. Propaganda is being conducted mostly in accordance with the European or North-American tradition with the use of examples and argumentation accumulated only in this part of the world. Many documents or terms have not been adequately translated from English into other languages. And currently the propaganda language is being increasingly complicated by bureaucratic and legal terminology. To a large extent this is why the human rights ideology utterly fails to establish itself in whole regions of the world, which results in such dire consequences for the world community as terrorism, etc. Quite insufficient attention is given to the study of the worldwide cultural heritage in this field and to language adaptation. In addition to this, many public leaders in various corners of the world regard the human rights ideology as a cosmopolitan idea as distinct from the national interests. This, too, is a consequence of the lack of connection with the national roots in the choice of the forms and language of education.

Technical progress brings with itself new and hitherto unknown problems. For instance, development of video observation systems or the Internet. Each new technological breakthrough leaves its imprint on the world outlook of mankind and, therefore, on the problem of guarantees and protection of individual rights and liberties.

I have listed just a few of the topical problems and challenges faced by the human rights movement and the concept of human rights today. I did not try to give any answers and merely called for discussion. I know that discussion of these problems is not very popular among many of my colleagues, particularly among bureaucratic human rights organisations. However, the more serious such discussion is the less mistakes will be made and the farther we will move in the progress of human rights.

The educational approaches in Compass

by Ms Patricia Brander

I am fully aware that if one wishes to promote the values of Human Rights Education (HRE) then one should use methodologies that are consistent with these aims otherwise it is a bit like a strict and autocratic teacher teaching about the principles of democracy. But because it is necessary for me to describe and explain the approaches used in Compass and we have only 45 minutes, this is going to be mostly lecture with time for questions and discussion afterwards. My aim is that by the end you will understand the rationale behind the educational approaches used in Compass. You may agree or disagree with it, but my expectation is that once you understand you will be in a better position to work with the activities and to adapt them to the context in which you are using them.

The story of how we agreed on the educational approaches

At the first meeting of the reference group we went through processes like you did yesterday talking about what HRE meant to each of us and we talked about what we wanted in the manual – lots of activities, which would be our tools for working with young people.

Well – you can have a toolbox, but unless you know what you want to make, then the tools are not very useful. But when you know what you want to make then you can look in the toolbox or go out and buy some more. So that is what we did, we asked ourselves, what competencies does someone who is Human Rights – literate have? Or really – to take the metaphor or reading further – how do we encourage someone to have a culture of reading?

We came up with many of the things that you came up with yesterday in relation to the definition of HR:

- Knowledge of key concepts, the different ways of viewing and knowing human rights,
- Skills of active listening skills, critical thinking, ability to work co-operatively,
- Attitudes of empathy, a sense of human dignity, a sense of justice

And we decided on the focus of our work:

- Start from what people already know, their opinions and experiences and from this base enable them to search for, and discover together, new ideas and experiences.
- Encourage the participation of young people to contribute to discussions and to learn from each other as much as possible.
- Encourage people to translate their learning, into simple but effective actions that demonstrate their refusal of injustice, inequality and violations of human rights.

Participation

So now we knew we wanted to use activities to reach our objectives... but what sort of activities? They had to be activities that use methods that are consistent with our aims.

They had to involve and encourage participation. We mean full participation, so that young people make the decisions about what and how they are going to learn about human rights. Through participating – through being involved in activities – people learn to take responsibility for their own decisions and actions.

Co-operation

People work together to accomplish shared goals, they seek outcomes that are beneficial both to themselves and to all members of the group. This can be contrasted with competitive learning which tends to promote self-interest, disrespect for others and arrogance in the winners, while the losers often become de-motivated and loose self-respect.

So how should we get people to learn how to work together? One way to develop co-operative skills is through group work.

Group work

Not just group work – but structured group work. I mean people devising ways for people to work together, to combine their different skills and talents and build on each other's strengths to complete a task. For example, one person may be a good organiser, a second good at generating ideas, a third may be good at making connections between different ideas and a fourth good at making sure the work gets done on time. There is a synergetic effect so that the total is greater than the sum of the parts.

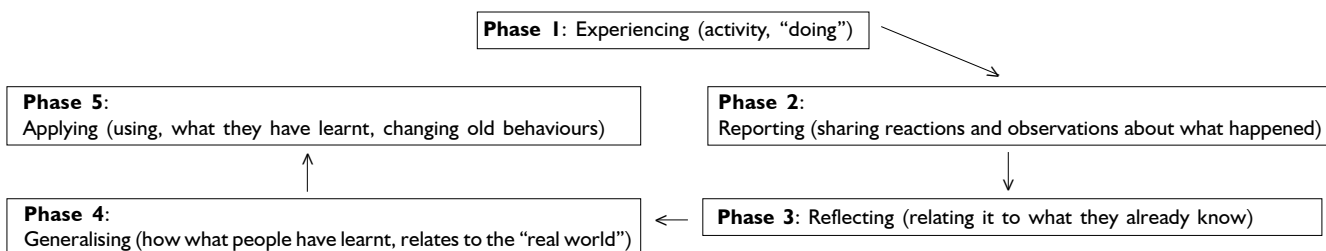
So structured group work:

- Encourages responsibility. When people feel they own what they are doing, then they are usually committed to the outcome and take care to ensure a good result.
- Develops communication skills. People need to listen, to understand what others say, be responsive to their ideas and be able to put their own thoughts forward.
- Develops co-operation. People soon learn that when they are working towards a common goal they do better if they co-operate than if they compete with each other.
- Involves consensual decision making skills. People quickly learn that the best way to make decisions is to look at all the information available and to try to find a solution that satisfies everybody. Someone who feels left out from the decision making process may disrupt the group's work and not honour decisions, which are made by the rest of the group.

Experiential Learning

The next thing we wanted to bring into our work was experiential learning – learning from experience. Why use experiential learning?

Because values and attitudes can not be taught, they can only be learned through experience. Because in experiential learning people use all their senses and learn not only with their heads, but with their hearts and their hands.



It is crucial that people find real opportunities for involvement. This is not only a logical outcome of the learning process, but a significant means of reinforcing new knowledge, skills, and attitudes, which form the basis for the next round of the cycle.

Activities as tools for experiential learning

Activities offer a framework and structure to group experiences which will allow you to work within the limits of your own and the young peoples' experience and competencies.

Activities help people to:

- Be motivated to learn because they are fun however, they not “just for fun”, they are purposeful means to achieve educational objectives.
- Develop their knowledge, skills, attitudes and values. Activities provide a safe environment in which people can experiment with new behaviour and where they can make errors without incurring the costs of similar mistakes in real life.
- Change: activities are one way of conveying the message that everyone can choose to change themselves or their relationships with others.
- Get involved: activities encourage the participation of the less expressive and less dominant group members.
- Take responsibility: because participants contribute their own experiences and skills each group uses the game at its own level and in its own way and they.
- Encourage self-reliance and improve self-confidence.
- Feel solidarity with others: activities encourage cohesiveness in the group and a sense of group identity and solidarity.

Problem solving and conflict resolution as a basis for HRE

Human rights issues are always controversial because different people have different value bases and therefore see rights and responsibilities in different ways. These differences, which are manifest as conflicts of opinion, are the basis of our educational work.

For example with the right to life – abortion – some people say that mother and child both have rights. Through the discussion people learn to appreciate different points of view about such an issue. They may not necessarily agree with the other person – but at least they may agree to differ and not come to blows – but have a mutual willingness to go on with the discussion to try to find mutually agreeable solutions to the problem.

Facilitation

Someone has said yesterday that we need to be honest with ourselves about our attitudes to HRE. This was when we were talking about being open about our own values.

As facilitators we have to be honest not only about values and attitudes to human rights issues, but also about our styles and approaches to training, which depend on our personal values, beliefs and assumptions, personality, past experience of training and being trained.

But we also have to be aware of choosing an appropriate style of facilitation according to the target group we are working with and the context. For example, you may wish to consider using a more directive facilitating style with a group that has less well-developed skills of co-operation and group work.

Then we also have to be aware that some activities will appeal to us instinctively more than others depending on our own personality and preferred learning style:

- Whether we personally like games and role-plays and being active (activists).
- Whether we prefer to discuss issues in depth and reflect on issues (reflectors)
- Or perhaps you are a theorist who likes working in structured situations and get embarrassed in activities that involve emotions and feelings
- Or do you prefer to work with real problems and to get out and do things where you can see results (pragmatist)?

Every time we have to come back to asking ourselves: what is the starting point of the group and our objectives of the training – and adapt the activities accordingly?

Working in different contexts

I have now briefly described the educational approaches that we adopted when writing the manual. And I leave it with you to consider these approaches in relation to your own work.

To what degree are the educational approaches used in Compass relevant to your own particular situation? How you going to adapt the activities to make them relevant to the interests, expectations and norms of the people you work with?

What are the implications for your style of facilitation?

First and Second Generation of Human Rights

by Ms Ellie Keen

(Due to a technical omission, you will find only a reconstruction of the main points of Ms. Keen's presentation.)

When we speak of '**First Generation Rights**', quite some synonyms can be used instead, such as 'real rights', 'basic rights', 'civil and political rights', 'liberty – based rights', 'blue rights' or 'negative rights'.

For '**Second Generation Rights**', we often find the following terms: 'ideal rights', 'secondary rights', 'social and economic rights', 'equality – based rights', 'red rights' and 'positive rights'.

It is a fact that Human Rights can be and are classified in many different ways, this is only one of them.

First Generation Rights

The First Generation of Human Rights first saw the light in the 18th and 19th century. They were mainly initiated by the rise of the bourgeoisie. They aimed at challenging the political legitimacy and putting limits to the power of government, in order to establish more liberty for the individual civilian.

In the First Generation you find the "**Democratic Rights**", such as the right to political participation, the right to vote and freedom of expression.

Next there are the "**Civil Rights**", such as freedom of association, freedom of information and the right not to be tortured or killed.

Finally there are the "**Legal Rights**": right to fair trial, the presumption of innocence, and the right to appeal.

The First Rights can be found in the European Convention on Human Rights and the International Covenant on Civil and Political Rights (ICCPR).

Second Generation Rights

The Second Generation Rights developed during the 19th and 20th century, parallel with the rise of the industrialised / working class. Most people understand the Second Generation of Rights as the result of a broader understanding of 'human dignity', they primarily focus on equality of human beings.

The Second Generation Rights can be divided in "Social Rights": rights to education, right to found a family, the right to health care and freedom from discrimination. "Cultural Rights", such as: right to participate in the cultural life of the community" and the "Right to Property".

The Second Generation Rights are primarily defined in the Economic and Social Charter (ESC) and the International Covenant on Economic, Social and Cultural Rights (ICESCR).

Module 13

Emerging Rights: A need and a challenge

by Dr. Elie Abouaoun

Introduction / Historical overview

Yesterday Ellie Keen went through the First and Second Generation Rights in a quite clear and structured manner. So I will try not to repeat what was said yesterday. But in order to understand well the concept of emerging rights, we certainly have the obligation to explore the origins of human rights. Where do Human Rights come from? Why Humans have rights?

I come from a country (Lebanon) and a geographical region (Arab world) where, until twenty years ago, the concept of Human rights was still perceived by the vast majority of the intellectuals and the politicians as a “Judeo – Christian new form of imperialism”; to use the exact words. Nowadays, many intellectuals (a minority) and unfortunately the same majority of politicians (since they do not change so often) still believe in this theory. But the reality is different, and a thorough scientific and objective of the fantastic document that is the Universal Declaration of Human Rights (UDHR) brings us easily to the conclusion that none of the concepts, principles or rights was invented in 1948. The editorial board of the UDHR and the backing HR Commission did not do anything but to compile different concepts, principles and values that were initiated or promoted by the different religions, including Islam, and philosophies throughout the different ages in the first international document.

There is no way to deny the “stimulating factor”, namely the end of WW 2 and the atrocities that were still shocking the international community. But this was the sparking factor and not the “generator” of the values and principles of Human Rights.

We do not have the time to see in details in what religions lie these different values and principles. But I can tell you that all religious based and non-religious (secular) based philosophies promoted the same values at one time in one place starting from the Code of Hamurabbi (2000 BC) until the Marxist and socialist philosophies in the 18th and the 19th century.

And Beyond the fact that the UDHR is a compilation of these different values and principles (transcribed into rights), the concept of the HR developed through the ages and was influenced by the existing political, social, and economical developments. So Human Rights are a dynamic and not a static process and are entitled to remain as such otherwise they lose all their value. That is why we will always have emerging rights, at least as long as Humanity exists and lives. The emerging rights that we will see in a minute will become 4th generation rights in 40 or 50 years. And your children will be discussing about new emerging rights (completely unknown to us now in 2002), while defending the same three generations of rights that we all know and cherish now.

Third Generation or Emerging Rights?

Unfortunately, the classification of Human Rights is not as universal as the Human Rights themselves. As Ellie stated clearly yesterday, one might use different classifications of the Human Rights. But to use the same that

we saw yesterday, the first generation of rights are mainly the civil and political (including the legal). The second generation of rights comprises mainly the economic, social and cultural rights.

The third generation rights are known as collective or solidarity rights. The awareness about this generation of rights was the consequence of a deeper understanding of the new needs and threats to Human Dignity and the different obstacles that may prevent the exercise of the first and second generation of rights.

The emerging rights are known to be new issues that were not clearly mentioned in the previous international Human Rights instruments, but that constitute a threat to Human dignity. To my point, the third generation and the emerging rights are very much interrelated and suffer from the same “insufficient recognition” on the international level and that is why I usually prefer to put them under one group.

Practically, the NGO or other institutions working on their recognition rarely differentiate between third generation and emerging rights because of their quite similar “legal status” in international law. All of the rights that we will see under this group were recognised and treated by different international conventions but were not given so far the same “moral and legal importance” as the first and second generation of rights.

The rights that fall under this group and that we will overview are:

- The right to live in Peace
- The right to live in a healthy environment
- The right to genetic integrity (as the physical and the moral)
- The right to sustainable development
- The right to humanitarian intervention
- Then we will talk a little bit about globalisation as a transversal issue for all Human rights

The Right to Peace

Massive destruction and human killings became one of the means of “modern war”. Thus, the Human being, even if not involved in any military operation, became a target. That is why it is considered as urgent to recognise the “right to peace” as a Human right.

Unfortunately, the man can still be a wolf for another man. This is human nature. And the right to peace comes from the principle that as the humans were able to organise “war”, they have to organise “peace” and the international community has to provide all the necessary means to prevent human massacres and human killings.

It is established that the link between peace and human rights is based on the UDHR preamble where it is stated that respecting Human Rights is a condition for Peace and where it is stated as well that respecting Human dignity includes friendly and peaceful relations between nations. So this is a two-way essential and universal equation. That is why all peacekeeping operations include since some years a civilian component in charge of civil society reconstitution and Human Rights monitoring in the area of operation. But this “negative peace” concept, meaning that peace is achieved only when there is no war, is not enough. Positive peace was defined as promoting peace education including non-violence and conflict transformation principles. So it is more a preventive peace than a reaction to an already escalated, armed conflict.

The UNESCO defined peace promotion as a priority and stated that peace promotion starts by peace education and that peaceful minds cannot go into war.

The right to live in a healthy environment

Because of the environmental problems, the Human being finds himself under a lethal threat. Unlike what some say, the environment does not concern the animals and the agriculture. It concerns mainly, and above all, the human being, whose safety is closely linked to the “environment” where he lives. It is more dangerous than other violations because the violation in this field is often invisible and its consequences appear later. But these consequences could be completely destructive for the human life.

We may continue to live if we loose our freedom of expression and we may always fight to get it back, but if we loose our health our even our life, then all the other rights become useless. It concerns the right to life in its broad sense.

Science

Science progress improves the health of individuals and of humankind but opens up possibilities of serious violations and discrimination. Organs transplants, euthanasia, genetic research, cloning...etc. The new challenges of science are numerous and raise a number of questions that answers cannot be provided exclusively by researchers or scientific communities. The size of the challenge involves all the components of the civil society and the “integrity of the Human being” whether physical, moral or genetic has to be recognised as a fundamental right.

Altering the genetic material of an organism may lead to substantial and permanent changes for the forthcoming generations. In many cases, a life can be saved if we transplant an organ from a dead or a living body. In what cases should we allow ourselves to go beyond the due respect of dead bodies? What are the donor’s rights and to what extent a family decision is binding to a donor or to a recipient? What about the shortage of “available organs”?

On another hand, do we have the right to conserve in any condition organs for further use?
What should be the mechanisms of getting compensation following any abuse?

The international community started tackling the problem. The UN adopted in the mid 90’s the Universal Declaration on Human Genome and Human Rights in which the inherent dignity and diversity is recognised for all members and of the human family and is considered as the heritage of humanity.

Many guidelines are put forward in this declaration and include:

- The denial of any financial gain from the research on human genome
- The prior risks assessment prior to any scientific activity
- The prior consent of the concerned persons
- The right to compensation in case of any direct or indirect harm
- The role of the State and other regulatory and control bodies

Right to development

The classical idea stating that the end objective of the economical activity is to ameliorate economical and financial indicators is not accurate anymore and has been replaced by another one stating that the Human Person (Human Being) is the centre of any economical activity. At the same time this is the central subject and the main beneficiary of development.

Declaration on the right to development was voted in 1986 and recognised in Vienna in 1993 (World conference on Human Rights) as an integral part of Human Rights.

The declaration stated that development is “a global economic, social, cultural and political process aiming to ameliorate the well-being of all the individuals and populations, on the basis of their active participation, free and significant to the development and to the equal sharing of its benefits”. The objective of any economic activity should not be oriented exclusively to growth and profit, but to reach human and social objectives and to ameliorate the social, economical, political and cultural well being of individuals, groups and people.

The UN working group on the right to development (1995) asks the governments to ensure all the necessary conditions to practice the right to development as an individual and a collective right. So it is not anymore a charity action, but a fundamental human right

Thus the right to sustainable development became an inalienable Human Right by virtue of which “every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all HR and fundamental freedoms can be fully realised”.

The question is to know to what extent this definition is taken into consideration in international co-operation and how much the practice of this right is subject to political, social and cultural constraints? If it is a recognised Human Right, why then most of the developing populations are still afraid of the globalisation? What are the advantages and the threats?

Humanitarian intervention and Humanitarian law

The humanitarian law is part of the Human Rights instruments. This development was confirmed in the UN conference in Teheran (1968) where the UN bodies were asked to use the humanitarian law, while examining the status of Human Rights in different countries.

So the responsibility of the international community in case of violations does not involve only the concerned states or parties, but all the international community. And the creation of an international court falls under this international awareness.

In 1979, the French philosopher Jean-Francois Revel “invented” the concept of the “devoir d’ingérence” – the duty or obligation of intervention. He put forward the question of whether the international community should always comply with the principle of “non intervention in the affairs of a sovereign state” or whether this principle can be transgressed in some situations where the non-intervention is practically a synonym of not assisting a person in danger. Some countries refused foreign assistance even in the case of a natural disaster, claiming that this is an intervention in their internal affairs or mentioning political reasons. Is the international community obliged to accept this reality? Do we have the right to leave thousands of civilians under direct threat in order to preserve the sovereignty of a country?

Is sending medicaments and food enough to protect civilian populations, sometimes from their own regimes, or from any other threat?

But if the principle is widely accepted, what are its limitations? Who has the right to intervene and how? Does any country have the right to conduct military operations under the claim of protecting civilians?

Globalisation

A new phenomenon called globalisation conquers the crossroads of a 'new world'. And behind the apparent progress lies a force that is as threatening in its power as it is promising in its potential.

Globalisation is a big new word, and few agree on one definition, but it describes a world where market forces are the driving forces and where there are new boundaries completely different from what we used to know. But as this phenomenon takes shape, what are its values? Do they include Human Rights and democracy? And how do those values relate to free trade and economic growth and to redefining the new boundaries? What will this new world order mean for human rights in social and economic terms?

Many think that a healthy economy is the best environment in which to pursue Human Rights and that we cannot reach any sustainable globalisation without confirming the universality of Human Rights.

The governments are losing power in this process and new actors have are showing up. The responsibility for Human Rights protection and Human Rights promotion somehow has to go to other actors. All individuals and all organs in society have a responsibility to protect and promote Human Rights.

What if business adopts a Human Rights language and behaviour? Could it be a mean to the long-term objective of securing greater and greater profits? Or is it an obstacle to the realisation of greater and greater profits.

Conclusion


The chronological adoption of the different generation of rights does not reflect the order of their importance. The rights are equal (in importance and priority) and indivisible. The order of priority should be set not according to any historical criteria, but according to the real needs of a specific target group in a specific location and within a specific time frame.

Another question arises: how can we recognise new Human Rights if the "traditional" rights are still violated in many countries of the world? The answer to this question is that the human potential and imagination is capable enough of defending thoroughly the traditional first and second generation rights but still looking forward to accompany the dynamic of human evolution. One fight is not enough and does not prevent us from fighting on more than one level.


Does recognising new human rights threaten the importance of the first and second generation of rights? Did the recognition of the economic and social rights affect the importance of the civil and political rights? Obviously not.

The aims, objectives and structure of Compass and the training course


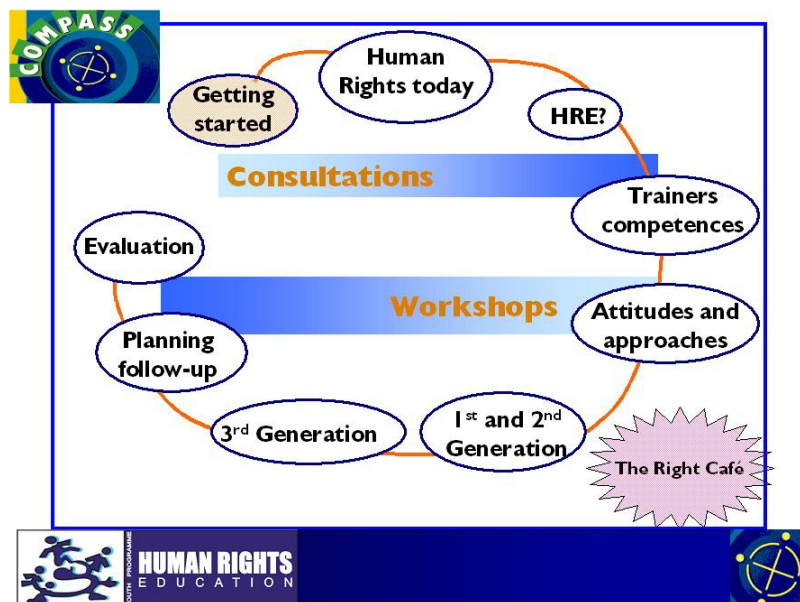
by Mr Rui Gomes



- To develop knowledge and competence in key concepts of human rights education
- To familiarise the participants with *Compass* and on how best to use it
- To review essential competencies, skills and attitudes for trainers working with human rights education;
- To design modules for training trainers and multipliers at national level;
- To explore specificities and points of commonality of the non-formal and the formal education
- To prepare activities for disseminating *Compass*
- To establish a network of trainers on human rights education with young people.



Objectives of the course

Programme methodology

Handouts





- ∪ Sufficient
- ∪ Ready to use
- ∪ Up to date with young people
- ∪ Practical and experiential
- ∪ Addresses values and attitudes
- ∪ Encourages action
- ∪ Suitable for formal and formal education
- ∪ Adaptable
- ∪ A Starting point
- ∪ Generic and holistic




Guidelines




Guidelines for producing compass

- ∪ Basic concepts in human rights education
- ∪ 50 activities and methods
- ∪ Taking action
- ∪ Understanding human rights
- ∪ Background information on themes
- ∪ Appendices



Contents



Human Rights: Basic Concepts

 Children	 General HR	
 Citizenship	 Globalisation	 Social rights
 Democracy	 Health	 Sports
 Discrimination and Xenophobia	 Human security	
 Environment	 Media	
 Education	 Peace and violence	
 Gender Equality	 Poverty	



16 Themes for activities



The Council of Europe and recent developments in the field of Human Rights


by Mr Stefano Valenti, Directorate General of Human Rights

The Council of Europe

Strasbourg (France)

Created in 1949 to:

- Protect human rights
- Encourage pluralist democracy
- Respect rule of law



COUNCIL OF EUROPE CONSEIL DE L'EUROPE


44 member states



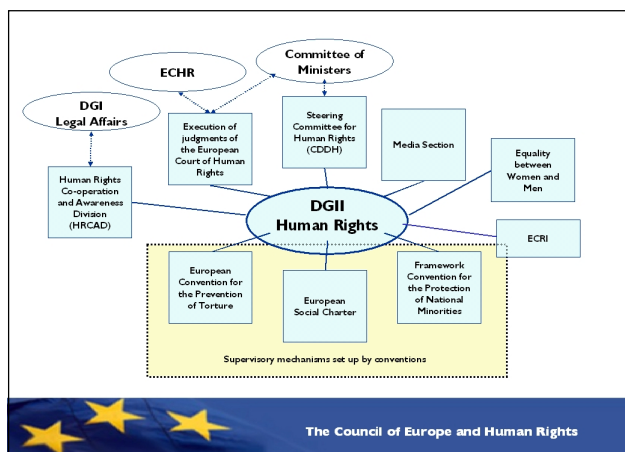
The Council of Europe and Human Rights

Council of Europe Conventions

- European Convention on Human Rights (1950) — **POLITICAL & CIVIL RIGHTS**
- Convention on Prevention of Torture (1987)
- European Social Charter (1961) — **ECONOMIC AND SOCIAL RIGHTS**
- Framework Convention on the Protection of National Minorities (1995) — **COLLECTIVE RIGHTS**



The Council of Europe and Human Rights



The European Convention on Human Rights (1950)

Judicial protection of human rights at the European level

Permanent court in Strasbourg

Over 1000 judgments delivered

⇒ **European public order**



The Council of Europe and Human Rights

European Convention on Human Rights

“first steps for collective enforcement of certain rights
in the UDHR”

Article 1:

“Everyone within contracting party’s jurisdiction covered”

Lodge individual Complaint

Nationality irrelevant

Exhaustion of domestic remedies

Article 53:

Rights cannot be construed as “limiting or derogating” - common minimum



The Council of Europe and Human Rights

How the Convention works

- post ratification
- ongoing violations
- 6 months from final decision
- effective remedies exhausted
- Articles 34 & 35
- judgement is final



The Council of Europe and Human Rights

Rights contained in the European Social Charter

- The right to housing
- The right to health
- The right to education
- The right to employment
- The right to social protection
- The right to non-discrimination
- ...



The Council of Europe and Human Rights

Committee for the Prevention of Torture

- Prevention is a priority
- Independent experts
- A system of visits
- Spot checks
- Unlimited access
- Co-operation and confidentiality



The Council of Europe and Human Rights

The Role of NGOs

- NGOs with Consultative Status and Parl. Assembly
- NGOs and Monitoring Procedure of the Comm. of Min.
- NGOs and ECHR:
 - individual complaint only if victim of the violation
 - legal aid
 - amicus curiae brief
- NGOs and ESC:
 - Information directly to the European Committee of Social Rights
 - Information provided to ESC Secr. (www.humanrights.coe.int/cseweb)
 - NGOs (with Consultative Status) allowed to lodge collective compl.
 - Raising Awareness of the ESC
- NGOs and CPT:
 - Information to the CPT
 - Follow up the CPT recommendations
- NGOs and FCNM: Info. Before and during the visits of the Committee of Experts

Human Rights: Basic Concepts

Universal
Indivisible
Inalienable

1. Relations between the Individual and the States
2. Principle of subsidiarity: first responsibility for Protection of Human Rights is on the State
 - Domestic
 - Unilateral
 - Both lead to Primary need for effective domestic remedies for violation of Human rights

Human Rights and Terrorism

Fighting Against Terrorism while Ensuring respect of Human Rights:

- Terrorism is a violation of human rights: right to life, freedom from ill treatment, right to liberty and security, freedom of thought, conscience and religion
- Terrorists should be brought to justice: legal co-operation among states to arrest suspected terrorists and combat their financial resources (anti money laundering)

No surrender of fundamental values while combating terrorism:

- Persons who are suspected of worst terrorism acts are entitled to Human Rights (first of all presumption of innocence)
- Remember: Human Rights are Inalienable
- Anti terrorism legislation should respect human rights and rule of law principle (COE could give expertise and monitor application of state of emergency laws which restrict HR)

Long-term measures to weaken factors conducive to terrorism:

- Favour cultural, linguistic and religious diversity (Link Diversity)
- ECRI (European Commission against Racism and Intolerance)
- Media
- Combat Social Exclusion (Importance of Protection and Promotion of Social and Economic Rights)
- Human Rights Education (Role of youth leaders): to translate Human Rights in to common values to be transported in daily life
- Awareness Campaign to abolish Death Penalty to counter links between combating terrorism and request to re-introduce or suspend moratoria on execution of capital punishments (e.g. Russia).

Presentation of the new booklet “Death is not Justice” and its use as a Human Rights Education tool.

A handout for the activity: “How to define human rights education?”

Provided by Ms Jana Kviecinska

Origin of definitions – they are selected and adapted from an e-mail discussion on the HRE topic among the subscribers of discussion group moderated by Human Rights Education Associates: www.hrea.org

1. Shula Koenig , USA

I came up with the following definition about human rights education for economic and social transformation: This is a working definition, which I would hope I could get your reaction and help me refine it. One could also say the same about HRE: Human rights education for social and economic transformation is a process of learning that evokes critical thinking and systemic analysis, with a gender perspective, with the learners...— women and men learning to analyse their situations within a holistic framework of human rights about political, civil, economic, social and cultural concern relevant to the learners lives..— to result in a sense of ownership of human rights...— leading to equal participation in the decision that determine our lives and taking actions to claim them.

2. Steven E Handwerker, Ph.D., D.Div., USA

I think a wonderful definition of Human Rights is explicated by the UN Culture of Peace Initiative, which defines basic principles that define a human rights oriented society. The 6 Key Points of the UN Manifesto 2000 for a Culture of Peace and Non-Violence:

- Respect All Life;
- Reject Violence;
- Share with Others;
- Listen to Understand;
- Preserve the Planet;
- Rediscover Solidarity

3. Jenny Luck, London, UK

I think that this is a very important discussion because it is fundamental to HRE. Everyone is calling for training courses for HR Educators because it is acknowledged that there are not sufficient practitioners. Planning and conducting education courses / workshops on human rights issues is really not such an easy thing to do. There is often a huge gap between people's (being those whose rights are violated and others) understanding of the theory of human rights and the reality of putting it into practice in our daily lives and the broader community. Maybe a definition of HR Educators should also mention the need to empower people to bridge this gap. In all our societies around the world human rights violations are not just a problem on a national or international level but also on a local level and in day-to-day activities and attitudes, both in the formal and informal sectors. A human rights educator also needs the skills, attitude and ability to put the theory into practice in the learning environment. I think Camus said that the most important thing an educator can share is their ability to learn. This I believe goes deeper than being capable of evoking critical thinking etc. because it involves establishing trust and respect

between the educator and the learner and between the learners. It is also about providing the space for people to decide to disagree and to make their own minds up about what they want to do, even if it is different to the way you think about it. To design and conduct HRE programs that incorporate this type of methodology requires a specific skills, as well as knowledge. If the educator has all these then it is not difficult to adapt and develop programs to meet specific needs, cultures and situations.

4. Adamsky Adam H. Adam, Kenya

As an admirer of psychology I know that our human development are governed by—to quote Stephen R. Covey in his book *The 7 Habits of Highly Effective People* page 74—“the experimental, or that which happens to us; or the creative that which we bring into existence and the attitudinal; or our response in difficult circumstance such as terminal illness.” According to Stephen Covey, it is these three shape our perception. People become abusers because they have been abused. People infringe other people’s rights because they do not know others rights and their own rights. Therefore, it is my contribution that human rights education should remain a tool to provoke critical thinking and analysis of social, economic and political life and to include the mental perception of the stakeholders. It is my submission that human rights education be from our cradle to our grave—for human rights education is the education for life. It’s purposes should be to mitigate and not to react.

5. Jana Ondrackova, Czech Republic

There are as evident quite a few definitions, here is one that I have used many times with children and young people - and it works. For everyday use, e.g., when introducing children and teachers to human rights, there are several important rules that should be underlined and emphasised:

1. Rights have to go with responsibility, i.e., there are no rights without responsibility. Rights are not a free for all.
2. All people are equal but everyone is different, i.e. everyone is an individual entity with equal rights, but people are not the same, nations and religions are not the same, so they will have different views of human rights.
3. However, and this is extremely important: one person’s rights must never infringe on somebody else’s rights and there are many examples of this rule being violated, the most topical being terrorism. Yes everyone has rights, but not at the cost of other people’s rights to life, health, security, etc.etc.
4. The fundamental human rights of all people (such as life, health, security, education, nutrition) must be respected - they concern everyone regardless of nationality, creed, political beliefs, race, religion, ethnic origin.
5. The human dignity of every individual must be respected. When you explain this set of rules and give examples and use interactive teaching activities to demonstrate your points HRE become interesting and even easy for children and young people to understand. When you analyse them in detail you will find, as I have found, that they cover HRE in all its complexity: peace education, intercultural and multicultural education, education for democracy and citizenship and global education.

6. Michael G. Sadovsky, Russian Federation

In Russia, at least, HRE does not work so easily. No doubt, human dignity constitutes the fundamentals and the source of human rights. However, ensuring this human dignity is not just a matter of one person, for

example, no longer beating or hating someone, but the sufferer discovering effective defence against these violations from state institutions. Young people in Russia often confront problems with the various public institutions. Another problem is a real lack of impartiality, I dare say, by the police, courts, etc. As a result, a simplified understanding of dignity cannot guarantee human rights ideals. Once again, everything said holds true at least for Siberia, and for young people of 14-17 years old...

7. Baktgoul Koubanytchbekova, Kyrgyzstan

Usually the trainers in our country, Kyrgyzstan, while teaching the human rights subject, always make sure that the students get to understand one of the key points of human rights, which is: "Your rights end, where the rights of the other person start". In other words, it means that we have to respect the rights of each other. I believe that this statement is clear enough and makes the students to come up and work out their own definitions of human right based on this key point statement.

8. Somen Chakraborty, New Delhi, India

The discussion on the working definition of HRE has become interesting. It is informative too. What transpires from the on-going debate is that hundreds of perceptions, drawn from our respective individual and collective experiences, can be attributed to the definition of HRE. This is exactly what I would like to base on to throw light on the subject.

What I argue is that meaning and implication of human rights are plural and heterogeneous. It is as diverse as human civilisations are. Education on human rights thus varies with the change of time, persons, situational contexts and the understanding of one's life. The right in this understanding is not necessarily associated with duty.

9. Paola Giraldo, Colombia

I learned that the principle of the dignity is the basis for the real understanding of the HR and its effective application. But asking from my own experience with communities, I found that there is not an "unique" concept of dignity, which every we can understand (in the terms of the relativism) and even manage toward the application of HR. This is why I think that the concept of HR Education must include the construction of dignity inside the minds and the lives of the people. Of course, that idea of dignity needs to be in accordance with the structure of the world of every people.

10. From a statement presented by the B.I.C. to the 53rd session of the UNCHR in March 1997, in Geneva.

Human rights education could be considered basic education for life in the modern world. According to the International Commission on Education for the 21st Century, "learning to live with others," which necessitates respecting their rights, is "one of the major issues in education today." The Commission also points out that children and youth are coping with special tensions that come from living in a contracting and interdependent world. Among them are the tension "between the global and the local: people need gradually to become world citizens without losing their roots"; the tension "between the universal and the individual: culture is steadily being globalised, but as yet only partially"; and the tension "between the spiritual and the material." Human rights education grounded in the principle of the oneness of humanity, can provide children and youth the tools and the philosophical framework to enable them to resolve these tensions for themselves."

Final Programme

Sunday, March 3

- 09:15 Opening of the training course, by *Ms Antje Rothemund*, Executive Director of the European Youth Centre Budapest
- 09:45 Knowing each other and group building activities
- 11:00 Break
- 11:30 History and objectives of COMPASS
Introduction to the Council of Europe and recent developments in the field of human rights and human rights education, with *Mr Stefano Valenti*, Directorate General of Human Rights
- 12:45 Lunch break
- Possibility for consultations between 13:45 and 14:30*
- 14:30 Presentation of the methodology and programme of the training course
- 15:00 Working groups: understandings and practices of human rights education
- 18:00 Resource groups
- 19:15 Dinner

Monday, March 4

- 09:15 Introduction to the day's programme
- 09:30 "Dilemmas and challenges to human rights today", with *Mr Daniil Meshcheryakov*, Executive Director of Moscow Helsinki Group
- 10:15 Questions and answers
- 10:45 Break
- 11:15 Individual reflection and buzz groups on the issues raised by the speaker
- 12:00 Working groups on "burning issues" and dilemmas raised by the participants
- 12:45 Lunch break
- Possibility for consultations between 13:45 and 14:30*
- 14:30 Working groups continue
- 16:00 Meeting between organisers of national or regional training courses and administrators of the Human Rights Education Youth Programme (optional)
- 17:30 Resource groups
- 18:30 Reception offered by the Executive Director of the European Youth Centre Budapest
- 19:15 Dinner

Tuesday, March 5

- 09:15 Introduction to the day's programme
- 09:30 "Defining human rights education". Introductory lecture with *Ms Jana Kviecinska*, specialist in human rights education.
- 10:15 Questions and clarifications
- 10:45 Break
- 11:15 Workshops on skills and competences for trainers in human rights education
- 12:45 Lunch break
- Possibility for consultations between 13:45 and 14:30*

- 14:30 Workshops continued
- 18:00 Resource groups
- 19:15 Dinner

Wednesday, March 6

- 09:15 Introduction to the day's programme
- 09:30 The educational approaches in COMPASS, introduction by *Ms Patricia Brander*, co-author and co-editor of COMPASS
- 10:15 Workshops on basic attitudes to human rights education based on COMPASS activities
- 13:00 Lunch break

Possibility for consultations between 13:45 and 14:30

FREE AFTERNOON and DINNER IN TOWN

Thursday, March 7

- 09:15 Introduction to the day's programme
- 09:30 First and second generation of human rights, introduction by *Ms Ellie Keen*, co-author and co-editor of COMPASS
- 10:15 Workshops based on themes of COMPASS closest to first and second generation human rights and to the realities of participants
- 12:45 Lunch break

Possibility for consultations between 13:45 and 14:30

- 14:30 Workshops continued
- 18:00 Resource groups
- 19:15 Dinner

Friday, March 8

- 09:15 Introduction to the day's programme
- 09:30 Introduction to third generation rights and emerging rights, by *Dr Eli Abouaoun*, member of the Reference Group of COMPASS
- 10:15 Workshops based on themes of COMPASS closest to third generation rights and to the realities of participants
- 12:45 Lunch break

Possibility for consultations between 13:45 and 14:30

- 14:30 Workshops continued
- 18:00 Resource groups
- 19:15 Dinner

Saturday, March 9

- 09:15 Introduction to the day's programme
- 09:30 The follow-up to the Human Rights Education Youth Programme, introduction by *Mr Andrew Yurov*, member of the Monitoring Group of the programme
- 09:45 Transfer to national or regional training courses: designing training modules and planning future training actions – in working groups
- 10:45 Break
- 11:15 Working groups continued
- 12:45 Lunch break

Possibility for consultations between 13:45 and 14:30

14:30 Presentation of conclusions and suggestions from the working groups

15:45 Break

16:15 Evaluation of the course

17:30 Closing

19:15 Dinner

Sunday, March 10

Departure of participants

Evaluation Form

I. Evaluation of the relevancy of the following programme elements:

(Each programme element could have more than one mark)

Day	Programme elements	Relevant for my development as a trainer	Relevant for my personal development	Relevant for my understanding of HR and HRE	Relevant for the group development	Completely irrelevant
Saturday	Welcome evening					
Sunday	Opening session (Antje Rothemund)					
	Knowing each other: the logo of your Organisation					
	Input and discussion on "Introduction to COE and recent developments in the field of HR and HRE (Stefano Valenti)					
	Introduction to COMPASS and to the TC					
	Understandings and practices of HRE (Pancho cartoons)					
	Composition and work of the resource groups					
Monday	Input and discussion on "Dilemmas and challenges to Human Rights today" (Daniil Meshcheryakov)					
	Working groups on burning issues and dilemmas (Politisation of HR; Individual vs. collective rights; Propaganda, activism and education; the role of the media; the role of religion)					
Tuesday	Input and discussion on "Defining Human Rights Education" (Jana Kvienciska)					
	Workshop on "Experiential approaches" Workshop on "Creating and adapting methodologies"					
	Workshop on "ICL and HRE"					
Wednesday	Input and discussion on the educational approaches in COMPASS (Patricia Brander)					
	Workshop on "Co-operative vs. competitive approaches"					
	Workshop on "Participation"					
	Workshop on "Learning, training and teaching"					
	Free afternoon					
Thursday	Input and discussion on "1 st and 2 nd generation of HR" (Ellie Keen)					
	Exercise "Access to medicaments"					
Friday	Input and discussion on "3 rd generation of HR and emerging rights" (Eli Abouaoun)					
	Workshop on "Gender issues"					
	Workshop on "Peace and violence"					
	Workshop on "Human security"					
Saturday	Course follow-up					
	Consultations					
	The Right Café'					
	The use of your personal time					

II. General comments about the programme contents

III. What can you say that you have learned through your participation in this course?

IV. Please list the most important sources of your learning process in this training course (e.g. materials, documentation, other participants, trainers team, resource persons and guests speakers, etc).

V. How has this training course affected your perception and understanding of HR and training for HRE?

VI. What do you feel more confident in doing or undertaking as a result of the course?

VII. From the above list, what do you plan to realize in the next 12 months?

VIII. Looking back at the programme

- a) What would you do differently in the programme from a trainer's perspective?
- b) Which programme contents should be emphasized or further addressed?
- c) Which contents were superfluous or useless?

IX. Methodology

Please comment on the suitability of the working methods and methodology used throughout the course.

X. Realization of the course objectives

(How far the course objectives (as written in the course presentation) have been achieved in this course?)

Comments

XII. Participants' Contribution

How do you evaluate your own contribution to the course? *(please mark as many options as needed)*

Active, Conservative, Constructive, Critical, Curious, Distractive, Negative, Observing, Reflective, Resourceful, Sceptical, Silent, Supportive, Talkative, Expecting, Absorbing, Truly positive

1: Not achieved at all. 5: Fully achieved

Course objectives					
To develop the trainers knowledge and competence on key concepts of human rights education with young people					
To familiarize the participants with the approaches and activities of Compass (the manual on human rights education) and on how best to use it and adapt it to local contexts and realities					
To review and address the essential competencies, skills and attitudes for trainers working with human rights education					
To design modules for training trainers and multipliers at national level					
To explore the specificities and commonalities of the non-formal and the formal education contexts in relation to human rights education					
To prepare activities for disseminating the manual on human rights education at national level					
To establish a pan-European network of trainers on human rights education with young people					

XIII. Any Other Comments, Suggestions, Criticisms

List of Participants

Albania

Anila Sulstarova
Bethany Social Services (BSS)q

Armenia

Arayik Papikyan
Armenian Constitutional Right- Protective Centre

Azerbaijan

Pervana Mammadova
YUVA (The Nest) Humanitarian Centre

Azer Bayramov

Youth Development Organisation

Belarus

Natalia Klimchuk
Grodno regional NGO of young intellectuals "VIT"

Belgium

Wim Taelman
VORMEN vzw (Flemish organisation for HRE)

Bosnia and Herzegovina

Gordana Cicak
"INDEPENDENT"

Bulgaria

Todor Chobanov
National Debate Association

Croatia

Maja Uzelac
Mali korak (A small step) - Centre for Culture of
Peace and Non-violence

Czech Republic

Jana Tikalova
OSIM - Organisation Supporting the Integration of
Minorities

Estonia

Jelena Karzetskaia
Legal Information Centre for Human Rights

Finland

Habib Hasan
The Finnish Youth Co-operation

F. R. of Yugoslavia

Aleksandra Vidanovic
Ministry of Education and Sports - Republic of Serbia

F. R. of Yugoslavia (Kosovo)

Nehari Sharri
Pax Christi Vlaanderen

Georgia

Givi Mikanadze
Tbilisi International Human Rights School

Nana Saginashvili

International Union "ERTOBA"

Germany

Anja Hadler
Service Civil International (SCI)

Greece

Matta Samiou
United Way-Greece

Ireland

Denise Clare
Amnesty International Irish Section

Italy

Valentina Cinti
International Association «School as

Kazakhstan

Anara Ibrayeva
Kazakhstan International Bureau for Human Rights and
rule of law

Latvia

Eva Aizupe
Aluksne Non-governmental Organisation Centre

Lebanon

Maya Mansour
Lebanese Human Rights Association

Lithuania

Vaidile Pukiene
Lithuanian Red Cross

Luxemburg

Steffi Bednarek
Service National de la Jeunesse

Moldova

Andrei Ponomariov
"Pilgrim Demo" youth centre

Poland

Dominika Walentynowic
Association for Civic Education

Dariusz Grzemny
Association for Children and Young People CHANCE

Portugal

Fernando Ramos
Instituto Politecnico de Coimbra - Escola Superior de
Educação de Coimbra

Romania

Elizabeth Kasa
Intercultural Institute of Timisoara

Russian Federation

Elena Ob'ezdtchikova
Youth Human Rights Group, Nizhny Novgorod regional
branch

Vladimir Igishev
Tomsk Regional Public Fond

Marina Kovyneva
Centre of Civic Education and Human Rights Education

Slovenia

Jože Gornik
Drustvo Mladinski CEH

Spain

Faudhil Moussi
XARXA

Sweden

Banafshe Hejazi
1. Swedish UNIFEM-committee
2. Terrafem

Switzerland

Ursula Bicker
Youth Red Cross Switzerland

Turkey

Ali Alper Akyuz
AEGEE-Europe

Ukraine

Svetlana Timchenko
Regional League of Intellectual Development of Youth in
Zaporozh'e

Edem Usmanov
Association of youth centres "Youth for Peace and
Development"

United Kingdom

Kirit Mistry
Minorities of Europe

Elaine Kidd
Free-lance trainer

Lecturers

Jana Kviecinska
Sekcia ludskych prav a mensin Urad vlady SR

Daniil Meshcheryakov
Moscow Helsinki Group

Stefano Valenti
Human Rights Co-operation and Awareness Division
Directorate General of Human Rights - DG II Council of
Europe

Resource persons

Patricia Brander

Elie Abouaoun

Nouveaux droits de l'Homme-International

Olena Suslova

Women's Information Consultative Centre

Ellie Keen

Human Rights Education Associates, Amnesty International

Mechthilde Fuhrer

Directorate of Education

Council of Europe

Antje Rothemund

European Youth Centre Budapest

Council of Europe

General Rapporteur

Arjen Bos

Engage! InterAct

Trainers

Paola Bortini

Italy

Irina Klymova

Ukraine

Lucija Popovska

Hungary

Andrei Yurov

Russian Federation

Aija Strazdina

Latvia

Goran Buldioski

European Youth Centre Budapest

Council of Europe

Rui Gomes

European Youth Centre Budapest

Council of Europe

Secretariat

Natalia Miklash

European Youth Centre Budapest

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