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# Training of Trainers in Human Rights Education with Young People

European Youth Centre Budapest, 20 – 29 November 2003



## Modules used by the team during the training course





**Training course**  
**Training of Trainers**  
**in human rights education**  
**with young people**

European Youth Centre Budapest, 20 – 29 November 2003

**Modules**  
**used by the team during the training course**

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Budapest, 2004

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# Introduction

One of the innovations of the first training course for trainers in human rights education held in 2002 was the documentation of the course, consisting of a collection of “session plans” used by the team of trainers during the course. Organised and presented as “modules”, they were meant to be a further tool for the participants, especially those engaged in running national and regional training courses. The feed-back from former participants has shown that the modules have been useful companions and a source of inspiration for many trainers and teams.

When two other editions of the course were run in 2003 the temptation was high to follow a similar scheme, with one additional question: would it make sense to have new “modules”, since many were bound to be similar?

The team in charge of the second course opted to document only the second course knowing, however, that the contents and modules developed in the second were largely inspired by the first one. These modules should, therefore, be seen as a synthesis of the work undertaken in both courses.

The modules not only present you with the aims, objectives and different steps for facilitation, but also (maybe even more importantly) with the background, outcomes and evaluation of their use in this training course. This framework of the modules will therefore hopefully enable the user/trainer to make a well-informed decision to use the modules in their own training context.

The word “module” may seem pretentious and even misleading for many trainers and educators. In all modesty, this was the term that best fitted with the intentions of the trainers when they started working on the project. Needless to say that every module needs to be adapted to a specific context and target group and their successful use in this training course does not provide a guarantee for success in your training.

Often developed in a process of team work, the modules are also very different from each other, not only in terms of content but also in style. Each trainer has their own way of understanding and writing about aims, objectives or methodologies. Milosz Czernejewski, the volunteer-editor of the modules has seriously attempted to create some harmonisation of style and length; but there remain some differences in style remain and we believe that this diversity can inspire trainers to different ways and preferences for learning and for delivering training.

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

The modules were prepared by one or two team members – normally the ones primarily in charge of „delivering” them, and often also benefitted from the comments of other trainers. In fact, the modules have become the main preparatory document for the team – they progressively evolved and more than once they were modified at the last minute, especially to integrate and take into account the results of the daily evaluations. We have thus opted to include the final version of the modules, describing the sessions as they happened, because this provides a more accurate picture of the course and is probably easier recognisable by former participants. We grouped all the modules in a way that we felt made their consultation and understanding easier. The outcomes of the sessions, as well as excerpts and transcripts of the presentations and hand-outs are provided as background documents.

Milosz Czernejewski has been a very faithful and dedicated report editor, making sure that everything was properly recorded and documented.

Apologies are due for any missing materials or texts – it is simply not possible to record everything that happens during a training course!

Words of thanks are due to Paola Bortini, Goran Buldioski, Dariusz Grzemny, Pervana Mammedova, Anila Sulstarova and Jana Tikalova, trainers for the two courses held in 2003 and to the speakers and resource persons for providing their materials. And of course to the editor himself.

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

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

Rui Gomes  
Programme and Training Administrator  
European Youth Centre Budapest



# **Introduction to the Training Course**

Human rights education (HRE) – 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. Those involved in non-formal education in youth work should 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 of the Council of Europe has acquired an undisputed reputation for and 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 and which now have further 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 past two years with the Human Rights Education Youth Programme confirm 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”, Domino and Compass);

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).

With this in mind, the Directorate of Youth and Sport has produced Compass - a manual on human rights education with young people. 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 related to human rights education.

Two courses for trainers in HRE with young people have been successfully held in 2002 and 2003. Participants in these courses have remained active in implementing regional and national training and disseminating activities on Compass and HRE. Like those courses, this one is meant to sustain these achievements by extending the number of trainers involved and supporting

other national and regional training courses in 2004 and 2005 as well as respond to a higher number of applicants than in the previous courses.

A fourth course will be held in 2004 while an additional follow-up in the form of an advanced training course for trainers is being planned for 2005.

## **Aims of the course**

This course is aimed at developing the competence of trainers when working with human rights education at national and regional levels. Furthermore, the course will 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 and show them how to use Compass effectively.

## **Objectives**

- 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 with young people) and with 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 Compass at national and local level;
- To contribute to the development of a pan-European network of trainers on human rights education of 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 meant to be a mutual learning situation, where participants would 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 were meant to establish a theoretical framework and a common reference point for learning and communication, and there would be 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 was to be used for learning about human rights and the approaches proposed in Compass.

## **Profile of the participants**

This course was organised for participants who were or acted as:

- Trainers active in non-formal education, especially within youth organisations and associations, in youth work activities and in other NGOs concerned with human rights education;
- Trainers and multipliers active within formal education systems.

All participants should:

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

A total of 459 applications to attend the course were received, of which 146 came from outside Europe (especially from Africa and Asia), suggesting the need for such courses in other world regions. 313 were European applicants. The team finally selected 35 participants. Priority was given to applicants who would be trainers in the courses planned for national or regional level within the Human Rights Education Youth Programme.

## **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. Priority was given to trainers having already experienced the course as participants and having been involved in national courses or in pilot projects, hence having direct experience of the follow-up expected from the participants.

# What is in a module

**Title** The name or title given by the trainers team to the module or session

## 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...

## Aims

The general purpose of the module in the training

## Objectives

The concrete objectives or goals that the module seeks to achieve. They should be concrete and multiple. In as far as possible, they should also address the learning or educational objectives according to: *Knowledge, Skills, and Attitudes*

## Competences addressed

The main competences, which should be exercised during the given session

## Methodology and methods

The methodology also includes also the approach to make sure that the objectives mentioned above are made achievable. A simple outline of the methods – not a description of the methods themselves.

## Programme

Timetable of the actual programme implemented.

## Outcomes

What was actually achieved through the module? Includes issues that came up or were raised by participants in the plenary or groups.

## Evaluation

Both from the module sessions (whenever there was feedback) and from other evaluation and feedback opportunities, such as the Re-Groups. These feedback notes focus on the format of the module and its sustainability – not on all possible aspects that participants may give feedback upon but which could be specific to the course

## Notes for further use

This is a kind 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.

## Background documents, handouts and further reading

Supportive material used during the session, distributed to participants or documents worked out by participants. This is also reference to documents participants might wish to read in order to extend their learning process

# **Module 1 – Welcome Evening**

Thursday, 20 November

## **Background**

Participants have just arrived after a long journey to the EYCB. Some of them are in the centre for the first time; they might be tired, exhausted or even feel a bit anxious. The first evening, the first moment of getting together is important in making sure that everyone finds his/her place around: someone to talk to, someone to listen to. This happens in very informal, however, very important ways. In this very moment the participants have the opportunity to meet for the first time as a complete group. The programme of this module is designed to get to know the participants (names, countries of origin, field of interest etc.) and to raise curiosity for talking to the others. The module is developed in a way to have fun, to relax and enjoy the very first evening. The module functions as an icebreaker, energiser and/or teamwork building, and it is aimed to get the group of people to start together.

## **Aims**

Welcome the group and foster communication between participants in order to create a good atmosphere for interaction and communication.

## **Objectives**

- To welcome participants;
- To get to know each other's names;
- To start to get to know some participants (informally, but in a structured way);
- To break the ice between participants;
- To give a space to create dynamic interaction and interpersonal communication;
- To support and initiate the process of group building and cooperation among the participants;
- To get to know the working environment.

## **Competences addressed**

- Teamwork;
- Co-operation;
- Communication;
- Participation.

## **Methodology and methods**

Icebreaking is a participatory and interactive (and also physically active) exercise for work in both large and small and big groups using:

- Creative group and individual work methods
- Interpersonal communication group dynamics and combined methodology for the exchange of information.

## **Programme**

**20:30** Opening the welcome evening

### **Exercise "Portraits"**

Participants start to work in pairs by drawing portraits *without looking at the paper*. They are encouraged to ask each other a few questions. When the portraits are finished, the facilitator collects them all. Then each participant randomly takes one portrait and tries to find the person from the picture. Later, the picture is signed and displayed on the wall for the whole duration of the course.

### **Name Game**

Participants stand in a circle, they say their name and make a gesture, sound, or movement. The next person repeats the name and adds his/her gesture. This continues until the circle is completed.

### **Human Rights Art**

Everyone is divided into groups of five. Each team receives a marker. Holding the marker together and without words they are supposed to draw a symbol of HR – expressing HR together. Afterwards, there is an exhibition with a short explanation of the drawings.

### **Line up according to....**

The participants are asked to line up alphabetically, according to the first letter of their name, and chronologically, according to their date of birth (day and month) – without using verbal communication!

**22:00** Welcome evening continues with drinks and snacks

## **Outcomes**

The “Portraits” exercise was a lot of fun and made the participants laugh, which is definitely important for an icebreaker on the first evening. The activities were very relaxing and participants enjoyed them. Some of the participants continued this very informal evening chatting, drinking and snacking.

## **Evaluation**

The activity “Name game” was rather long and exhausting; however, it certainly fulfilled its main objectives. Those ones standing further in a line had to remember many names and several people did not perform the exercise as planned – they only managed to pick up some of the names and gestures. Also, while the last participants were still performing, the first ones seemed a little bored and tired. Clear instructions are needed, as well as sensitivity to the fact that some participants had a long journey and will be tired.

## **Notes for further use**

For the “Welcome evening” it is good not to use more than four games. Make sure that the first evening exercise is a very active and dynamic one. Optionally, it is possible to make the Name game activity easier by repeating only ten names and grimaces, and then continuing with the next ten, which also speeds up the game.

## **Background documents, handouts and further reading**

1. Materials needed: coloured papers, markers and pens.

# **Module 2 – The first morning**

Friday, 21 November

## **Background**

The first formal moments of a training course are always special: they provide an idea of the atmosphere and context of the activity. They should be carefully planned so as to allow each partner and stakeholder of the course to be introduced. It should also provide an idea of the rhythm and methodology likely to be used during the course... If it is true that the first moments of a training course are the first ones to be forgotten, they are also likely to be the first ones to be remembered if something goes wrong... First impressions always matter and mark participants more than trainers would sometimes like. Most participants are in a new environment to them and are finally (!) at the moment in their lives they have been waiting for during the past weeks and months. We want the participants to feel the importance of the event and that we value their participation and investment in the course: that is the function of the official part. If we want to be sure that the course is understood as a step in the course of a programme and not a purpose in itself, we need to make sure that everyone knows what the course of the programme is. Sometimes we also need to illustrate this to the officials, the so-called policy-makers, in order for them to see that their money is well spent, but also for them and the participants to realise that you are serious about what you do. And even if it is true that listening to a speech is not very creative or participatory, the alternative of having “no speech at all” is not always better. Training trainers for human rights education is also about training people to promote – and generate support – for human rights education.

## **Aims**

To introduce participants to the institutional and educational framework of the course, its methodology and programme.

## **Objectives**

- To familiarise participants with the institutional aims of the Council of Europe in relation to HRE;
- To foster the group development process by creating opportunities for participants to communicate and get to know each other;
- To take note of the diversity of experiences and realities related to related to human rights and human rights education;
- To enlist and prepare participants for the planning and organisation of the training course.

## **Competences addressed**

- Understanding the institutional interests and objectives behind educational activities;
- Ability to relate education activities to policies;
- Curiosity and ability to learn from difference and diversity;
- Ability to work with and contribute to an international and multicultural group;
- Understanding the key concepts and methodologies behind a training programme or schedule.

## Methodology and methods

Official opening – with important officials!

Creative group work combining visual and verbal communication.

Plenary presentations on and explanation of the programme and methodology of the course.

## Programme

**09:15** Introduction to the day

Brief introduction of participants

Opening of the course by Ms Antje Rothemund, Executive Director of the European Youth Centre Budapest

**09:45** Introduction to the Council of Europe and the EYCB

**10:05** Introduction to the Human Rights Education Youth Programme

**10:25** "All who ... go to opposite side!"

**10:35** Working groups (exchange of experiences with Human Rights Education):

Starting off; using Pancho and other cartoons.

- Getting to know each other
- Participants' organisations and experiences
- Key human rights issues of importance to participants
- Why be involved in Human Rights Education?

**12:00** Brief history and introduction of Compass

**12:15** Introduction to the methodology and programme of the course

- Including round of team members (brief introduction)
- Rationale of team composition

**12:45** Lunch break

## Outcomes

All participants were warmly welcomed by Ms Antje Rothemund, Executive Director of the European Youth Centre Budapest who in her opening speech highlighted the following aspects:

- The Council of Europe was founded in 1949, when 10 founding countries agreed on a set of values, which determine the work until today:
  - The defence and strengthening of democracy, human rights and rule of law.
  - The promotion of cultural diversity in Europe
  - To satisfy the fundamental needs of Europe's citizens.
- The founding states challenged themselves to commit to building democracies and civil societies after the atrocities of the cruellest war, and they were driven by the belief that Europe should be based on peaceful cooperation and the respect for diversity and human rights rather than on hatred, nationalism and war.
- The Council of Europe is an organisation, which has its most outstanding achievements in the field of the protection of human rights.
- The Council of Europe is also an "organisation of patience",.. patience for reforms, for legal and constitutional reforms, and for education, which is the main product of the CoE youth sector.
- EYCB has from its very outset held activities, which are closely related to human rights, although were not always so-called. Many of you are aware that the Council of Europe ran a campaign in 1995, called "All different all equal", which was part of a pan-European activity.
- In 2002, Compass was produced. But this is not enough to publish something; more important is to work with it.
- The training course is the most important activity as far as the synergy effect on a national level is concerned. One of the most important criteria for the selection of participants was for them to perform the role of multiplier.



- Participants are multipliers, who are going to use what they learnt not only for themselves, but to set up and run programmes in their countries and their organisations. This training course is also designed to help people that wish to organise regional and national training courses on how Compass works.
- People came here not only to get educated, but also to create networks that often last many years. and in that respect these networks are very important for creating a civil society.

The team of trainers offered many introductions to facilitate a process of getting participants into new working frames and environments. The main objectives were fulfilled:

- The group development and cooperation was successfully initiated, as the participants got to know more about each other and what got them involved in HR(E) work. This highlighted the diversity of experiences and backgrounds in the group.
- The participants also became acquainted with the Council of Europe, and the European Youth Centre with its facilities.
- The participants were introduced to the philosophy behind the course programme:
  - This is not a training for trainers as such, but training for trainers in HRE area;
  - Stress on a comprehensive approach to knowledge, skills and attitudes;
  - Focusing only on some competences, the most relevant to HRE work;
  - Stressing non-formal education.

The trainers' team emphasised the value of the diversity and richness of experiences participants came with. They said they were not better experts than the participants, their role, however, being to facilitate the process of sharing and learning.

## **Evaluation**

Timing for the first course session stayed a bit behind due to the successful process of getting to know one another and getting into institutional frames. It was planned too optimistically. Delays and attempts to get back to right timing sometimes caused a feeling of rush. It resulted in shifting one programme element – introduction to Compass – to a later date. The presentation of the programme and the methodology of the course were shortened its essentials, too. Reference to the Pre-Course Questionnaire during the first morning session was an important help to participants in confronting their visions about their future development. This was also a sign of appreciation to the efforts participants made with their preparation. A well- run session, somewhat heavy, with lots of varied information, all of which however relevant and ultimately necessary in order to start together on the same level of information. Timing was short for the "Pancho" exercise; in normal conditions the exercise would allow a lot more.

## **Notes for further use**

When planning the programme, leave some extra room for possible changes and delays. Often recalling to the fact that you are running behind schedule, does not necessarily help, as some participants might not be too strict about keeping the time anyway. When participants are given some "homework" prior to the training course, it is important to appreciate the work they did. Foresee more time for Pancho's drawing exercises. It is recommended to add about 15 minutes to the initial estimations whenever you have invited guests or officials. Having a "plan B" may help to not get too squeezed at the end of the session...

## **Background documents, handouts and further reading**

1. Print-out of slide presentation: the Council of Europe and EYCB;
2. Print-out of slide presentation: Introduction to HREPYP
3. Slide presentation: Methodology and programme of the course (see page 76)
  
4. List of questions for game: "All who...go to opposite side!" (see page 100)
5. Instruction for the Pancho Cartoons exercise in working groups

# Module 3 – Trainers profile

Friday, 21 November

## Background

This module is part of the first training day and it follows the “getting to know each other” and the introduction of the training course. The training course has three key elements – training/trainers, human rights and education. Starting from their role as trainers allows the participants to clarify their role and responsibilities in relation to the course and to the learning process. Given the expected diversity of levels and types of experience among the participants, there is a need to develop group interaction and for participants to take note of each other’s experiences and competences and of their training needs in relation to training in HRE. With the shared information of their trainers’ competences, participants can get an overview of the resources available in the group and also of the potential to build up a group and individual learning process starting from the experiences and competencies expressed. The facilitator should take into account that at this stage participants should be given a chance to express themselves as much as possible.

The participants were requested to fill in a pre-course questionnaire that had the aim of helping them assess their roles as trainers, educators and activists in HR.

## Aims

To define the trainers profile in HRE and the necessary competences.

To gather and analyse participants’ needs and expectations for the course. To identify competences present in the group

## Objectives

- To develop the participants understanding of their roles as trainers in HRE;
- To reflect on participants’ competences and experiences as trainers;
- To discuss the core competencies of a trainer in HRE;
- To introduce and try out a tool for self-assessment;
- To develop the group and make participants aware of their own competences and training needs in relation to training in human rights education;
- To get an overview on the competences present in the group;
- To understand and raise awareness about the role of training in HRE.

## Competences addressed

- Self-assessment of individual training needs;
- Learning to learn;
- Critical reviewing;
- Ability to relate one’s role in relation to HRE;
- Empathy;
- Group work;
- Ability to see oneself as a trainer and define one’s competencies.

## Methodology and methods

The methodology is based on a learner-centred approach and it uses a map of competences as an assessment tool in order to make the participants self-directed, autonomous and responsible learners.

## Programme

**14:30** Active plenary introduction to training, the roles of a trainer in HRE and the concept of competence (how to equip yourself for the roles/actions to perform).

**14:45** Presentation of the tree of trainers' competences and experiences including a moment for self-assessment and reflection about "myself as a trainer in HRE"

**15:00** Group work on the tree of trainers' competences and experiences

- Deepening the understanding of the roles
- Sharing and reflecting on individual competences
- Discussing the competences presented individually
- Selecting competences
- Exploring strengths and weaknesses
- Exploring the relation between the trainers competences and the local environment

Each group is asked to create a tree where the main branches are the roles and the smaller branches are the competences needed by a trainer in HRE

**17:00** Group report in plenary (presentation of the trees)

**17:30** Daily evaluation

**17:40** Re-groups focussing on the identification of the course contribution to the identified training needs in HRE: In view of the tree what do I need to develop further and what can I get here at the training course? Which expectations do I have regarding this training course?

## Outcomes

The team invited participants to try out a tool for self-assessing their own competences – a tree of the competences and roles of a trainer. The participants had intense discussions in groups about the roles and competences of trainers. The discussions also focussed on the clarification of various roles trainers can take. The supporting handouts meant to initiate and frame discussions, but most groups went far beyond the given task. The group work could definitely be seen as a starting point for interesting discussions and participants felt like continuing to discuss the issues later on.

## Evaluation

Some groups had difficulties in distinguishing roles from competences. It was also difficult to try and attach particular competences to different roles. Most of the participants found it more useful to identify the competences relevant for all roles.

Attempts to distinguish various roles from each other became rather intellectual debates, while compiling lists of competences was a practical experience sharing exercise. The groups finally described the characteristics of a "super-trainer" or "super-man", something that is obviously difficult to find in reality.

## Notes for further use

It is important to explain the roles of a trainer in HRE with the help of examples in order to help participants relate those roles to their experience instead of having a solely intellectual idea. A glossary of terms in English and French is very useful.

## Background documents, handouts and further reading

1. Description of the various roles of trainers in HRE (see page 101)
2. Excerpts from Compass: knowledge & understanding, skills and attitudes in human rights education
3. List of competences assigned to different roles, as worked out by the working groups (see page 109)
4. Pre-Course Questionnaire (see page 105)

# **Module 4 – The Right Evening International at the Rights Café**

Friday, 21 November

## **Background**

After the first day of work participants will have the opportunity to get to know each other better in an informal way. This evening, prepared partly by the participants of the training course is also the launch of the RIGHT CAFE. The evening is meant to be a celebration of cultural diversity as expressed through food, drink, music or other forms of cultural expression. The evening is made of what participants bring to share with others from their own cultures.

Therefore some home preparation is part of a set of tasks the participants are requested to fulfil in order to be better prepared for the course. It helps creating a link between HRE and everyday life and it introduces the concept of sharing as a way of participation.

## **Aims**

To provide participants with an informal area where they have the chance to socialise and share.

## **Objectives**

- To get to know each other better;
- To think of their consumption in everyday life;
- To address the issues of a healthy environment;
- To share some practices on Human Rights at national level;
- To launch the Right Café.

## **Competences addressed**

- Communication and ability to share and exchange;
- Creativity;
- Participation;
- Development of a critical attitude towards HR issues.

## **Methodology and methods**

After a short speech for the opening of the RIGHT CAFE participants are asked to contribute with what they brought from home.

Since this is a course on human rights and human rights are indivisible and interrelated, participants are asked to consider bringing only products which:

- Are produced by companies respecting the human social rights of their workers;
- Are environmentally friendly (e.g. with recycled packaging, making use of natural products, not using genetically modified products);
- Do not use child labour;
- Have not been smuggled or are the object of tax evasion.

They were also asked to bring one object (e.g. a book, record, poster...) symbolising a current human rights issue or problem in their country.

## **Programme**

**20:00** Preparation for the evening

**21:00** Official launch of the RIGHT CAFE – a short speech and cutting of the ribbon

**21:15** Presentation of food and objects brought by the participants

22:00 Celebrating – music and dance

## **Outcomes**

The variety of objects and food presented is always striking together with the perception of how many similarities there are around Europe.

## **Evaluation**

The evening ran very smoothly and it helped the course get off to a good start.

## **Notes for further use**

The running of the evening needs to be quick and enjoyable. A lengthy presentation of objects and food is not necessary.

One possibility is to create a committee assessing the quality criteria and to propose some breaks.

## **Background documents, handouts and further reading**

All information was given in the "Preparing for the course" documents.

# **Module 5 – Development, current challenges and instruments of Human Rights**

Saturday, 22 November

## **Background**

Every person who is involved in human rights education ought to have a minimum understanding of the key principles, norms and standards on human rights, such as their universality and indivisibility. Trainers in HRE are more than facilitators of interactive and interpersonal learning processes. Human rights education presupposes the knowledge of one's own human rights as a right in itself and as part of the emancipatory and transformation role human rights education has the potential for (cf. Article 28 of the UDHR). This implies that trainers be acquainted with the historical evolution of the concepts of human rights. Obviously they should be acquainted with the basic instruments protecting and promoting human rights, most notably the International Bill of Human Rights. This knowledge and understanding of Human Rights (HR) should allow trainers to be able to recognise and address (at least in educational terms) cases of violation of Human Rights in everyday life and be capable of relating them to the respective documents and mechanisms for the protection of Human Rights. Hence, this module offers room for a basic introduction on the topic of Human Rights including their different generations, as well as the main concerns and challenges related to them today. Once the general dimensions of Human Rights have been understood and clarified, the foundations for following the modules on Human Rights Education are established.

## **Aims**

To raise participants' awareness of the current trends, challenges and dilemmas of Human Rights today and to provide a framework to understand the genesis, and contemporary development of Human Rights.

## **Objectives**

- To address and clarify the concepts of HR;
- To present different dilemmas and challenges to Human Rights today;
- To identify the "challenging" issues related to Human Rights today;
- To initiate wider discussion and exchange of opinions on the "challenges" related to Human Rights;
- To present the history and development of Human Rights;
- To provide participants an opportunity to identify HR issues in everyday life and explore the relevance of the documents and mechanisms addressing these issues.

## **Competences addressed**

- Knowledge on different human rights and contemporary challenges in HR;
- Ability to understand the logic and rationale behind the concept of HR;
- Ability to understand, review critically and use in training the different documents on HR (International Bill of Human Rights, the Framework Convention on National Minorities and the Convention on the Rights of the Child);
- Ability to find real cases of violation and/or promotion (protection) of human rights and identify their link with the International Bill of Human Rights and the generation they belong to.



## **Methodology and methods**

The methodology consists of a combination of lecturing, group discussions and reactions to the lecture.

The second part of the programme is reserved for a presentation followed by clarifying questions and comments. The module ends with a longer awareness raising exercise.

The methods used are key-note speech, questions and answers session, small group work (6-7 groups), input, discussion in plenary and a simulation and awareness raising exercise.

One exercise from Compass is used:

- "Promoters of Human Rights" - Exercise based on "Children's rights".

## **Programme**

**09:15** Introduction to the programme of the day

**09:20** Follow-up of the issues of the previous day

**09:30** Introducing human rights and main challenges to a culture of human rights today

Lecturer: Ms Felice Yeban - Asia Regional Resource lecture for Human Rights Education  
Outline:

- Initial brainstorming: The symbol of a human being
- Needs of human beings
- Exercise: 7 dimensions of life
- Human Rights - concept and basis
- Types of Human Rights and their characteristics

**11:15** Input: Tensions in today's world and the results of these tensions (see handout)

- Human Rights - violations, problems and issues
- The expanding environment of Human Rights
- The promise of Human Rights: the language of hope
- The role of youth in the promotion of human rights

**12:45** Lunch break

**14:30** Introduction of The International Bill of Human Rights

Lecturer: Mr Rui Gomes

**15:30** Questions for clarification, brief discussion in plenary

**15:45** Introduction to the concept "Promoters of Human Rights"

Based on the exercise from Compass "Children's rights"

Division into small working groups:

- 2 groups on the use of the Convention on the Rights of the Child
- 2 groups on the use of the ICCPR (The International Covenant on Civil and Political Rights)
- 2 groups on the use of the ICESCR (The International Covenant on Economic, Social and Cultural Rights)
- 2 groups on the use of the Framework Convention for the Protection of National Minorities

Each group is composed of 4-5 participants.

**15:55** Work in groups

Step 1: Run the exercise in small groups. Each group prepares the diamond rankings.

**16:50** Work in facilitated "double - groups"

Step 2: Groups gather 2 by 2 (the two groups who worked on the same document) and share the outcomes of their group discussion (diamond rankings)

**17:30** Presentations of group findings and discussions

Step 3: Presentations are done in an “Open Fair” style, no verbal presentation in plenary.

**18:00** Daily evaluation

**18:10** Re-groups (focus on the meta-reflection of the exercise and the daily programme as trainers)

Step 4: Debrief in Re-groups: The use of Documents on HR in training on HRE

## **Outcomes**

The lecturer – Felice Yeban – presented a humanistic and realistic concept of human rights. She further identified the main challenges in the world directly related to the development of human rights on global level. Felice also presented a strong belief in positive changes, which can be achieved by well organised and powerful civil societies. Participants asked questions and actively participated in the discussion. Most of the questions asked referred to the future of human rights as a concept and to the discrepancy between human rights as ideals and their applicability in real life.

The afternoon presentation structured the understanding and the knowledge on human rights as a concept developed throughout history. In a brief, comprehensive language the lecturer outlined the main historical developments and the genesis of human rights as a concept.

The exercise “Promoters of Human Rights” brought 4 different documents on HR closer to the participants and displayed a way in which trainers can present the difficult and complex documents in an understandable and interactive way. The result was a very lively discussion and sharing of diverse points of view on different human rights covered by these documents.

## **Evaluation**

In general, the module was evaluated in a positive way. Some participants would have preferred a different-style presentation in the morning and more time for the short exercises and for the discussion following the input. The lecture in the afternoon was very engaging but some participants had problems to concentrate and focus immediately after the lunch break. The late afternoon exercise raised the issues covered by the different conventions, enabled participants to share their understanding and interpretation of the documents. Most of them evaluated positively the opportunity to hear different points of view on the same documents (or concept). The alternative way of presenting working groups’ results in the form of “fair stands” was appreciated.

## **Notes for further use**

If possible, avoid lecture immediately after lunch or make sure that the participants have the chance to work in groups in the three (3) consecutive sessions and leave the plenary for some time. Staying in plenary for a long time can be tiring for some participants.

For the exercise “Promoters of Human Rights”, ensure more time for presentations and add time for debriefing in plenary. This debrief should focus on the discussions in the group and the contents of the Conventions. An example for appropriate debriefing questions can be found in the exercise “Children’s rights” in Compass (make sure you adapt them).

## **Background documents, handouts and further reading**

1. Tensions in today's world and results of these tensions - Presentation slides by Ms Felice Yeban (see page 87);
2. The International Bill of Human Rights - Presentation by Mr Rui Gomes (see page 90);
3. Statements cards of the Covenants or Conventions for the exercise in the afternoon (abridged versions).
4. Speech of the High Commissioner of Human Rights on the state of affairs of different human rights and related conventions.
5. Compass – A Manual on Human Rights Education with Young People (2002), Council of Europe, Chapter 4.

# **Module 6 – The protection of Human Rights within the Council of Europe**

Sunday, 23 November

## **Background**

An issue and challenge that is common to many occasional trainers and multipliers in human rights education is the fear for or the lack of knowledge concerning legal instruments for the protection and promotion of human rights. On the one hand, the trainers need to have some basic information on such issues, on the other hand, they should be able to deal with that information (and help their trainees deal with it and learn from it). What makes human rights more than a set of moral prescriptions is their legal function, the fact that they are applicable and that people, including young people, can claim them in court. In that respect, the knowledge of human rights and how to use them, make them really applicable in one's context or country.

The protection of human rights does not start with the United Nations or the Council of Europe. Human rights violations are most often perpetrated on national level by agents of national states. Based on the application of a principle of subsidiarity the best protection of human rights is the one that happens "at home" and is guaranteed by the national legislative and judicial systems. Therefore, in order to understand the European system on the protection and promotion of human rights the national mechanisms should be analysed related to them. Participants very often lack this basic knowledge on the national system of human rights protection and promotion.

This module is therefore constructed in a way that should result in understanding both the national and the European systems of human rights protection and their impact on human rights education with young people.

## **Aims**

To learn about and analyse the mechanism for the protection of human rights within the Council of Europe and its relation to the national HR protection schemes existing in the participants' countries.

## **Objectives**

- To learn about the European instruments for the protection of HR, in particular the European Convention on Human Rights;
- To learn about the function and work of the European Court of Human Rights;
- To reflect on and discuss the challenges and limitations to the protection of human rights nowadays;
- To develop participants' ability to link and relate human rights education and human rights mechanisms;
- To relate the existing instruments of HR protection in participants' countries with the European system of its protection.

## **Competences addressed**

- Knowledge on human rights instruments and mechanisms at the Council of Europe;
- Understanding the ways to safeguard and protect human rights;
- Understanding the universality and indivisibility of human rights;
- Ability to link HR reality on national and European levels.

## **Methodology and methods**

Introductory lecture by an expert and plenary discussion (possibility to address the expert). Working groups (based on the plenary input and discussion and on participants' analyses made before the training course).

## **Programme**

**09:15** Practicalities and the programme of the day

**09:30** Expert's input – European system of Human Rights protection and promotion – Mr Stefano Valenti (Human Rights Awareness Division, Council of Europe Directorate General of Human Rights) questions to the speaker

**11:15** Working groups

Current issues and challenges to human rights on national level and existing system of HR protection (based on participants' analysis done before the training)

The impact of the challenges on human rights education

## **Outcomes**

Mr Stefano Valenti presented structured information about the mechanism of the Human Rights protection and promotion system within the Council of Europe. He highlighted a general structure, instruments set up in the CoE, protected rights, possibilities for individual complaints and execution of the judgments of the European Court of Human Rights.

His presentation was followed by questions. Participants seemed mainly concerned about the efficiency the Court judgments (bearing in mind that states, that violate rights are also responsible for judgments' execution); the ECHR's capacity to deal with the overload of individual complaints; cooperation between the CoE and the European Union and generally the future of the Council of Europe.

Working groups opened discussions on current issues and challenges to Human Rights existing on national level, in the participants' home countries. All groups prepared written reports of the outcomes of the discussion.

## **Evaluation**

Stefano Valenti's input was perceived as an interesting attempt to characterise the Human Rights protection system of the Council of Europe. Participants claimed that the knowledge was not new for them but definitely let them refresh the facts and structure them.

Participants enjoyed working in smaller groups and sharing their knowledge and expertise on the national systems of Human Rights protection. Groups chose their own pace and approach in order to make discussions interesting and concrete. In general, participants were well prepared and equipped with reference materials, some persons however, experienced difficulties in finding the legal cases from the European Court of Human Rights.

## **Notes for further use**

It is vital to refresh the knowledge on mechanisms of Human Rights protection. Although many participants may be well acquainted with the topic a lecture by an expert directly involved in the HR work can be beneficial for all. Participation should be encouraged by getting participants prepared prior to the training course, by making some research on the Internet or by contacting other institutions dealing with Human Rights on national level.

It is important for the work in smaller groups to inform participants in advance about what is expected from them in order to be prepared for the discussion. Instruction and guidance for participants on using the HUDOC Database could be helpful. This module can be easily used in other training courses on Human Rights and Human Rights education.

### **Background documents, handouts and further reading**

1. Some research made by participants in working groups on the existing HR situation in their countries (legal instruments, activities of governmental and non-governmental organisations, “burning” issues in human rights) (see page 95);
2. HUDOC Database (can be found at <http://hudoc.echr.coe.int>)
3. Information on the Directorate General of Human Rights ([www.coe.int/T/E/Human\\_rights](http://www.coe.int/T/E/Human_rights)).
4. Information on the European Court of Human Rights ([www.echr.coe.int](http://www.echr.coe.int))
5. Handout for the working groups;

# **Module 7 – Multi-dimensions of Human Rights and Human Rights Education**

Sunday, 23 November

## **Background**

Trainers in human rights education, even if focused on specific HRE themes should be familiar with the wider framework of human rights education., As trainers they should also be able to conduct training elements that deal with the complexity of HRE. As users of COMPASS the participants at this course should be able to understand and use the different types of simulation exercises that are in Compass. By having a chance to participate, observe, and reflect on a simulation exercise from Compass participants should be able to understand the educational approach and be encouraged to do similar activities with their target group.

With a group of 40 participants it's difficult to create a feeling of "group learning" and raise the awareness of the group of participants as a source of learning. Hence, modules such as this one are important to raise the participants' awareness about the diversity and differences in the approaches and opinions that exist in the group and to provide ways on how to deal with them.

This module is the first phase of a series of modules aiming at easing the transition from Human Rights to Human Rights Education.

## **Aims**

To develop participants' understanding of the universality of human rights issues, and how to address them through HRE;

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

## **Objectives**

- To start addressing HRE and connecting HR issues with HRE;
- To experience a common group activity;
- To develop an understanding of Human Rights in practice by addressing their multi-dimensional character;
- To explore the interrelation and complexity of Human Rights issues;
- To develop intercultural skills of communication and co-operation;
- To compare different ways of decision making.

## **Competences addressed**

- Knowledge about different human rights (1st and 2nd generation of HR);
- Ability to understand the logic behind HRE and how to use different real events (cases) to develop HRE activities relevant to their target groups;
- Decision making skills;
- Advocacy skills;
- Team work;
- Creativity.

## **Methodology and methods**

A large simulation exercise based on the activity in Compass "Access to Medicaments". This activity has been used already several times in similar courses and there is a rich experience in variations and alternative ways to make the best out of it.



## **Programme**

- 14:30 Exercise "Access to medicaments" - introduction, setting the scene and composition of groups
- 14:45 Part 1 – the court hearing
- 16:00 Part 2 – consensus building phase
- 17:25 Debriefing

## **Outcomes**

After the preparation, all participants played their roles during a simulation of a court hearing. Description of revised roles can be found in the annex documents.

## **Evaluation**

The majority of participants were satisfied with the exercise, but some emphasised the shortage of time to get into their roles as well as difficulties in taking roles, which contradict their own attitude. The exercise was challenging and demanding for most participants, but the majority felt they learned some new experience. The participants found it important that the case was a real story and they could compare their results with reality in the end.

On the other hand the case was not performed in a very controversial way. Participants felt that there was no controversy in the case where a rich pharmaceutical company was against poor people dying of AIDS in Africa. Almost everybody had difficulties in believing that the pharmaceutical company could win, but at the same time they were surprised by the real verdict of the court as it arrived unexpected but welcome.

## **Notes for further use**

Good preparation for each role is essential, especially when participants do not feel the roles so controversial because of their personal beliefs and they have difficulties to perform them. Equally important is to allocate proper time to the casting, debriefing and evaluation. According to the group of participants, one option could be to spend more time linking the situation to the "local" reality of the participants in order to see the parallelism with some situations they have faced or are facing."

## **Background documents, handouts and further reading**

1. Revised version of Access to Medicaments exercise from Compass (see page 100)

# **Module 8 – HRE and the educational approaches in Compass**

Monday, 24 November

## **Background**

The module is the second phase of the shift from HR to HRE and it is the first close look at Compass and its educational approach. Educational approaches are of outmost relevance in HRE as the means and the end should coincide. It is therefore essential that there is an appropriate space in the programme of the course for presenting, debating and experiencing the educational approaches by using the exercises of Compass. This second phase is not the last one, as it is followed by a third one on the competences required by educators in HRE.

## **Aims**

To learn about the educational approaches in Compass by using them

## **Objectives**

- To experience critically and reflect on the meaning and role of the educational approaches in Compass;
- To acquire knowledge about the educational approaches;
- To experience key methods/activities in COMPASS;
- To be transparent in the methodology and the process by analysing the exercise from the methodological point of view linked to the educational approaches;
- To consolidate the learning of the previous day.

## **Competences addressed**

- Critical thinking and analysis;
- Designing and explaining methodology;
- Planning an educational process;
- Learning to learn.

## **Methodology and methods**

The methodology is based on an interactive experience of different aspects of the educational approaches in COMPASS.

It addresses both contents and methods all morning, first through an expert input and then through active reflection and discussion linking the input with the exercise educational potential.

## **Programme**

**09:15** Presentation of the day and announcements

**09:30** Introductions to Compass

**09:45** Input from an invited lecturer "The educational approaches in Compass and the outcomes and competences developed in/by young people through HRE" – Mr Alessio Surian, co-author of Compass

**11:30** Learning through the activity run the previous day

Presentation

Group work to analyse the activity by using the educational approaches in Compass as a reading grid.

## Outcomes

Mr Rui Gomes shortly introduced Compass manual to participants. He highlighted that:

- Compass is drafted aiming at non-formal education activities rather than at formal education, however most of the activities could be easily adapted to the formal school curriculum.
- It is a “ready to use” material, in the sense that one does not need to have a certain level of knowledge about human rights prior to using Compass. It contains the necessary background information for learning about human rights, however it should be just a starting point. It does not answer all questions, but rather encourages further search and taking actions at local level.
- Being targeted at young people, it focuses on issues relevant to them nowadays, contains up-to-date information, and offers attractive interactive exercises and games.
- Compass addresses not only theoretical knowledge, but it also promotes values and attitudes as substantial elements for human rights education.
- Compass is a result of the joint efforts of many people working at the European level, however it should always be adapted to the local and national realities. It shall not be uncritically and automatically applied under all circumstances.
- An on-line version has been up-loaded to the website recently with options for users to give feedback and share their experiences.

The expert – Mr Alessio Surian started his input by running a short exercise on participants’ own motivation to conduct human rights education activities. Following that, the expert made an input and stressed particularly the following aspects:

- Working on HRE requires strong, deep motivation and commitment; only through these qualities will we be able to convince the others about the ideals we promote. Our motivation will allow us to be initiators of change and to be followed by others. HRE must be accompanied by a strong belief in a better future, otherwise our work is useless.
- When working with young people, it is definitely not enough just to pass them on knowledge. They have to feel that it is an emancipatory experience, and they have to be made aware. The participants in HRE will have the opportunity to refer what they hear to their own emotions and experiences, so that they feel that it also empowers them.
- HRE can only be beautiful if it is not – we cannot really say about human rights education. By teaching HR through HR we also have to teach values and attitudes, respect of the others, thinking about the effects we make on others. We shall often stop for a while to think and realise what others feel. HRE can only be possible through cooperative learning in the spirit of respect and tolerance, where people experience a need to have others for their development.
- HRE is political work indeed, because in the end we want to make substantial changes in the world so that a culture of human rights respect becomes reality. Our HRE work shall also have concrete results for young people taking actions for social change at their local level.
- It is important to distinguish political and civil rights from social and economic ones, but we shall be aware that only social and economic rights can ensure the exercise of political and civil rights.

Later on the participants worked in groups reflecting on educational approaches through the evaluation of the exercise: “Access to medicaments” from the previous day.

## **Evaluation**

Most of the participants were strongly impressed by the two speakers. They appreciated the form of both presentations emanating with dynamism and enthusiasm.

## **Notes for further use**

The users of Compass manual should be well aware and acquainted with the offered educational approaches. This will be an essential approach ensuring the proper use of Compass; otherwise it becomes only a resource book of some documents and interesting games. The strength of Compass lies in understanding and applying the educational approaches of human rights education.

All Compass users and trainers will be encouraged to read thoroughly and reflect particularly on texts on pages: 17-25, 39-44 of Compass.

## **Background documents, handouts and further reading**

1. Reports from working groups analysing exercise "Access to Medicaments" in terms of the educational approaches used. (see page 107)
2. Presentation of HRE methodology and approaches as in Compass, p. 39.
3. Extended outline of presentation by Mr Alessio Surian (see page 101)

# **Module 9 – Possibilities and conditions for follow-up**

(National courses, pilot projects and fundraising for HRE)

Monday, 24 November

## **Background**

If one wants to secure follow-up in a training course, the possibilities – if not the framework - for that follow-up have to be defined in advance. The participants want to know what is meant by follow-up and what is expected from them, as well as what it contains for them. The chances of any follow-up are highly increased if the organisers, stakeholders or team of trainers have thought about it before what the follow-up could and should be like. Otherwise participants hesitate between the desirable and the possible, between their own ideas and the possibilities and conditions of their organisations, between the expectations of the trainers and the conditions under which they have to work and implement any follow-up. In the training of trainers in human rights education, follow-up is a “must”. It is the very essence of the course and the programme is meant to equip and prepare participants to develop and implement their follow-up activities practically, which could be training courses, pilot projects, youth exchanges, newsletters or any other HRE activity. One of the first questions asked while thinking of follow-up activities is about the opportunities for financial assistance. Therefore the trainers’ team should be prepared to answer them. The “only” thing needed is to present, explain and discuss the conditions and guidelines for various funding possibilities with the participants, and understand and reply to their very concrete questions about how, how much and when.

## **Aims**

To provide essential information about the programme of national and regional training courses and the existing funding possibilities in the European Youth Foundation, with the Human Rights Education Youth Programme and within other institutions and programmes.

## **Objectives**

- To introduce participants to the concept and formula of National and Regional Training courses and other forms of multiplying HRE at national and local level;
- To encourage participants to develop follow-up projects after the training course;
- To provide participants with information about existing funding possibilities for HRE projects with young people;
- To initiate a reflection about the follow-up to the course by the participants;
- To associate participants and HREYP closely;
- To help participants plan realistic and achievable follow-up projects.

## **Competences addressed**

- Ability to transfer learning into action;
- Addressing the different needs of trainers in a training course;
- Usage of the support possibilities offered at European level;
- Planning a project for human rights education;
- Cooperation skills;
- Information and skills in fundraising for HRE youth projects.

## **Methodology and methods**

Plenary presentations and group consultations or workshops.

## **Programme**

**14:30** General information about possibilities for support of follow-up projects within the Directorate of Youth and Sport (pilot projects, national and regional courses, other projects);

**15:30** Three group consultations or workshops for further details and support to the following follow-up projects: pilot projects, national and regional courses, the EU Youth Programme, other projects.

Other participants not interested or concerned by any of the above may work at the HRE resource centre or hold consultations on subjects of their choice.

## **Outcomes**

This was a very valuable and appreciated session, that allowed pursuing and achieving the objectives set: useful information about funding possibilities for projects of human rights education with young people, both for projects resulting from the course and for other projects in general.

## **Evaluation**

The participants evaluated the module very positively. Some participants regretted that the information provided did not correspond to their expectations but they still considered it useful because it was provided early enough to allow them to re-think and possibly change their project plans.

It was the first time that a workshop on the Youth programme of the European Union was offered and the results were very positive. There is an obvious complementarity between the Human Rights Education Youth Programme and the Youth programme that can be used for the benefit of good projects.

## **Notes for further use**

The success of the module relied a lot on good documentation secured and provided in advance, on the availability of those documents and on motivated and competent workshop leaders to respond to and take into account the specific needs and interests of participants. Keep the module as planned.

If working at national level, try to get information about existing national possibilities, including foundations and the private sector and try to invite the national agency of the Youth programme or similar institutions to run a workshop or information session.

It is necessary to prepare handouts and guideline materials in advance for this kind of session.

## **Background documents, handouts and further reading**

1. Guidelines and forms for pilot projects and national courses (can be found at [www.coe.int/T/E/Cultural\\_Co-operation/Youth/](http://www.coe.int/T/E/Cultural_Co-operation/Youth/)).
2. List of educational resources available at the HRE Resource Centre (can be found at [www.coe.int/T/E/Cultural\\_Co-operation/Youth/](http://www.coe.int/T/E/Cultural_Co-operation/Youth/)).
3. The European Union YOUTH Programme User's Guide (can be found at [www.europa.eu.int/comm/youth](http://www.europa.eu.int/comm/youth)).

# **Module 10 – Competences for Human Rights Education**

Wednesday, 26 November

## **Background**

This module follows up the process of the consolidation of participants' understanding and knowledge of Human Rights Education. Many of the competences in HRE draw from the other fields of non-formal education.

Facilitators of HRE activities face different challenges when working with groups of young people. Apart from being competent in the subject matter of Human Rights, facilitators should be aware of the different learning styles of the participants and should know various ways of organising educational processes to ensure learner-oriented approaches. In addition, competent facilitators should be able to understand and guide intercultural learning processes in multicultural groups. They obviously need to possess a set of values that truthfully supports Human Rights. The role of trainers and facilitators implies not only to understand, but also to be able to guarantee the development of skills, knowledge and attitudes of the participants and ensure the transfer of HR values to participants during the training activities.

It naturally requires good understanding of the values, objectives and functions of Human Rights Education, including what specificities it has and what it shares with many other educational subjects and approaches.

In this module participants address these aspects of HRE by using an education activity of Compass. As such, the module is an introduction to the series of workshops on different topics that offer more "hands-on" training to participants.

## **Aims**

To enable participants to understand the specificity of HRE and the competences required for trainers involved in HRE.

## **Objectives**

- To increase participants' ability to understand the skills and attitudes required for human rights education and how to integrate them in a training programme;
- To increase participants' awareness of the different learning styles and their consequences in HRE;
- To increase participants' awareness of the intercultural processes in training in HRE, including the link between HRE and issues such as empathy, tolerance of ambiguity and distance to social roles;
- To raise the participants' awareness of the ethics and values in training in HRE;
- To address the issue of the specificity of the training approach to HRE.

## **Competences addressed**

- The ability to analyse and evaluate learning processes;
- Learning about and using experiential learning;
- Ability to use and develop learner centred educational approaches;
- Understanding the basic competences for HRE facilitators in the fields of intercultural learning, ethics and values in HRE.

## **Methodology and methods**

Can I come in - Exercise from Compass



## **Module 10**

Group analysis of the different educational aspects of the exercises and the essential facilitator's competences

Buzz groups and brief reflection in plenary on the specificity of HRE.

## Programme

09:15 Introduction to the day

09:30 Learning styles and their implications in training in HRE

10:00 Introduction to the next step

10:10 Exercise: Can I come in?

Debrief of the exercise at the “level of events and emotions”

11:30 Introduction of the learning groups - Debrief and analysis of the exercise from a specific educational perspective. Groups on:

1. Intercultural learning
2. Ethics and values in training in HRE
3. Methodology
4. Competences addressed (skills, knowledge and attitudes)

## Outcomes

Mr Goran Buldioski gave a short theoretical input on learning styles and their implications on Human Rights Education. Although each person has their own individual learning style, they could be generally categorised in 4 groups: Activists (learn best through concrete experience), Reflectors (need time for reflective observations), Theorists (satisfied with abstract conceptualisation) and Pragmatists (need active experimenting). Due to lack of time the theme could not be further developed in detail. For HRE trainers it is essential to consider different learning styles, while drafting the programme of the activities.

The groups exercised the role-play “Can I come in” tackling theme of refugees, which was considered mostly as analysis material for later analysis in working groups.

The groups discussed the role play as a practical example available for HRE trainers and evaluated it in terms of the methodology used, the intercultural aspects used, the ethics and values involved as well as the competences addressed.

## Evaluation

Many of the participants felt that the input on learning styles was too general and they would wish to discuss it more in detail with more concrete examples to understand the differences better.

The role-play raised strong emotions in a number of people, who felt dissatisfied because of the fact that too short debriefing and theme-based discussion were offered. Although they were aware that the exercise was meant to be a methodological tool, they lived their roles.

## Notes for further use

Very short time given.

## Background documents, handouts and further reading

1. Handouts for the exercise “Can I come in?” (Compass, page 98)
2. “How do I learn” handouts on different approaches to learning.
3. Reports from working groups analysing exercise “Can I come in?” (see page 110)
4. Outline of the presentation about learning styles (see page 115)

# Module 11 – Workshops

Wednesday, 26 – Thursday, 27 November

## Background

The workshops are offered in the second part of the training course, allocated in two timeslots in order to offer a varied possibility for the participants to deepen different aspects of HRE. Providing participants with workshops that address different issues in human rights education is a crucial part of the training course. It is often a much awaited element of the programme as participants come with different expectations and want to discuss very specific issues they are confronted with in their daily lives. Thus, the themes of the workshop try to address different elements that are important both for professional and personal development. It is also a chance to reflect on trainers' competences needed for running training activities in human rights education, taking into consideration specific topics. The topics are proposed by the team of trainers, based on previous experience with running the activity. Some are a direct response to the participants' expectations expressed in the application forms.

The workshops also play an important part in reflecting on how to work with educational materials developed by the Council of Europe and Compass in particular. This is the expectation that repeatedly appears in the participants' application forms. Compass is becoming a more and more known educational tool used in many realities but the issues of using it and, what is more important, adapting it to the local realities of trainers in human rights education remain an open question.

The workshops try to develop and deepen different human rights issues at first and from that move to the development of trainers' competences in addressing these issues in human rights education. There is always a link between those two.

## Aims

To provide a space for deepening some themes and methodological aspects in HRE and training and to improve trainers' competences in HRE.

*(Additional specific aims are developed in particular workshops)*

## Objectives

- To provide room for participants to share best practices;
- To provide room to critically deal with some key themes, methods or attitudes in HRE;
- To offer a possibility to experience methods from COMPASS, Educational Pack and DOMINO;
- To explore HRE through issues addressed in Compass.

*(Additional specific objectives are developed in particular workshops)*

## Competences addressed

- Learning to learn;
- Critical thinking;
- Communication;
- Ability to analyse the educational process.

*(Additional specific competences addressed developed in particular workshops)*

## Methodology and methods

Three workshops are simultaneously run by the trainers' team in cooperation with some participants (optional). Each workshop should use the activities from COMPASS (additionally from Educational Pack and DOMINO) and may add other elements to

complement it. They should cover different themes and use different methodologies and approaches. The workshops listed are a proposal based on the needs expressed in the application form as read by the team. The participation in the workshop (10-15 people each) is based on the participants' free choice.

**OPTIONAL:**

The workshops involve elements of meta-reflection on the way it is conducted and on possibilities for improvement. Therefore, two observers should be chosen to observe the process and give feedback at the end of the workshop. This should be used as a starting point to discuss and analyse the following issues: transferability to local realities of participants, adaptability of methods used, role(s) of the trainer, etc.

## **Programme**

### **Wednesday, 26 November**

**14:30** Plenary introduction to workshops. Splitting into groups

**14:45** Workshops (training-related themes). Each participant can choose one from the following:

- *Gender based violence and conflict management*
- *Discrimination/xenophobia and peer education*
- *Children's rights – participation in the educational process*

**18:00** Plenary session – practicalities and announcements

**18:15** Re-groups

### **Thursday, 27 November**

**09:15** Introduction of the day

**09:30** Reports from the Learning Groups

**10:15** Workshops (methodology and topic related themes). Each participant can choose one from the following:

- *Facilitation, debriefing and evaluation of HRE training activities*
- *Designing the programme of HRE training*

## **Outcomes**

The outcomes of the concrete workshops can be found in modules M11A, M11B, M11C, M11D, and M11E

## **Evaluation**

See above

## **Notes for further use**

All workshop proposals should be primarily based on participants' expectations with a possibility to suggest other topics while participants are already in the training process as new ideas may come up from new experience gained.

It has been suggested by participants to use observers in all workshops obligatorily (not optionally) as it may bring a new dimension and help evaluate the learning process.

When preparing the workshop the organisers should think about the process of choosing the workshop by participants. It is crucial when handling big groups as it may create a lot of confusion and take a lot of time.

## **Background documents, handouts and further reading**

1. COMPASS
2. "All different – all equal" - Educational Pack. (1995), Council of Europe
3. "All different – all equal" DOMINO (1996), Council of Europe
4. Exercise observers' briefing card

# **Module 11 A – workshop on gender-based violence and conflict management**

Wednesday, 26 November

## **Background**

Gender-based violence defined as violence directed against a person on the basis of gender or sex is a very important human rights issue. It is also a very broad and sensitive problem as it is very often conditioned on the grounds of culture, religion and tradition. Both males and females are subject to gender-based violence; however women and young girls are the main victims of sexual harassment, domestic violence, emotional and psychological abuse, forced prostitution, trafficking, Female Genital Mutilation, forced marriage and discriminatory practices at the workplace.

Nearly one out of four women around the world experiences sexual violence during her lifetime. (World Health Organisation, World Report on Violence and Health, 2002) However, the cases of gender-based violence are very often not reported by the victims because of social stigma, fear about their safety and lack of appropriate protection and response from the institutions or organisations meant to help them.

This module attempts to address the issue of gender-based violence and the methodology of conflict management as one of the strategies useful in running human rights education activities while addressing the issue of gender-based violence. The workshop addresses also the issue of homophobia and related discrimination and violence.

## **Aims**

To increase participants awareness, knowledge and understanding of the concept of gender-based violence and conflict management in order to develop competences of tackling the issue in training young people in human rights education.

## **Objectives**

- To identify and understand the main causes, forms and consequences of gender-based violence;
- To familiarise participants with the mechanisms of protection (both national and international) that address the issue of gender-based violence;
- To discuss the methodology of conflict management and its usefulness in running activities in human rights education;
- To share participants' experience in dealing with the issue of gender-based violence in training young people in human rights education;
- To identify essential elements in training young people when addressing the issue of gender-based violence.

## **Competences addressed**

- Ability to tackle and discuss sensitive issues in human rights education;
- Skills in conflict management;
- Critical thinking;
- Ability to reflect on the process of learning.

## **Methodology and methods**

The methodology of the workshop includes a combination of different methods: short input on the methodology of the workshop, which will also provide participants with

**Module 11 A**

basic definitions and information on gender based violence; working in groups – discussion on forms and consequences of gender based violence and international

mechanisms of protection; Where do you stand – a participatory exercise meant to discuss the issue in depth and think about the usefulness of conflict management strategies in training young people in human rights education.

## **Programme**

**14:30** Introduction in plenary (+splitting into workshop groups)

**14:45** Silent floor discussion – why are you here?

Discussing participants' expectations from the workshop

**15:00** Programme of the workshop and its methodology – introduction

**15:20** The gender-based violence Tree – exercise in 2 groups (depending on the number of participants; each group – approx. 5 participants). This exercise is meant to identify the many forms of gender-based violence and understand its causes and consequences. Participants are also expected to share their knowledge on national mechanism of protection when it comes to gender based violence.

**16:00** Feedback from the groups.

**16:40** Where do you stand? – exercise addressing the issue of gender-violence, conflict management and addressing this issue in a training situation (including debriefing and evaluation). The possible statements for this exercise are attached to this module.

**17:30** Evaluation of the workshop

## **Outcomes**

Participants shared their knowledge and experience when it came to working with gender issues. They analysed the forms of gender-based violence, its causes and consequences. This work in smaller groups was very interesting as it brought about different points of view that were mainly culturally conditioned.

## **Evaluation**

Participants enjoyed working in smaller groups on the forms, causes and consequences of gender-based violence as it raised many discussions on the system of protection, provision of support services and how the issue is dealt with in different countries. The "Where do you stand exercise" provoked an interesting discussion on gender stereotypes. The time limit did not let the group go deeper into discussion.

## **Notes for further use**

It is important to start the workshop clarifying important terms that are going to be used during the workshop such as gender, sex, gender-based violence, abuse, neglect. The topic discussed during the workshop may be a very sensitive issue for some of the participants; therefore, it is crucial to make sure that everybody feels comfortable participating in all the activities proposed. Facilitators should feel free and comfortable discussing the issue as well.

This module can be very easily adapted to local context. However, if one decides to do it with young people, all activities should be adjusted in order to make them a bit clearer and easier to discuss.

## **Background documents, handouts and further reading**

1. Handouts: Key human rights instruments (concerning gender-based violence) (see page 117)
2. Information on gender-based violence (World Health Organisation) ([www.who.int/gender/violence/en](http://www.who.int/gender/violence/en))
3. Information on the UN Fourth World Conference on Women ([www.un.org/womenwatch/daw](http://www.un.org/womenwatch/daw))



4. UNESCO Training for Trainers on Gender-Based Violence: Focusing on Sexual Abuse and Exploitation ([www.reliefweb.int/library/documents](http://www.reliefweb.int/library/documents))
5. Violence against women and children - Vision, Innovation and Professionalism in policing, VIP Guide, (2003) Council of Europe
6. Ingrid Ramberg, Violence against young women in Europe, (2001) Council of Europe

# **Module 11 B – Workshop on Discrimination and Xenophobia – peer education**

Wednesday, 26 November

## **Background**

Discrimination and xenophobia are much-developed problems that threaten human rights. The forms of discrimination and xenophobia affect many groups in many ways. It is a long process to eliminate these threats that create barriers in self-development and the development of HR. Protection of HR can be reached through various approaches and learning styles in formal and non-formal education. One of the most effective methods with young people is peer education when information, values, skills and attitudes are transferred from one person to others - peer-groups.

Peer education can assist in fostering participation in formal and non-formal education. It is an important method for multiplying and reaching a large number of peers. It can be applied in many different educational settings. This workshop offers a combination of both, experiencing forms of discrimination and xenophobia in different settings and developing/exploring peer education methods in these settings on these specific issues.

## **Aims**

How to raise awareness about evidence and presence of discrimination and xenophobia in behaviours in relation to human rights, and to develop competences in methods of peer education dealing with these issues.

## **Objectives**

- To understand the consequences of human rights violation in relation to discrimination and xenophobia;
- To address issues of discrimination and xenophobia by using different techniques;
- To use creative methods for expressing human rights issues;
- To exchange methods and practices in peer education;
- To offer an exercise from Compass as experiment possibility;
- To share experiences and practices in peer education;
- To develop specific competences, methods and knowledge in HRE.

## **Competences addressed**

- Teamwork;
- Co-operation;
- Communication;
- Participation;
- Understanding HR issues - xenophobia and discrimination;
- Methods for peer education;
- Reflexivity and observation.

## **Methodology and methods**

Work in three groups that should be very creative, using various techniques expressing HR and the consequences of their violation – discrimination and xenophobia.

This happens in the activity “Act it Out” (revised from Compass pp. 86). The task of the group is to make up a short (10 minutes max) presentation (it can be also a campaign) raising awareness of discrimination and xenophobia. It is a participatory exercise to

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introduce the general idea and concepts of HR with oral or visual presentations. The presentations are video recorded. This documentation is part of the learning process and a form of peer education for further use at the Rights Café.

Group discussion on experiences and understanding of peer education takes part in the second part of the workshop. Discussion and debriefing on how to use this exercise in participants' work and how to address issues of discrimination and racism for their peers is facilitated.

## Programme

**14:30** Introduction to the workshop and brainstorm "What is the participants' understanding of discrimination and xenophobia?"

**14:45** Explanation of exercise. Dividing into groups (3) and giving tasks

**14:50** Working in groups (discussion on the issues in groups)

**15:20** Presentations of the groups (video recording)

**16:20** Brainstorm "What are the characteristics of peer education?", open discussion:

- To what extent are the techniques used in the first part adequate in addressing HR and linking HR, xenophobia and discrimination?

- How can you use and work with these techniques and methods in peer education in youth work?

- What are the other ways/techniques/methods to use peer education?

Debriefing

**17:15** Evaluation with questions:

- "How were the issues of discrimination and xenophobia addressed in relation to peer education in youth work?"

- "Why is discrimination and xenophobia a part of HR?"

Reference to Compass (Variation of exercise Act it out)

## Outcomes

During the workshop participants had the opportunity to practise various techniques and methods to raise their awareness of discrimination and xenophobia. They shared their experiences of understanding the consequences of human rights violations. Their experiences with peer education and the techniques they use with their peers were discussed during the second half of the workshop. Participants also had the opportunity to practise an activity from Compass.

## Evaluation

The participants were very creative when using certain techniques. The presentations were constructed as a show looking at aspects of discrimination and xenophobia in a job interview, an interview for the marriage of a lesbian couple, and a song. Using the video camera increased the level of curiosity and the importance of the presentations.

In the second part, participants focused on using the exercises and other techniques in peer education in their work. Nevertheless, the discussion on peer education and peer groups was not explored in depth. Participants certainly needed more time to reflect on the activity and to look more in their own realities and work at home. For some participants a question "Why is discrimination and xenophobia a part of HR" was not an easy one, therefore the group discussion centred on the topical rather than the methodological approaches.

## Notes for further use

It is good to use recorded material at the Right Café; however, the facilitator or group representatives should give clear explanation of the workshop with a link to peer education to other participants.

Give more time to prepare the presentations and debriefing. Especially, the second half requires more time. It is important to bear in mind that participants work with different

target groups; hence, for further discussion more time is needed for “digesting” various techniques that might be adequate in their work. Also, pay special attention to the link between the first and second half.

### **Background documents, handouts and further reading**

1. Handouts on peer education.
2. European Peer training organisation, Sabine Finzi and Sven Morch.
3. Just Us: Young people in action with young people, John Holt and Philip Hope.
4. Variation of exercise Act it out (Compass, page 86).
5. Materials needed: coloured papers, markers, glue, pens, Video camera.

# Module 11 C – Workshop on Children's rights – Participation in education process

Wednesday, 26 November

## Background

The Convention on Children's Rights is not only the most widely ratified Human Rights legal instrument but also the first and most important document that many children and young people may use to be introduced to human rights education. This is so not only because it is a concern of their particular interest, but also because children should receive purposeful systematic education and abundant information about their rights in a natural way. In many European countries the work around the rights of the child remains one of the most common forms of human rights education both in and outside school.

Participation in the educational activities both in formal and non-formal settings is a key principle in human rights education. "...participation in HRE means that young people make the decisions about what and how they are going to learn about human rights. Young people develop various competences through participation... Knowing about human rights is important but not enough...." COMPASS pp39. The trainers and facilitators in Human Rights education should not only be aware of this, but should also understand what it means in the daily practice of HRE to allow for participation.

Participants are encouraged to choose one of the several workshops (thematic and methodological) in order to allow them to focus on issues and methodological aspects that they feel most comfortable with and are more interested in.

The workshop should combine exploration and reflection on children's rights with methodological aspects related to participation as a key to success in the practice of HRE.

## Aims

To enhance reflective knowledge on children's rights, on the rights in the field of education (formal - non-formal - informal), especially on the importance of participation as a key value in HRE.

## Objectives

- To develop participatory and cooperative skills in education about children's rights;
- To share practices, experiences and understanding of participation in HRE;
- To get a better picture of the reality of child labour and exploitation;
- To develop knowledge about community life, rights and responsibilities;
- To develop critical thinking about the complexity of Children's rights;
- To encourage the values of justice and the feeling of responsibility for generating solutions;
- To offer the possibility to experiment with "Compass".

## Competences addressed

- Knowledge about Children's Rights;
- Critical thinking skills enhancement;
- Communication skills;
- Participatory skills;
- Organising the learning process according to the participants' needs and preferences.

## **Methodology and methods**

The planned activities for the workshop focus on children's rights. Exercise "Ashique's story" from Compass (pp 91) is used.

The methodology is a combination of introductory exercises, group work and group discussion. A videotape with animated children's rights is also used for participants to find out which children's rights violations are described in it. The number of participants must be 6-15. The workshop is divided into two parts:

The first part – the study of Ashique's story - is focused on discussing the nature and forms of child labour and exploitation. It leads to increased knowledge and sensitivity about child labour.

The second part – Exploration of the possibilities to develop participatory skills in generating possible solutions to cases of children's rights violations.

The debriefing and evaluation part provides participants with the chance to share what they learned through participation and reflection on child labour and children's rights education.

## **Programme**

**14:45** Introduction to the workshop - objectives and expectations

**15:00** Composing/presenting Ashique's story.

**15:10** Working group: reading and sharing comments; envisaging possible steps to solve the problem.

**15:45** Groups together

**16:30** Debriefing and evaluation

This phase focuses on the way participation was addressed, allowed for and practiced in the workshop

**17:30** The video exercise

**18:15** Evaluation of the workshop (matrix participation/learning)

## **Outcomes**

Participants shared other different experiences and perspectives of participation in promoting Children's rights Education. They tried to include all the actors in a child's life in their work. They organise seminars or training courses with youth workers, teachers and parents. During the workshop, participants tried to find some ways to have children participate in activities related to their rights education.

## **Evaluation**

Some participants found the workshop very useful for their daily work; some others were expecting a different way of treating the Children's rights education issue. Some others thought that the workshop did not meet their expectations, as they were already active and familiar with its theme.

The graphic evaluation, with the whole group, was overall more positive than the suggested verbal remarks and comments. Everyone found the workshop participatory, not everyone felt that they learned new things.

## **Notes for further use**

, It is necessary for further improvement that the objectives are presented to participants in a clearer way. It should be clear to them right from the beginning what type of participation is in focus, (children's participation, youth workers' participation, teachers' participation, parents' participation). The Video was not very well understood by the participants. It needs more work to serve the aims of this workshop integrally.

It is important to clarify with participants the reason why they attend some workshops. There is a risk that some register to attend those where they feel that they are more knowledgeable, while others choose the ones where they believe that they can learn something new. This may sometimes result in conflicting expectations and frustration.



## **Background documents, handouts and further reading**

1. Materials: Video „O lidských právech a tolerance“ (About human rights and tolerance), „Animované filmy o dětských právech“ (Animation films on Children's rights), pens and markers, flipcharts, papers;
2. Copies of the facts from “Ashique's life” exercise (Compass, page 91).

# **Module 11 D – Workshop on Facilitation and Debriefing in HRE**

Thursday, 27 November

## **Background**

Every person involved in delivering human rights education should be able to understand the process of individual and group learning, the basic educational principles, to be able to design an educational programme, critically select the contents, facilitate the participants' learning and to possess the capacity of reflecting and pinpointing participants' learning points.

Good facilitation of the group sessions and exercises is a pre-requisite for successfully conducted educational sessions. It presupposes that the facilitator is able to:

- understand the group dynamics;
- clearly communicate the assignments and instructions to the participants;
- structure a discussion and to establish the order of discussion
- manage the time;
- ask clear and comprehensive questions that guide the discussion towards learning outcomes.

In addition to this list, the facilitators of human rights educational activities should be able to understand the intercultural processes in international groups, and use the variety of backgrounds as an opportunity for extended learning.

Debriefing of youth educational activities is a moment when trainers and participants analyse an activity, the experience created by that activity and its implications to real life. It is an essential and very important part of every activity. Seasoned facilitators know that debriefing is neither an evaluation of an activity nor just a confirmation of the objectives of the trainer or a chance to make clear links to the next activity. Facilitators should plan debriefing questions together with the other preparation of the activity. However, facilitators should be aware that the plan for debriefing has to remain flexible and they should be ready to alternate the questions on the spot to tailor the discussion.

This workshop refers to these two important competences of facilitation and debriefing. Previous experiences at similar courses have shown that for some participants it is important not to acquire these competencies for the first time during such a course, but rather to improve their own existing competences and approaches to facilitation and debriefing of human rights education in a structured way.

## **Aims**

To provide space for deepening participants' understanding and knowledge on the facilitation and debriefing of interactive exercises within the framework of human rights education activities.

## **Objectives**

- To reflect on the participants' experiences of facilitation
- To explore the different dimensions of facilitation and consequently support the participants in developing their facilitation skills;
- To enable participants to plan and execute debriefing.

## **Competencies addressed**

- The ability to plan and run a facilitation process in a training context;
- The ability to understand group dynamics and its influences on facilitation;

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- The ability to design and run the debriefing of an exercise and other educational contents in a training context.

## Methodology and methods

The entire workshop enables participants to tackle the issues on 3 different levels: individual, small group and entire group level.

Individual reflection - Questionnaire to explore their best and worst experiences in facilitation

Work in pairs and small groups of 4-5 participants

Examples of facilitation

Debriefing - practical exercise, discussion and input

## Programme

**10:15** Introduction of the workshop (objectives, questions and expectations)

**10:25** Individual reflection: Questionnaire - Your facilitation experiences (in Annex 1)

**10:35** Buzz groups - sharing experiences

Sharing in plenary - What did you find a learning point in the examples that the other person gave you?

**10:45** Brainstorming: Coming out from the previous discussion, what are the actions that supported good facilitation?

**11:30** Short input on the dimensions of the facilitation:

Full participation, mutual understanding, fostering inclusive solutions, encourage/train new thinking skills and attitudes

**11:45** Debriefing - exercise on designing debriefing questions (in groups of 4-5 participants)

Exercise: Heroes and heroines from Compass

**12:15** Presentations

**12:30** Input on debriefing

**12:45** Evaluation of the workshop

## Outcomes

The outcome matched the plan of the workshop. All participants reflected upon the strengths and weaknesses of their own facilitation styles and approaches. Later they exchanged these findings with the other group members. Eventually, the group developed and elaborated on the following list of skills that facilitators should possess in order to facilitate a successful session in HRE:

- Using appropriate methods and using useful material
- Active listening and reflection
- Accessible to questions and resourceful, prepared for the given context
- Shared understanding with team mates not dominating co-facilitator
- Logical/ structured thinking and ability to make synthesis
- Making people realise their possibilities, and ensuring realistic solutions
- Looking for winning / acceptable solution
- Acting on peer-level with participants
- Encouraging equal access participation
- Matching contents with methods
- Having intuition, authenticity, following group dynamic, creating nice atmosphere, and making a group interactive, ability to change rhythm / programme, putting the group on track/ trace/ red line
- Ability to work with people, who are not very motivated, self-confident
- Improvising
- Aware of facilitator – group generation gap

Interesting comments:

Although many things are obvious, we shall be more conscious of them from now on and not only feel them intuitively and unconsciously. This list will serve as a check list to be followed prior to taking up a facilitator's role.

The role of facilitator is also to organise and structure the learning process. This is particularly important when working with young people. Although they have their own learning process, the facilitator will share the responsibility to structure this process. In the case of a lecture, the lecturer just passes on the knowledge and the listeners take full responsibility for their learning.

In the second part of the workshop, the participants demonstrated partial understanding of the debriefing as an integral part of every educational activity in HRE. The exercise "Heroes and heroines" helped them understand the concept and the different dimensions of debriefing.

Additional handouts explaining the different dimensions of debriefing were given to the participants instead of the planned input at the end of the workshop.

## **Evaluation**

All participants evaluated the workshops positively. Participants appreciated the workshop in particular because it structured the different elements of the facilitation competence and offered a possibility to design detailed debriefing. However, the time allocated for this workshop was insufficient for the complex matter. Some participants missed an opportunity to test their own facilitation competence in practice.

## **Notes for further use**

This workshop requires minimum 3 hours.

## **Background documents, handouts and further reading**

- 1 Self reflection form - Your facilitation experience.
2. Heroes and Heroines - Exercise from Compass, p. 142.
3. Handout on roles of Facilitation.
4. Handout for Presentation on Debriefing (see page 119).

# **Module 11 E – Workshop on Programme Design**

Thursday, 27 November

## **Background**

The choice of the workshop refers to one of the trainer's roles identified the first day during the presentation of the roles for a trainer in HRE. The cultural differences and approaches in training programme design are also culturally related. Previous experiences have shown that for some participants it is not common practice to keep the contents and the methods separate in designing a training programme

## **Aims**

To provide room for deepening the methodological aspects in programme design

## **Objectives**

- To provide room for participants to share concerns and best practices in training programme design;
- To experiment the programme design process;
- To introduce the concept of methodology and methods.

## **Competences addressed**

- Programme design;
- Critical thinking;
- Team work;
- Analysing and comparing.

## **Methodology and methods**

The methodology used is based on the experiential learning cycle: an introductory exercise will be run in small parallel groups, then the parallel group will share the outcomes and the comparison of the outcomes will give the possibility to discuss and clarify the two aspects of methodology and contents flow in programme design. Each participant will act as resource/expert person towards the others

## **Programme**

**10:10** Introduction of the workshop.

**11:30** Work in small groups of 3/4 people. Each group is a trainers' team asked to develop a titled training event starting from a given set of objectives, competences to develop, target group and a number of training days. Each team has to prepare the assigned training event from the contents and methodological point of views.

**11:45** Work in parallel groups: sharing the outcomes of the group work and comparison and clarification of the concepts in programme development.

**12:45** Back to plenary for final conclusions

## **Outcomes**

Better understanding of training design and a rich exchange of designing practises.

## **Evaluation**

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The participants felt much challenged by the exercise. The limited time available made it difficult for the teams to compare the results of their training design.

## **Notes for further use**

The pre-made identification of the aims and objectives speed up the process and allows participants to concentrate on differentiating between contents and methods. It is very important to have two teams working in parallel as it gives a wonderful possibility for participants to see how two different training programmes can be derived from the same objectives. It is not possible to share the entire training programme with the entire group as it becomes a very long and tiring process. It is important that two trainers be always available for consultation during the designing phase. The training courses should be examples near the reality of participants to make the exercise more realistic, useful and profitable for the participants.

## **Background documents, handouts and further reading**

Handouts: Task assignment



# Module 12 – Assisted Transfer

Thursday, 27 November

## Background

The training of trainers is not an end in itself; it is a means to secure the dissemination and multiplication of human rights activities down to the national and local level.

How to transfer learning into projects for follow-up activities by the participants should therefore be a part of the programme, so that the concrete questions, concerns and projects of the participants can be dealt with by the trainers and supported by the other participants. At the same time the “transfer” of learning into practice is more – much more – than follow-up projects. It is also about enabling participants to make their own reflected choices in a training programme, to make them autonomous – that means necessarily self-confident and motivated – as trainers or as multipliers. Not all of this can be secured in a formal programme addressed at “everybody” in the same manner. Ideally, a regular monitoring – if not mentoring - of each participant should be set up. In reality it is very unlikely to happen during a training course, and not only because of the trainers. The participants also have other priorities: the group is unrepeatable, and the dialogue with other participants is very important to consolidate and verify what has been learned or experienced throughout the day. If the participants are to learn through the course, and this is the purpose behind reflection groups (or similar) and behind the modules themselves, then the process has to be made explicit at some point in time. If these modules and programme should serve as inspiration and model – and we know that very often they function for participants as the model to follow (if not repeat), then we have to provide opportunities for the explicit to occur, possibilities for the participants to develop an ownership of the modules, even if that implies distance, criticism and, why not (?), rejections of the modules as models. It implies that we are clear about them, transparent and also self-confident. Logically, this can only be at the end of the course, at a moment when the trainer-participant relation should turn into one of trainer-trainer or colleague-colleague. At the same time this should happen before the participants finalise the work on their follow-up projects, so that they can apply the experience of this work in the projects.

## Aims

To support in developing their capacity to act as autonomous trainers or multipliers in human rights education.

## Objectives

- To help participants in reviewing and assimilating the learning process of the course;
- To support participants in developing follow-up activities and training courses;
- To make (more) explicit the learning process as a way to help the participants to learn from it and transfer it to their own practice and reality;
- To prepare possible programmes and contents of national and local courses on human rights education;
- To develop and clarify the role of the training course modules;
- To prepare participants for the evaluation of the course and associate them with it;
- To help participants assess existing needs in HRE in their environment.

## Competences addressed

- Transferring learning into practice;
- Planning and designing a training programme;
- Learning from experience;
- Using evaluation as a tool for learning.

## Methodology and methods

Group analysis and review of the methodology employed in the training course itself as written in the modules.

## Programme

**14:30** Introduction to the groups

**14:45** Group work: reviewing the programme (individual work) and sharing what they would keep/repeat or change from each module. The trainers explain" what was the rationale behind the module or approach chosen for a certain issue and share their (the team's) evaluation with the group. They make the modules explicit as they are.

The groups are organised according to specific modules in order to take full advantage of the (short) time available:

- Introducing Human Rights and European Instruments for the protection of human rights (M2 and M6)
- Transition and links between human rights and human rights education (M7, M8 and M10)
- The workshops on theoretical and methodological issues
- Transversal elements (welcome evening, Rights Café, Consultations...).

The trainers in charge of designing modules also facilitate the groups.

## Outcomes

The group started with work in pairs, each pair presented their feedback and proposals, which were subsequently discussed by the whole working group. The starting points were:

- Were the objectives set for the module realistic and achievable?
- What would you keep from the module?
- What would you do differently?

The most important outcome for the participants was, probably, to have a possibility to criticise and develop an ownership of the programme developed by the team. This was very good because the participants could discuss it with each other as trainers and future organisers.

It was good for the trainers' team to have a possibility to disclose everything about how the course was organised and to do so in an open and constructive manner. Of course it also provided a possibility to see to what extent participants had understood the approaches adopted by the team, but it was certainly not the most important objective.

## Evaluation

This module was very successful and an interesting innovation of the course. In retrospective it would have been good to provide written reports of the groups' outcome because not every group worked on the same modules.

## Notes for further use

There is always a risk that the disclosure of the modules is used by (some) participants as a way to express their dissatisfaction with a trainer or the course in general. This is probably unavoidable, but one should be ready to handle it. Self-confidence in the

process is essential. Instead of dismissing the possible critiques, see if you can use them for the learning process of the groups and of the participants themselves. The chances for this to happen are reduced if there have been other opportunities for evaluation or for expressing dissatisfaction.

Another likely situation is the expression of disappointment – are these the modules??? - Just make sure to clarify what is meant by modules early enough...

If possible, foresee more time and invite participants to write down their evaluations and proposals.

### **Background documents, handouts and further reading**

1. Copies of the draft modules concerned.

# **Module 13 – Follow-up**

Thursday, 27 November – Friday, 28 November

## **Background**

During the training course participants go through an intensive learning process, starting with exploring the issues around the topic of Human Rights and making the transfer of this knowledge to Human Rights Education. They have a chance to participate in the workshops aimed at deepening different topics and improving trainers' competences in Human Rights Education. The important aim of the training course is not only to train trainers in HRE, but also to motivate and encourage participants to multiply and use the knowledge and competences they gained here. It is the moment to put participants back to their daily realities of their work as Human Rights Education trainers on local, national and international levels. The project proposals may concern organising and running National or Regional Training Course in HRE, pilot projects, other projects and training activities not necessarily run within the framework of the Human Rights Education Youth Programme.

Participants have already had time to think about a possible follow-up to the training course discussing it a bit in the Re-groups and the Rights Café. This module provides a framework within the formal programme to develop the ideas of the projects that are already existent in the group and support the development of the ones that are not clear yet.

## **Aims**

To encourage participants to develop follow-up projects in Human Rights Education

## **Objectives**

- to identify quality criteria for projects that address HRE;
- to help participants make transfer between the course and their realities;
- to develop concrete project proposals as a follow-up to the training course;
- to respond to participants' needs and concerns when it comes to planning projects;
- to prepare participants for the evaluation of the training course and closing.

## **Competences addressed planning a project**

- project management;
- making a link to the daily work reality;
- collecting and analysing needs for developing the projects.

## **Methodology and methods**

Participants are introduced to what is expected from them as far as planning a follow-up is concerned. They are provided with different handouts, depending on the type of projects they would intend to organise (applications for NTC or RTC, pilot projects, etc.) They organise their work either in groups (according to common interest) or individually. The team of trainers acts as resource persons. After discussing the projects participants are asked to prepare a short creative presentation (2 min.) in the form of an advertisement spot in plenary that make others curious and encourage to ask questions.

## Programme

### Thursday, 27 November

17:00 Introduction to follow-up  
Institutional frame and expectations  
Format

Expression of interest and grouping

17:45 Working on follow-up projects (in groups and individually)

### Friday, 28 November

09:15 Introduction to the day's programme

09:30 Working on follow-up projects –continuation, preparing the presentation of the projects

14:30 Presentations of the follow-up projects

## Outcomes

During the time given participants worked out several project proposals both individual and joint ones (HRE training activities, National and Regional Training Courses, Pilot Projects, other HRE activities).

## Evaluation

Participants were very motivated to develop new project proposals working very long hours. They considered this phase of the training course as a very important one as it let them transfer what they had learned into their realities.

The phase of splitting participants into project groups took too much time.

Some participants got involved in more than one group, resulting in projects being developed.

Some participants did not keep their given time and their short announcements turned into long speeches.

## Notes for further use

It is important to assist participants with the development of the project ideas as they may have many specific questions, especially about the feasibility of the project.

It is vital to think about a project proposal before the training course.

## Background documents, handouts and further reading

1. Guidelines and application forms for National and Regional Training Courses, pilot projects.

# Module 14 – Evaluation and closing

Friday, 28 November

## Background

Evaluation is an integral part of every education activity. It should be planned from the very beginning and integrated in the general structure of the course. There should be four steps of evaluation in well designed activities: ex-ante or evaluation of the planning process before the activity starts, ongoing evaluation during the activity, final evaluation at the end of the activity and ex-post evaluation or evaluation done minimum 6 months after the activity. This module describes the final evaluation of the Training for Trainers in Human Rights Education course.

The final evaluation should cover several different aspects of the training course:

- Outcomes of the course
- Process of the course
- Individual and group learning
- Knowledge, skills and attitudes acquired during the course
- Quality and relevance of the offered programme
- Quality of the prep team and experts
- Immediate learning impact and the possibilities for follow up and multiplication.

The final evaluation should be designed to employ several different approaches in order to correspond to the different learning styles of the participants. Hence, visual and verbal evaluation can be written at individual or at group level. A combination of all these approaches to evaluation enables all participants to express their opinion at the end of the course freely and evaluate the course objectively.

## Aims

To reflect and evaluate all elements of the training course.

## Objectives

- To explore and gather participants' reflections and impressions on the whole training course;
- To fill in the evaluation forms (by participants);
- To close the training course and say good bye.

## Competences addressed

- Ability to analyse and evaluate one's own learning process;
- Ability to evaluate the course in different ways;
- Communication.

## Methodology and methods

Participants are asked to fill in the evaluation forms. They also take part in a visual evaluation and have a chance to express their views in plenary discussion. A special, final session of the Resource group makes a stock of the fulfilment of the participants' expectations from the course. Each group reports its findings in a brief plenary session.

## **Programme**

**16:00** Introduction to the evaluation

Introduction and filling in the final evaluation form

**17:00** Evaluation in Resource groups (not facilitated)

Re-groups evaluation: Participants meet in their Re-groups for the last time. They discuss and prepare a short 2-minute presentation on the following question:

“How far did the TC meet your expectations?”

**17:45** Feedback to plenary from the Re-groups

**18:00** Visual evaluation “River of evaluation”

The interactive visual evaluation using the „River“ method - used for daily evaluation: Questions for reflection and sharing:

„What was the most important programme element for your learning during this course?“

„Message to your friends as your boat starts sailing away ...“

**18:25** Final message from the team and closing

**18:40** Reception and ceremony of giving out certificates

## **Outcomes**

The participants spoke very positively about the entire course without providing clear detailed description of the programme elements that contributed to their learning most. Different critical remarks and suggestions were also revised by the groups and by individual participants.

## **Evaluation**

The reports from the Resource groups provided some feedback and evaluation of the course, although not as detailed as envisaged in the programme design. The visual evaluation method, the “River of evaluation”, failed to initiate discussion and in-depth reflection and the evaluation of the course. Hence, it is not certain to what extent the participants understood the general group perception of the training course.

## **Notes for further use**

A different method of visual evaluation should be considered.

# Module 15 – Daily visual evaluation

Throughout the course

## Background

Participants during each training course experience different emotions and challenges every day. A daily evaluation creates a space where they can reflect on different elements of the daily programme and process for a while. This should be helpful for participants to evaluate the contribution of a daily programme to their development as trainers in Human Rights Education. It will also support the process of meta-reflection on the participants' development, both professional and personal, that will be done partly in Re-groups. Furthermore, this kind of evaluation can be very helpful for participants to reflect on the issues raised and the educational process, which can lead to addressing new needs and providing a topic to be discussed either in Re-groups or during the informal time in The Rights Café. It can also be useful to start thinking on how the different elements of the programme can be adapted to the realities. The daily visual evaluation is a very important tool for the trainers to receive immediate and honest feedback from the participants in order to check if their expectations and needs are addressed and what should be improved.

## Aims

To create room for reflection and the evaluation of the educational process both on individual and group level.

## Objectives

- To gather participants' impressions of the day;
- To enable participants to show their level of satisfaction after each working day and after a part of a programme;
- To reflect on participants' needs and expectations;
- To enable the trainers to adjust the programme to the group's rhythm and process of learning.

## Competences addressed

- Ability to analyse the process of learning and the elements of the training;
- Critical thinking;
- Evaluation of learning processes;
- Learning to learn.

## Methodology and methods

Participants are invited to do individual evaluation of the day, marking their position (using dots and paper boats) on the poster that represents RIVER OF EVALUATION.

## Programme

### Every day

The poster that presents the river is exhibited on the floor for the whole duration of the training course. Participants are provided with the picture of the boat from a small piece of paper, which they use every day. The task is to move the boat every day according to their perception and evaluation of the daily programme. The poster of the river provided is empty and should be filled by the participants. They are encouraged to mark the route they went through during the day, add extra elements on the river (bridges, harbours, etc.) and write extra comments they would like to communicate on a piece of post-it.



Every day the next part of the river is added (each part represents one day of the training course). When moving the boat participants are asked to mark the path using a marker and make dots stating their previous position. The question that should be posed before deciding on the position of the boat is: "What was the day's contribution to your development as a trainer in Human Rights Education?" The question should be written on a flip chart paper and displayed next to the river during the whole course.

## **Outcomes**

The outcome is a poster RIVER OF EVALUATION with participants' paper boats and comments on it.

## **Evaluation**

The method turned out to be not too successful, although many participants liked it. The weakest points:

- Feedback given to participants, given by different trainers in different forms. It did not help participants (and trainers as well) understand the process and ideas expressed by participants
- Lack of discipline – participants (not reminded) very often forgot about moving their boats on the river. It shows that they were not very attached to the idea.

## **Notes for further use**

It is important for the trainers to be clear about the purpose of the daily visual evaluation and how to use it in the training process. One should make sure that participants use this method every day. It should be agreed what kind of feedback on the river can be given to participants each day and how this method should be used in the final evaluation. One of the ideas can be to choose one of the trainers to monitor the process of daily evaluation and be responsible for giving a feedback.

This module can be easily adjusted to the local realities of participants. It also gives a possibility of modifications and creativity.

## **Background documents, handouts and further reading**

1. Poster that represents RIVER OF EVALUATION

# Module 16 – Consultations

Throughout the course

## Background

In the course of a training course it is not always easy for all the trainers to have direct contacts with and support all participants individually. The trainers' first concern is often to secure that the programme runs as planned and that everything that is invisible to participants – from team meetings to documents to be prepared and translated – is done on time and to overall satisfaction. An often intensive social life of the group also limits the possibilities for the participants to use the resources available at the EYCB and on the course – including the human resources. Since the moments spent at the EYCB and on the course are unrepeatable for most people involved, it is important to foresee specific moments in the programme where those interested can get further information, prepare the follow-up or simply clarify questions with organisers and trainers, other participants and staff of the Directorate of Youth and Sport.

This is why “consultations” are organised: an effort in the time planning of participants and trainers alike. It is also an admission and a consequence of the fact that learning is an individual process – even if supported by a group. In a learner-centred approach to training, attention ought to be given to the individual needs as well, which may be very different from one another. What participants do with that “individual” time is very much their own responsibility. However, it is the responsibility of the trainers to see to it that they do have some individual time and that trainers have some time for individual participants, too.

## Aims

To provide time for individual consultations and research, regarding the organisation of national courses in the HREYP programme and the learning process on human rights education in general

## Objectives

- To foster the contact between participants and trainers on an individual basis;
- To allow participants and trainers to share individual concerns, ideas and questions in an adequate and explicit way;
- To make participants aware of their own responsibility in using and managing time and resources for learning during the course;
- To associate participants and the HREYP closely;
- To encourage co-operation between the trainers and the participants;
- To support the participants' individual learning process and the usage of the HRE resource centre.

## Competences addressed

- Ability to transfer learning into action;
- Self-responsibility and autonomy in the learning process;
- Addressing different needs of trainers in a training course;
- Usage of the support possibilities offered at European level;
- Time management.

## Methodology and methods

Individual and group consultations, individual work.

## **Programme**

Individual consultations with trainers, resource persons and the staff of the EYCB are organised throughout the course during lunch time breaks – individual trainers may suggest other time slots. The trainers indicate their times of availability and also show some indication of the areas of “competence”. Similarly, participants should indicate their motives or subject of the consultation (to check possible alternatives) beforehand if they wish. The same should apply to the resource persons.

## **Outcomes**

The consultations were used in a very selective manner by the participants. They targeted their consultants very well. The consultations related to different matters, but generally they were about possibilities to follow-up projects or/and about further professional development of the participants as trainers of human rights education specialists.

Consultation time for individuals was also widely used in the HRE Resource Centre of the library at the EYCB.

## **Evaluation**

The time provided for consultations was sometimes insufficient, but it was possible to respond to all the requests. The fact that the consultations were announced at the very beginning and on a daily basis allowed a good spread of consultation time throughout the course.

The fact that the resource persons and speakers were also available for consultations (even if for limited periods), was very important and appreciated by the participants and the trainers.

## **Notes for further use**

There should be a time framework available for individual consultations, e.g. lunch breaks should not be too short, to allow participants to enjoy the meal and have proper relaxing, too. Otherwise participants could feel rush and discomfort. A visual timeline schedule is necessary.

## **Background documents, handouts and further reading**

1. A daily or course table with the times of availability of the trainers and resource persons.
2. It is suggested to have individual tables/charts by individual trainers (the times of availability may not be the same for all). for this course.

# **Module 17 – Re-Groups**

(including Mid-term evaluation)

Throughout the course

## **Background**

During the training course, and especially after being involved in an intense learning situation, participants should have a space where they would be able to express their opinion on different elements of the programme and reflect on how far the programme provided fulfilled their needs and expectations. The “RE-groups” serve the role of space for meta-reflection on different issues: elements of the programme, role of the trainers, trainer’s competences, transfer of knowledge and experience to daily realities of participants. They are also a good place for immediate feedback from participants as the “Re-groups” are connected with Daily Visual Evaluation on the one hand, and with different exercises or parts of the programme, on the other hand. The “Re-groups” enable participants to connect what they have learnt during the course with the work they do at home, as each training course should have a very strong practical dimension. This is a space to share experience and discuss plans for the future.

The mid-term evaluation, which is a theme of one of the Re-groups, is very often used in long training courses as a checkpoint to see and discuss if participants’ needs are met and what should be done (in the programme and the process) in order to contribute to participants’ development.

## **Aims**

To provide participants with a safe space in order to enable them to discuss their role as trainers and their competences in human rights education and to connect the training course with participants’ realities.

## **Objectives**

- To discuss, evaluate and reflect on different elements of the programme
- To share experience of being a trainer in HRE and ways of doing it in participants’ daily realities
- To reflect on participants’ needs and expectations

## **Competences addressed**

- Ability to analyse the educational processes
- Discussion and argumentation skills
- Learning to learn
- Critical thinking

## **Methodology**

Participants meet in fixed groups that are facilitated by the trainers. The discussion is organised on different issues. The participants are asked several questions in order to facilitate the process. There is always a leading theme to be discussed in the groups.

## **Programme**

Friday, 21 November, 17.30

Focus on participants expectations towards the training course

Saturday, 22 November, 17.30

Debriefing of the exercise in M5

Monday, 24 November, 17.00

Mid-term evaluation

Thursday, 27 November, 14.30

Transfer of learning into training and education projects developed by participants

Friday, 28 November,

Part of final evaluation

## **Outcomes**

It is difficult to state what the outcomes of the groups were as they had a specific function each time. They provided participants with the possibility to evaluate the training course (daily evaluation, mid-term evaluation and part of final evaluation). During the first meeting of the groups participants shared their expectations from the training course and during one of the sessions they had a chance to discuss the transfer of learning.

## **Evaluation**

Re-groups served many purposes; therefore it was quite difficult to make it clear what their function is. Participants were confused about the role of the groups in the programme. The idea not to organise Re-groups every day, but only occasionally, created problems with building group identity and making participants feel the ownership of the process that happened in the groups. Meta reflection was not very strong. Due to that, some participants very often skipped this element of the programme, not treating it as an important one.

## **Notes for further use**

When planning the Re-groups in the programme one should take into consideration several issues:



1. They should be organised every day if possible and include the element of daily evaluation. It is most important to give participants some time for meta-reflection.
2. Participants should be made very clearly aware of the role of the groups and of their importance.
3. Some time should be spent on building the group identity in order to create the atmosphere of trust and safety.
4. The groups should not serve the purpose of doing only the evaluation and debriefing of the activity previously done during the day.

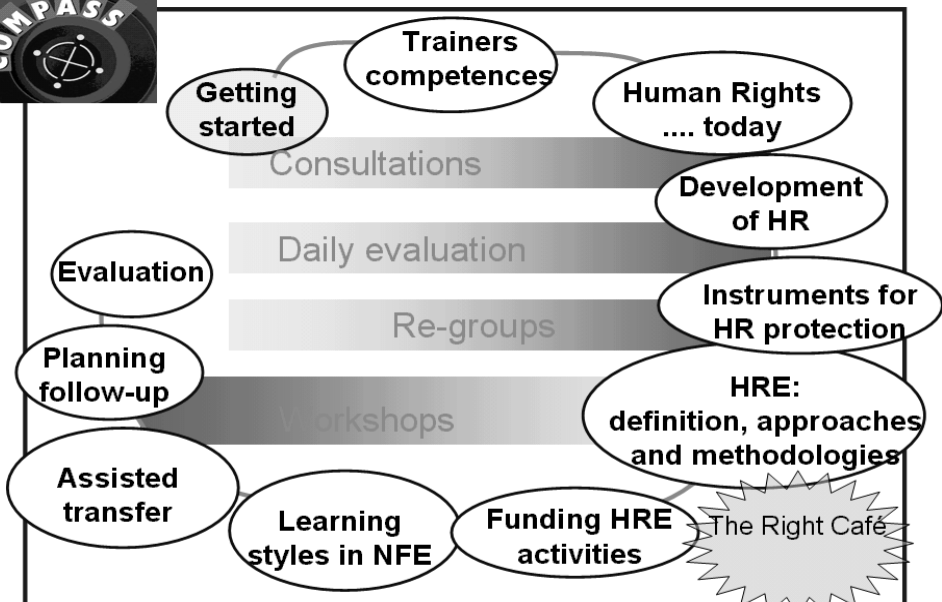




## M2 – Presentation of the methodology and concept of the training course *From slides' presentation by team of trainers*



- ▶ Mutual learning situation.
- ▶ Dialogical intercultural approach and environment.
- ▶ Experiencing and reflecting upon activities and concepts central to human rights education.
- ▶ Contributions from experts in the field of human rights as support in establishing a theoretical framework and a common reference point for learning and communication.
- ▶ Based on experiential learning approaches.
- ▶ Previous experience of participants, as trainers or educators, as starting point of the programme and of the learning processes.
- ▶ Diversity of working methods.
- ▶ Trying out and evaluating some of the activities in Compass.

 **HUMAN RIGHTS EDUCATION** Methodology of the course 



 **HUMAN RIGHTS EDUCATION** Programme of the course 



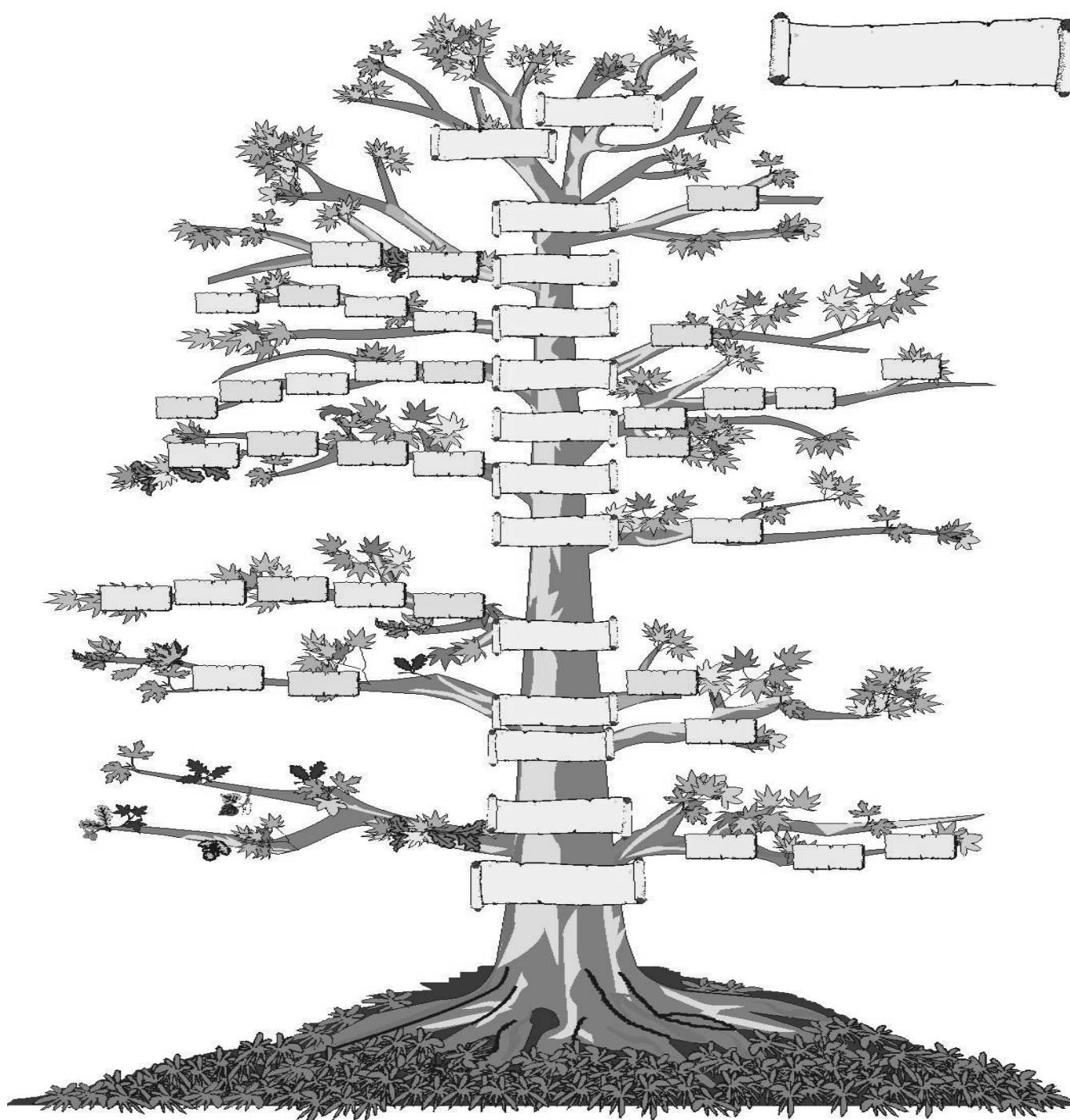
## **M2 – “All who... go to opposite side!”**

*From getting-to know-each-other exercise prepared and run by team of trainers*

1. Is at the EYCB for the first time
2. Was travelling to Budapest for more 15 hours
3. Can speak more than 3 languages
4. Is vegetarian
5. Has more than 5 brothers and/or sisters
6. Has received flowers last month
7. Needed a visa to come to Budapest
8. Is a student
9. Smokes
10. Has participated in more than 3 international youth activities
11. Has children
12. Has participated in any demonstration or manifestation recently
13. Has spent one night at a police station
14. Is workaholic / chocoholic
15. Has read all chapters from Compass / has read all chapters twice
16. Knows what is the Article 1 in the Declaration of Human Rights *(what?)*
17. Knows the name of the Secretary General of the Council of Europe *(who?)*
18. Is addicted to internet
19. Is planning NTC for young people as a follow up to the course
20. Is married
21. Has read the book “Faithless” by Imre Kertesz
22. Is fed up with this game
23. Speaks both, English and French

## M3 – Brief description of the HRE trainers' roles

*From exercise: a tree of trainer's roles [branches] and competences [leaves]*



### To start with, the trainer is a **LEARNER**

When...

- applying (being aware/acknowledging) your own learning styles and preferences
- assessing your own skills, knowledge and attitudes and learning needs
- structuring your own learning process
- actively looking for learning opportunities for professional development
- benefiting from experiences as learning situations and dealing with failures and success



## **NEEDS ANALYSER and EVALUATOR**

When...

- deciding how to work with training needs (of participants)
- collecting information on training needs
- interpreting the information on training needs
- planning a training programme on the basis of needs
- using different sources to collect information on training needs (explicit/latent/possible)
- selecting the training needs to address
- adjusting the actual programme according to the training needs identified during the activity

When...

- planning an evaluation process
- designing the different steps of the evaluation
- choosing the methods for collecting data
- choosing the methods for collecting data and evaluating
- interpreting the data in the social context
- monitoring the evaluation process
- reporting and making the report accessible
- taking conclusions for future similar activities
- checking the outcomes of the training activities in the participants' environment (long term evaluation)

## **FACILITATOR OF INDIVIDUAL LEARNING**

When...

- experiencing the different ways of learning of individuals
- identifying different learning preferences and learning styles
- recognising the learning needs of participants
- supporting participants in their individual learning process
- evaluating the learning achievements of participants
- giving feedback to participants
- encouraging participants to use their own resources and develop their own potential

## **FACILITATOR of GROUP LEARNING**

When...

- choosing participatory methods
- creating new methods
- acting according to the needs of the group of participants
- adapting the programme to the group of participants
- recognising and acting on the dynamics in a group of adults
- addressing conflict and crisis in the group
- catering for learning styles and preferences of adults
- enabling participants to learn from each other

## **TEAMER**

When...

- working in a team
- making decisions in a team
- sharing tasks in a team
- dealing with disagreements and conflicts in a team
- working in an international team

- finding my own role(s) and negotiating them in the team
- being confronted with different personalities and/or understanding of training

### **TRAINING PROGRAMME DESIGNER**

When...

- negotiating/identifying the aims and objectives of a training programme
- planning the curriculum and the approaches for a training programme
- addressing the chosen topic of a training activity
- deciding on the methods
- estimating the necessary time of a training unit
- choosing the methodology in coherence with the objectives, topic and participant profile
- planning the topic and the methods of a training activity
- planning and deciding on the day-to-day programme in a coherent and progressive way

### **RESOURCE PERSON on HUMAN RIGHTS**

When...

- documenting and updating yourself about the local, national, international bodies, non-governmental organisations, individuals working to support and protect human rights
- pointing out the relevant sources of information
- delivering/acting/providing your resources
- identifying the consistent methods for introducing key concepts such as: freedom, justice, equality, human dignity, non-discrimination, democracy, universality, rights, responsibilities, interdependence and solidarity
- understanding universality, indivisibility and interdependence of HR and being able to explain it
- helping participants to address issues and dilemmas in HR
- tailoring the contents to the audience, the environment and the time allocated
- making a distinction between civil/political and social/economic rights
- knowing the major international instruments that exist to implement the protection of human rights - such as the United Nations Declaration of Human Rights (UDHR), the United Nations Convention of the Rights of the Child (UNCRC), the European Convention on the Protection of Human Rights and Fundamental Freedoms (ECHR)

### **ADVOCATING**

When...

- recognising the role of human rights and their past and future dimension in one's own life, in the life of communities, and in the lives of other people around the world
- critically thinking in finding relevant information, appraising evidence, being aware of preconceptions and biases, recognising forms of manipulation, and making decisions on the basis of reasoned judgement
- participating in and organising social groups
- acting to promote and safeguard human rights both locally and globally
- recognising and denouncing hidden and open violations of human rights
- motivating other people
- approaching international institutions responsible for HR issues
- mobilising resources for HRE
- negotiating with other educators and activists

## M3 – Pre-Course Questionnaire

Prepared by team of trainers for participants to fill in and return prior to training course

### Pre-course self-assessment and questionnaire

Dear participant,

This questionnaire is meant to help you to assess and clarify your learning needs and expectations towards the course and support your learning process during and after the course. It will help the team of trainers in the final design and planning of the programme as well as in the evaluation of the course.

This information will be processed anonymously and will not be used for any other purpose than to improve and evaluate the quality and the impact of the training course.

We appreciate if you can take some of your time to reply to the questions and to return it to the European Youth Centre Budapest before **31 October**. You do not need to write a lot, but try to answer all the questions.

Thank you!

The course team

#### 1. Your Name:

#### PART I – Your experience

The course is centred around Human Rights, Human Rights Education and training on Human Rights Education. The following questions look all very similar; please take time to think of each of them. They will help you to reflect on your competences and experiences in Human Rights Education and in training.

#### 2. How do you consider your level of knowledge on Human Rights?

No Knowledge

highly knowledgeable

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe briefly the areas of knowledge where you feel stronger and those that you would like to improve

#### 3. What is your experience as a Human Rights activist?

No experience

highly experienced

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe briefly your most recent experiences

#### 4. What is your experience in Human Rights education?

No experience

highly experienced

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe briefly the most relevant experiences

**5. How do you see yourself as a trainer?**

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**highly experienced**

Please describe briefly the competencies and the skills that you feel most confident with and the ones that you would like to improve

**6. How do you see yourself as trainer in Human Rights Education?**

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**highly experienced**

Please explain or comment

**7. Your experience with Compass**

None	I read some parts	I attended activities where it has been used	I have used it sometimes	I use it regularly in my work	I can train people on how to use it
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information or comments

**8. Your previous experience with the Council of Europe's Human Rights Education Youth Programme (multiple answers possible)**

This will be the first time	I attended a study session at the EYC	I am/have been involved in a pilot project	I attended a national or regional course	I have been in the team of a national or regional course	I have been involved in translating compass	I have been involved in translating Compass	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide information about the activities attended or organised

**PART II – Your future practice**

*One of the course's outcomes is the preparation of possible follow-up and implementation of the newly acquired knowledge and competences at local, regional or international levels.*

**9. How able and confident are you in communicating in an international environment?**

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**a successful communicator**

Please describe briefly the aspects that you feel to have difficulties with

**10. How experienced are you as Project manager or organiser?**

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**highly skilled and experienced**

Please describe briefly the competences and skills that you have and the ones that you need to improve

**11. Your commitment to developing a project after the course...**

*Thinking about it...*

*fully committed*

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your comments:

**12. What kind of follow-up project on human rights education do you have in mind to implement as a result of the course? (multiple answers possible)**

None	A pilot project	A national or regional course	Translate Compass	A HR awareness raising project	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide details, if appropriate

**13. What support do you have from your supporting organisation to carry out such a project?**

<input type="checkbox"/>	Full support and financial backing for any quality project that I suggest on the topic
<input type="checkbox"/>	Full support and financial backing for any quality project that is in line with the organisation' programme
<input type="checkbox"/>	Support but no financial assistants for any quality project that I suggest on the topic
<input type="checkbox"/>	Support but no financial assistants for any quality project that is in line with the organisation mission
<input type="checkbox"/>	Limited support
<input type="checkbox"/>	No support

Comment:

**14. Has your organisation carried out any training activity on Human Rights Education before?**

<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
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**15. What difficulties did you or your organisation face when trying to carry out a similar project?**

PART III – Your development as trainer on Human Rights Education

*The course aims at providing individual and group learning opportunities for your professional development as trainer on Human Rights Education. It also requires a responsible learner able to identify learning needs and ways to satisfy them. The following questions will help you in this process.*

**16. What skills/competencies do you hope to gain or improve during this course?**

**17. What do you expect from the trainers' team?**

**18. What do you expect from the group of participants?**

**19. What do you expect from yourself?**

**20. Your comments about the draft programme you have received:**

## M3 – HRE Trainers' competences and experiences

### Summary of reports from working groups

#### GROUP 1:

First the group identified the capacities crucial for all roles a trainer can be put in. They are important for all roles and could be presented as roots of a tree:

- critical thinking,
- ability to self-assessment,
- open-mindedness,
- intercultural competences,
- communication and listening skills,

#### Teamer

- making decisions,
- negotiating skills,
- ability to address diversity – ability to work in intercultural groups,

#### Facilitator of Group Learning

- skills in conflict management,
- ability to understand the logic and concept of HRE and applying it
- sense of humour,

#### Facilitator of Individual learning

- tolerance and respect for diversity,
- sense of humour,

#### Analyser

- skills in constructing tools for analysis,
- flexibility,
- analysing skills,
- ability to analyse own role as HRE trainer,

#### Learner

- open for new learning situations,
- self-motivating,
- authentically curious,

#### Resource Person

- accessible,
- knowledge and understanding of human rights,
- knowledge of finding sources of information about HR,

#### Training Programme Designer

- creativity,
- ability to manage time,
- knowledge on organisational frame,

#### Advocator

- authentically committed to HR and involved in actions,

\*\*\*\*\*

#### GROUP 2:

The group has identified 6 roles and had interesting brainstorming.

#### (A) Facilitator:

- communication competences,
- active listening,
- participatory approach,
- conflict management,

#### (B) Resource Person:

- knowledge of real life cases,
- knowledge of best practices and mechanisms,

#### (C) Educational teaching / training role:

- ability to explain,
- skills for negotiation

#### (D) Training Programme Designer:

#### (E) Needs analyser

#### (F) Emotional maturity:

- patience,
- self-control,
- critical,
- to know one's limits

\*\*\*\*\*

**GROUP 3:**

The group identified trainers' roles they worked on: Designer, Facilitator, Learner, Mediator, Teamer, Evaluator and Motivator. They found it difficult to match certain competences to concrete roles. The group listed skills going beyond every role of a trainer:

- sensitivity,
- reflexivity,
- communication,
- listener,
- targeted,
- negotiation,
- time manager,
- self-assessment,
- self-criticism,
- feedback,
- open-minded,
- co-operative,
- self-confidence,
- understanding the concept of HR,
- organising,
- flexibility,
- analysing,

\*\*\*\*\*

**GROUP 4:**

The group started its work from a discussion attempting to clarify the meaning of the term: "advocating". There was a serious confusion about it, it was questioned if the advocate is a role of human rights educator and to what extent. Some members understood he/she is a human rights education trainer, who on top of the practical exercises and facilitating group process has also a mission to pass on to participants.

There emerged a discussion about whether or not it is allowed to manipulate with participants so that they follow the desired direction. A strong objection was raised to this and the group agreed that the trainers should not have any kind of hidden agenda and all the actions they propose will be "transparent".

The group agreed that the trainer should have, what they called "a helicopter perspective", which means ability to bring individual and local concerns in the human rights contexts. The HRE trainer should be able to pick up situations occurring to participants or to local communities and analyse them in the light of human rights violations/ promotions. On the other hand the trainer should be able to differentiate human rights violations from any claims addressed publicly so that a term of human rights is not overused and misused in the name of particular interests.

The HRE trainer shall be able to recognise the value of individual inputs made by every participant. He should be able to encourage everyone to put forward his/her ideas and thoughts to achieve a constructive solution.

The group had difficulty to associate different competences to individual roles. It was noted that the majority of competences are relevant for every role of the human rights education trainer. In the course of discussion the group decided to make lists of competences, where one was relevant for general trainer's attitude and the other specifically for human rights trainers.

The general training competences:

- ability to ask good questions in order to facilitate the discussion and ability to cope with the answers, even if they are problematic, controversial and difficult

- ability to create learning atmosphere, to encourage participants for interaction and exchange of ideas, thought and motivate to ask for more;
- bridging and putting various ideas together,
- applying cooperative learning (transparency) of expectations and objectives of exercises;

As for specific human rights trainer:

- having accurate knowledge of HR;
- using HR examples,
- linking HR to the topic discussed,
- ability to mediate between various cultures present around the table and ability to facilitate their peaceful dialogue

\*\*\*\*\*

**GROUP 5:**

The group did not discuss the given document, mainly because they agreed in general that the given handout is elaborated much in detail and complete, and there would not be many points to add to the given roles. The group also considered that the handout gathered mostly roles and competences that are theoretical, have abstract meaning to be used in a laboratory way. Instead the group preferred to discuss roles and competences related to subjective, empirical and dynamic realities. So the group proposed to add the following three roles:

**Communicator**

- Has to know the language to use with each target group and adopt to social context as well as to cultural context, being able to stand in "others" position/ role.
- Has to be good and active listener
- Has to help dialogue taking place to flow in several directions along with diversity of participants
- Becomes a person, who can build the space for interventions during the work.

- Is able to put himself in different perspectives during the work process;
- Operational – someone ready, willing and prepared to find solutions, someone with practical resources;
- Organiser of resources, to be able to help in post-....
- Good observant
- Evaluator

**Actor of change**

- Active searcher, person looking for new and other things, experimenting
- "Visionary" – to be able to anticipate the consequences and dynamics, he provokes and promotes;
- Mediator of the activity and diversity inside the whole group;

**Referent**

- With legitimacy
- With experience and credibility,
- Conscious of his role and himself in the group and task,
- Someone ready to follow-up, monitor in the long term,
- Knows how to give advice;

\*\*\*\*\*

**GROUP 6:**

They also focussed on competences covering all roles.

- Empathy – as every human being, a trainer also needs empathy,
- Ability to facilitate discussions in open and honest manner,
- Being motivated and able to motivate others,
- Ability to be objective in the sense of not biased. On the other hand HRE cannot always be pure facilitator and should have his opinion and be able to pass it on. Has to be truthful.

- Creative,
- Communication skills,
- Conflict management,
- Ability to apply HR in thematic sessions,
- To be self-confident and act in such a way,
- To be realistic in terms of timetable, goals, needs, expectations, knowledge;
- Being able to receive feedback – open to constructive criticism,



## **M5 – Today's Context for Human Rights**

*Outline of the presentation by Ms Felice Yeban*

### **The Seven Tensions**

#### **I. TENSION BETWEEN GLOBAL and LOCAL**

***Global Village versus local community***

- *Question of roots, belonging and identity*
- *Alienation and powerlessness*
- *Individualism*

***Who's global? Whose standards?***

- *Globalisation and the not so level playing field*

#### **Comments:**

Globalisation makes people more mobile

Underdevelopment in many third world countries pushes people to leave their communities to explore the "global world" of the north.

The perceived wealth of the north prompts third world people to leave their communities. This results in brain drain of the third world and brain and brawn gain of the north.

Third world communities are left to stagnate and are thus less valued. As a result communities break up and break down.

Mobility also produces alienation because migrants are forced to abandon their culture and adapt to the host countries' culture. Questions of identity, roots and belonging result in alienation and powerlessness – the feeling of neither here nor there.

The collective consciousness that is created by culture is undermined and weakened by the "pull" of the global village whose foremost value is to accommodate individuals but not necessarily their "birth" culture.

The global village is unconsciously or consciously about the standard of the north and the west. Globalisation processes and forces do not create level playing field. Power relations among countries and economies dominate the globalising process.

#### **II. TENSION BETWEEN the UNIVERSAL and the INDIVIDUAL**

***Development has produced regimented lives***

- *Systems tend to standardise almost all aspects of life so much so that individuals spend most of their time keeping up with the system*

#### **Comments:**

Development creates systems that permeate all aspects of life. Systems standardise all aspects of life thus tend to make a universal impact. Individuals, in the process become actors in a maze that is created by the system. Individuals become subjects and objects of systems. To operate outside the universal system is difficult but to operate within it is likewise difficult because systems have internal rules that individuals must follow to survive.

#### **III. TENSION BETWEEN TRADITION and MODERNITY**

***Tradition and culture are produced and reproduced not by the traditional social organisations but by the market***

#### **Comments:**

Both tradition and modernity create their own contradiction. Modernity on the one hand follows the dictates of science and the market resulting in a modern culture of accumulation and materialism. Tradition on the other hand holds society together but may value the group more than the individual.

Modern societies' culture is produced and reproduced by the gadgets of science and the market rather than by social institutions resulting in weak social cohesion.

#### IV. TENSION BETWEEN SHORT TERM GOALS and LONG TERM CONSIDERATIONS

*Growth oriented development threatens ecological balance*

*Economic development vs rights-based development*

*National security vs human security*

*Moral fatigue*

##### Comments:

The dominant development paradigm is the growth oriented paradigm whose main thrust is to generate increased production through investments and wealth creation. But such development creates the most inequitable distribution of wealth because the system fails to make the benefits of increased production trickle down to the most marginalised sectors.

Both the capitalist and socialist economic ideologies have failed to achieve and fulfil the universal standards of human rights. The current ideological confusion if not bankruptcy provides an opportunity for human rights to serve as a new development framework. Human rights standards become the guideposts in the pursuit of a rights-based development.

The aftermath of 9-11 creates a rush by the States to protect their national security, which is usually about lessening the human rights of their citizens in the name of peace and security. National security is about security perceived by the state which often results in more military spending and the regulation of citizens' rights,

#### V. TENSION BETWEEN NEED FOR COMPETITION and CONCERN FOR EQUALITY OF OPPORTUNITIES

*Wealth with work*

*Business with morality*

*Politics with principle*

*Knowledge with character*

*Science with humanity*

*A search for new ideology*

#### VI. TENSION BETWEEN EXTRAORDINARY EXPANSION OF KNOWLEDGE and HUMAN CAPACITY TO ASSIMILATE IT

*Emphasis on how to think rather than what to think*

*Search for relevant education*

*From absolute/essential to contextual knowledge*

*Information explosion and digital divide*

#### VII. TENSION BETWEEN MATERIAL and SPIRITUAL

*Self worth is equated with material accumulation*

*Search for meaning, interconnectedness and well-being*

## **Crises and Challenges**

### ***Crisis of Structures***

- ***Governance***
- ***Global Economy***

### ***Crisis of Ideology***

- ***Culture***
- ***Individualism***

### ***Crisis of the Spirit***

- ***Apathy, Passivity, and Fatigue***
- ***Pessimism and Hopelessness***

## **The Promise of Human Rights: The Language of Hope**

- ***Personal Transformation***
- ***Social Transformation***

## **The Role of the Youth in Human Rights Promotion**

*Embrace human rights ideology*

*Own human rights*

*"Infect" one's family and community*

*Get involved in village politics*

*"Pay it Forward"*

## **M5 – Introduction to the International Bill of Rights**

*Transcript of presentation by the trainers.*

By looking at the International Bill of Rights we address the legal framework of Human Rights, because human rights are more than moral commands,

What makes human rights special from other “ideologies” is that they are not only moral commands, not just philosophies, but also actual rights, they exist in legal texts, they have a legal expression and that may have particular consequences. So it is not just moral commands: “it would be nice if...”. Human rights are protected by laws, by your constitutions, I believe and by international instruments. This is important to bear in mind, because somehow, the trainer in human rights education must also have some basic knowledge of human rights. We do not expect you to learn the thirty articles of the Universal Declaration of Human Rights by heart, even if this would not harm, but we do not expect you to do that. It is important however to have at least a minimum understanding of it. Here we are recalling the essentials; I will not bring you any new articles or conventions on human rights. And in this process, I would like to recall some of the main steps that brought us here; when I say “us” I mean humanity or mankind.

I would like to start with two quotations; one is from Rene Cassin, who was the secretary of the committee that drafted the Universal Declaration of Human Rights: “Human rights are what no one can take away from you”. It refers to the inherence of human rights, human rights are inherent to the human being, due to the simple fact that you are born, you have human rights. That’s why they cannot be taken away from you. If you follow e.g. debate around prisoners in the American base in Guantanamo in Cuba, those prisoners are supposed to be, according to the governments of the USA, some kind of “illegal combatants”, i.e. under no legal jurisdiction. This is a serious challenge of the concept of HR. But the basic principle is that as a human being you have rights that are common to everyone and therefore they cannot be taken away from you, because they are part of you being a person, I put the second quotation from Leopold Senghor (former statesman from Senegal): “Human rights start with breakfast”, what he meant by that was not simply that we wake up for breakfast, but that human rights also include the right to food. If you have no food, it is difficult to see your rights being realised and respected. These two dimensions are very important for me because one of them states the inherence and universality of these human rights and the other one puts the emphasis on the fact that human rights are interconnected and interrelated. Without some rights you cannot have access to others. So, in a way, without breakfast it may be difficult to exercise the right to vote. In addition to the characteristics of human rights, that Felice presented this morning, I would like to present you the characteristics as pointed out by the UN Vienna Declaration of Human Rights in 1993,: All human rights are universal, that means they are inherent and apply to all human beings everywhere in the world. They are indivisible: you cannot say that one has some human rights, but not other rights, (I give you the right to life but not the right to vote; or give you the right to vote, but not to assembly or association). They are however interdependent, some rights depend, in exercise and access on some other rights. And, finally, they are inalienable, they cannot be taken away or you cannot give them up in a way. That’s why some people are surprised that Slobodan Milosevic has been tried for nearly two years now and it seems never to end. Yes, because, he also has human rights, and he is trying use them to his best knowledge and ability. I think this is to the honour of the international court, that he uses it. Among the rights he has, he has the right to a fair trial. Even if you are a dictator you have human rights.

And to come back to the Universal Declaration of Human rights, we seem to have a common memory in the group about the first sentence and this could be very interesting to explore from the psychological point of view: “All human beings are born free and equal in dignity and

rights". The second part refers more to the fact, how we should behave with each other, we do not remember it so much. The second part says: "they are endowed with reason and conscience and should act towards one another in a spirit of brotherhood" The first article of the Universal Declaration refers to the equality, to the universality, all human beings but they also refer somehow to some kind of a moral command of how people should behave towards each other. So, it is within the concept of human rights that there is an inherent concept of responsibilities toward each other.

How did we get here? How did that world come to an agreement on human rights? Was it World War II that created it? How come all of a sudden human beings realised that they have conscience and they are born free and equal in dignity and rights? It took us more than a million years to get here. In simple terms, we can say that the evolution of the concept of universal human rights can be described from a notion of granted rights, somebody granting rights to other people, to the idea of the natural rights, and finally to the universal human rights. I would like to explore this a little bit further with you, without going too much into detail.

The idea of granted rights is found very, very old, in Compass it is indicated that already in Babylon, king Hammurabi gave a Code of Hammurabi, which among other duties also included some rights for his servants and subjects; it seems to be the first written text, where there is a clear reference to the rights that people had.

The concept evolved especially through the Middle East, Asian, European civilisation, through the Greeks and Romans but the basic idea has been for many centuries that in fact it is the authority, the ruler, the lord or the king that grants the rights to the people, like Hammurabi. He declared that: "my subjects have these rights". He gave them, which means that he can also take them away. The Magna Charta, which is indicated as one of the steps towards democracy in England is also one of the enlightened despotism. It is still the ruler, often the absolute king, that accepts some kind of limit to his power, or more often accepts to grant some kinds of people some kinds of rights. The concept remains, according to which human rights are limitations to the authority, or the ruler, or the state of the king, and today, generalising, to the power of state. This is how they were born and still how they are understood today.

Most religions also include some kinds of rights, either in the form of moral commands, how men should behave towards each other, or in the form of specific rights: "you have right to this, you do not have right to that" etc. However it does not take us long to realise the limits of the granted rights: they are often very conditional, e.g. to your behaving well. If you behave well toward the king you can have some rights, or if you are good Christian, then you can have some rights as well, but if you are bad Christian, you do not have rights. Sometimes they are temporary, because they can be taken away, you have them now and tomorrow you do not have them, the king changes his mind, sorry for that. They can be exceptional, sometimes they are rewarded e.g. in the middle ages, to the citizens of the cities, very often the king, the ruler granted the rights, to habitants of the city to exercise the rights, freely trade and even to organise themselves. But, it was still the kings that granted them and also a right for the kings to revoke it.

Granted rights are very often based on moral grounds and are limited in terms of the people, not only in substantiation of rights, but also to whom they can apply, therefore they have relative universality, it does not apply to everybody, the tendency was that they were privileges and they applied only to some people. Even in Ancient Greece, democracy was for some only; in fact it was democracy of minority, not democracy of majority.

The positive side to granted rights is that they created awareness that there are limits to absolute power. They also promoted, and were often based on a conscience of justice, whether based on religion or morals. Nobody likes to have their rights taken away; and the idea of justice, what is fair what is right is inherent to the human being, of and the idea of understanding human community is something beyond territorial borders. But at the end of the day, granted rights are granted rights, dependent on somebody.

The main evolution in the concept of natural rights comes from the times of Enlightenment and starts from enlightened despotisms, from the kings and rulers, who had sometimes progressive ideas for the time, and with the development of reason and humanist ideals and philosophies. In other words, the development of philosophies which brought about the conscience that human beings have natural rights that belong to them, as human beings and those rights cannot be limited by the state or by the rulers.

Natural rights are not universal yet, but are natural. It influenced the Bill of Rights in England, especially in the 18<sup>th</sup> century, the American Declaration of Independence via the Declaration of Rights of Man and Citizen following the French revolution. As their strong point, they pointed the sovereignty of the nation (over the sovereignty of the king), and they brought about the consecration in law of the fact that there are natural rights. The declarations of rights, the bills of the rights, developing laws and rules should be based on the declaration or the concept of natural rights.

Natural rights can also be traced back from a distinction, which was not very obvious at the beginning, between the divine law, natural law and human law. Most Europe lived under theocratic regimes for a while either under the power of the Pope in Rome or the Metropolis in Byzantium. The fact is that divine law or the theological foundations of law were very important in the Middle Ages, kingdoms were to be obedient to the pope. It was St. Thomas d'Aquino that first distinguished different types of law: divine law, the law that comes from God and natural law, the law that belongs to the nature, and human law that is created by men and introduced. This distinction is very important, because human rights come from natural laws, something that is not dependent on God, and is not completely dependent on mankind either. Then the emancipation of mankind starts because men are born free, they are free from God and free from men. If they accept contracts and obligations with other men, they should do so freely, that is the idea of the social contract of Rousseau. What is important in human rights is that natural rights are indeed a limit to the power of the state.

The biggest development of human rights came in the 19<sup>th</sup> and 20<sup>th</sup> centuries. First with the critique of the formal natural rights, of the fact that in the French revolution rights were not for everyone and in the American Revolution neither, because you were not of the right sex or that you did not have enough property for example. These rights are often very formal rights. They did not apply to everyone. In the 19<sup>th</sup> century we witness the development of the conscience of the workers rights, the beginning of the development of the conscience of social and economic rights; workers' rights very often opposed to the rights of the people who owned the lands and property. These were also the times of different socialist ideals, and thinkers, including Marx and their internationalisation. Rights that people should possess across borders and not only within a country, this idea is very important to the development of the universal conscience of human rights.

The first really international treaties of human rights appear at that time with the anti-slavery laws, in which states, commit themselves towards each other not to do certain things or prohibit certain things or do certain things, so obligations among states.

With this it is no longer a matter of relation between the state and citizen only, but also obligations that are somehow monitored by other states and towards other states. It is what makes human rights universal. It started with anti-slavery laws and later emerged also in humanitarian law expressed in the Geneva conventions.

What is interesting in humanitarian law is that the states accept that even in the case of war there are limits to what you can do. It is very important, although it is not really to do with human rights.

It is the 20<sup>th</sup> century that sees WW I and the emergence of the League of Nations, the first attempt somehow to federate the states to prevent further wars. It did not really work in terms of preventing wars, but it resulted for example in the creation of the International Labour Organisation. After WW II we see the Nuremberg, tribunals to judge war criminals, this is the first time the international community decided to take legal action for the violation of international standards. Later we see the creation of the United Nations and in 1948 the birth of the Universal Declaration of Human Rights. The Declaration, together with its two international Covenants – the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights – make what we call the International Bill of Human Rights. The covenants become effective in 1976. The idea of the covenants goes together with the Declaration, the Declaration is a statement of principles and objectives and rights; the Covenants contain the legal obligations on how to make them work. One of the reasons it took them a long time to be elaborated is that states needed time to ratify them.

The International Covenant on Civil and Political Rights refers to what is sometimes called the first generation rights, "first generation" referring not to importance, but to the historical development, when they started or were first claimed. The first generation rights are represented by the value of liberty, what the state should not do; they contain civil, political and legal rights.

The second generation, the Covenant on Economic, Social and Cultural Rights, refers to the value of equality that is put upfront; this is admission of the fact that civil rights do not work if people do not have the conditions to exercise them.

There is also a talk about the third generation of human rights, also referred to as collective rights, based on solidarity as a value, that refer to globalisation or sustainable development issues, rights of communities, right to peace, right to development, to human security, etc. They are sometimes called emerging rights, the rights that are not yet fully consecrated in the international documents.

Sometimes rights are classified as positive rights and negative rights: positive rights are rights that require positive intervention from the state, and negative rights are those, in which the state can best "protect" them if it does not intervene.

At the European level, when it comes to political and civil rights, we have the European Convention on Human Rights (1950) and the Convention on the Prevention of Torture and Degrading Treatment (1987). They are quite recent, most of these human rights instruments are less than 50 years old. There has been substantial progress made in the past 20, 30 years, even if the level of implementation is very disparate, sometimes frustrating, but lots of work has been done. For example, with the Convention on the Prevention of Torture and Degrading Treatment, the states of the Council of Europe committed themselves in 1987 to allow a committee of experts to visit the institutions where people are detained. The committee can go there and say: "We want to see how you keep people there". The fact it was accepted by the

states is big progress. The European Convention on Human Rights and the CPT are in fact the expression of the international Covenant on Civil and Political Rights and of the Universal Declaration of Human Rights at European level. They are not in competition, they are complementary, and they are based on it. They are in a way more concrete. So, the European states gave themselves a more suitable, further commitment to the one within the European Convention. One can also notice that the European Convention was prepared much earlier than the International Covenant on Civil and Political Rights. The member states of the Council of Europe of that time did not wait for the UN to agree in order to accept some standards among themselves.

In the field of economic and social rights, the European Social Charter and the revised European Social Charter that contains some expressions of economic and social rights at the level of the Council of Europe,. And, more recently, in the field of collective rights, there is the Framework Convention on the Protection of National Minorities from 1995.

Similarly to Europe, there are regional instruments in other world regions, too. On the American continent there is the American Convention of Human Rights, which has its own monitoring system and in Africa the African Charter on Human Rights and Peoples Rights, which is an interesting concept, because it deals not only with individual rights, but also with the rights of peoples. We could also refer to the Arab Charter on Human Rights, which is not yet in force, but it exists. The American and African Charters are applicable.

There is a monitoring system of the International Bill of Rights; it is the Human Rights Committee. You can hear about it every year, and about which state has been condemned by them. The system also includes the possibility for individual claim to the UN system if you feel that your rights have been violated. It works only in a few some states, because this is in an additional Protocol ratified by only some of them. What makes the covenants special is the monitoring system, maybe not the most complete one, through which states are checked whether or not they comply with the commitments.

In the twentieth century we must also mention the decolonialisation movements in bringing about international conscience, so not only the fact that human rights exist, but also a conscience of the universality of these rights.

The emergence and claim for more effective control mechanisms, like the European Court of Human Rights, attempts to improve the UN system, and the establishment of courts. The more we move the more the international community needs to address particular problems that are of common concern, such as racial discrimination – Convention on the Elimination of Racial Discrimination, violations of the rights of the child - Convention on the Rights of the Child (1989), the Convention on the Elimination of Discrimination Against Women, more recently the special Courts for Yugoslavia and Rwanda and the major step – the International Criminal Court.

It has to be stressed that all this is supposed to be implemented and translated to national legislation. So all these Covenants, Conventions and instruments are meant to be complementary to what exists already at national level. So for example it is necessary that all processes and procedures at the national level be exhausted to be able to turn to the International Criminal Court. It does not replace the national institutions; it is based on national institutions and is only extra. The true implementation of these treaties lies in the national governments, that is why they signed them. So if you are a human rights activist, sometimes one of the first missions is to address your government and ask: "You have not signed this yet or you have ratified, but do not respect it!". If it is not ratified, you cannot demand it, so the legal dimension is still important.



## M6 – Human rights on national level

*Results of working groups discussing current issues and challenges to human rights on national level – perception by participants*

### Working group A

- **France:** Three levels of courts and then the European court. The convention is not included in the judicial system. Challenges: Double punishment. The court ruled out that article 8 had been violated. Violation of Art. 6-1 is a common subject.
- **Hungary:** Same kind of system as in most countries. The limits in the system are that they follow the present majority of the ethnical and social sector. It doesn't represent the people that are subjected to violations. Challenges: Violation of Art. 6-1 is a common subject.
- **Palestine** is still occupied. So there are two juridical systems and courts. The Palestinian and the Israeli. Challenges: Many violations on HR in Israel, for example no visits from family and lawyer. Palestinian system: Many judges are appointed by the president and are not neutral and independent. Long detention without any trial. It takes time to build up a new legal system!
- **Bulgaria** Similar to the Hungarian system. Challenges: Widespread corruption is a big problem. And the system works very slowly. Few cases against Bulgaria, but it doesn't show the reality. There are few cases because people don't know their rights.
- **Russia** big changes since the end of the Soviet Union. Challenges: Good laws on paper, but they don't work because there is no political will, lack of money. big corruption and slow procedures. The public are not aware of their rights. Similar to Bulgaria.
- **Sweden:** Three levels of courts and then the European court. The convention is not formally included in the judicial system. Violation of Art. 6-1 is a common subject. Police brutality.

#### **Impact on the HRE:**

Big need for more information on HR! We need to focus on local/national cases to trigger interest and then to take the issues to a structural level.

Bid need to educate the public on how to start a case against the state, and also to help them understand the legal system and understand what the law actually says. We need to give the public hope that the system works!

There is sometimes a cynical approach towards the HR laws. The legal system tends to focus more on other laws.

Sometimes the teachers are not motivated or prepared or trained to teach HR so we must approach the teachers and help them!

**Appendices: Background documents M6**

Working group B: Fatiha, Janina, Muhamed, Sven, Maria Theresa and Jo

	Belgium	Germany	Romania	France	Italy
<b>HR as part of education</b>	No information on abstract level)	Not explicitly present in curricula	Duties are taught, not the Rights.		Only on abstract level
<b>Defending rights of the 'financially poor'</b>	Exist 'people's lawyer' (pro deo)	Exist 'people's lawyer' (pro deo)	Exist 'people's lawyer' but few access and long waiting list		<u>DOES NOT</u> exist 'people's lawyer' (pro deo)
<b>HR in legislation / laws</b>	Present as far as known by us	Present as far as known by us	In theory all ok, practice not.	Present as far as known by us	One of the best constitutions in the world ... in theory
<b>Access of information and visibility</b>	Not much promoted	Not much promoted	Not much promoted	Not much promoted. Experts' knowledge, not field-focused.	Not much promoted

**General conclusions:**

**HR in education:** mostly under-focused or completely absent in existing education systems, even the ones related to social – justice – cultural matters.

**HR and citizenship:** often referred to matters decided by huge institutions/organisations, few realise that it is a matter of each individual and part of citizenship.

**HR and implementation level:** HR should be brought very concretely on local level. Existing experts have lost / ignore touch with the fieldwork on local level.

**HR in theory:** for different reasons HR do not work in reality / practice because of consecutive reasons  
 → Civil society is not enough developed to deal actively with HR (citizenship)  
 → Not a hot issue on the existing political agendas (not popular – politicians/voters do not understand and therefore don't care)  
 → Invisible or non-existent access to information  
 → Build in (structural) handicaps that make practising your rights difficult.

**HR gets very alive** after being denied some rights (refer to Japanese teacher story of river).

## Working group C

### **Russia**

The protection of HR is included in the Constitution and additional laws. Russia consists of 81 subjects of federation, each of them having their own legislation and constitution. Another problem is that people do not know about their opportunities or possibilities; there are only 4 decisions of ECHR against Russia. Problem is also to find a good lawyer – poverty in the country. These should be the main reasons for violations of HR in the country.

### **Romania**

There were 59 cases before ECHR, mainly article 6.1 (right to fair trial) concerning the restitution (recover) of property lost within the communist regime. Freedom of speech and press was also invoked several times.

Another problem (reported by Amnesty International) is the ill-treatment applied to people held in police arrest or in prisons. Mainly children and members of Roma community are beaten or forced to admit crimes they did not commit and the police officers who exceeded their powers are not investigated thoroughly and impartially. Some policemen also abuse their weapons and no serious investigation takes place. The HELSINKI Committee reported such situations.

"I want to find a way to put together lawyers, judges and educators to find out a common language for educational materials and strategies based on authentic legal and judicial staff."

### **The Netherlands**

There were 82 cases against the Netherlands. Case of person who was refused to have health care while being ill in prison.

"Biggest challenge for me is how to make Human Rights transparent for everyone, not only for those of Dutch origin but also minorities and the others."

### **Portugal**

It was really surprising that cases mainly dealt with article 6.1; there was really distance between juridical cases and daily life reality. "My expectations were not fulfilled, I expected e.g. discrimination cases etc. something more international, more reality cases." Among 100 cases there were only a few such ones e.g. owner of house wanted people away from the house.

### **Moldova**

Cases not found. Maybe they are not available; country might be probably trying not to show its debts. Constitution is probably the only document protecting HR. On paper HR are protected in Moldova, reality is far from it.

"Main danger and risk is that there exist some official documents which are not respected at all, and there is not direct access to international or European documents, they are not transparent, no way or possibility to claim your rights and no way to ECHR for common people." Reality vs. what's written on the papers.

### **Czech Republic**

Cases not found. Very specific issue is Right for property: coming from two cases in recent history (1945 – decrees of president confiscation of property of Hungarians and Germans – 1948 – confiscation of property of too democratic, non communist, (anticommunist) people. After revolution (1989) new reclaims occur, some also in ECHR.

### **In general:**

the more cases you can find on the internet, the better system you have often rich people fight for their little rights, poor people cannot fight for violating their fundamental rights (question of money, information).

### **HRE:**

our capability to read official and legal documents, to spend more time with them and find essential things in them.

recommendation to participants of our programme to see websites of institutions, national parliaments, watch discussions

try to find out maybe more stressing, more problematic, more provoking cases

it will be still a question how to retell cases to students, to transform official language to the e.g. "teenager" language

## Working group D

The discussion that was raised in the group touched some of the following topics:

- Media biases and cases of the restriction of the freedom of expression (in Romania, the case Dalban), children and minority ill treatment and torture by police and military, the lack of voting reforms;
- Ownership rights-owner-tenant, refugees and minorities, fair trial court procedures handled in an inefficient manner and sometimes take a lot of time;
- Continuous addenda and annexes of laws sometimes undermine the value of these laws, in addition to causing mistrust in them;
- The right to a fair trial (many cases to the European Court discussed art. 6);
- Young people's unawareness of their rights;
- The lack of access to basic health services.

### 1. Challenges:

- Bureaucracy;
- Distrust in the application of the laws leading to a state of apathy;
- Disrespect to laws by people in power;
- Overregulation in the laws;
- Unjust and ineffective laws;
- The lack of mechanisms to put rights into practice;
- Access and awareness concerning your rights and the laws governing you.

### 2. Problems regarding the application of the human rights system:

- Judiciary system/ constitution sometimes protects state against citizens;
- New annexes and the challenges to the core laws;
- Basic laws but no concrete mechanisms and procedures;
- Ombudsman;
- Judiciary council to oversee the governments' transgressions;
- Manipulation of human rights.

### 3. Interesting:

- In Romania during the communist regime the state nationalised properties and after the fall of the regime, the Romanian state had to return the properties to their owners. The trials were too long, so the owners addressed the European Court in Strasbourg. The reimbursement was large amounts of money out of the taxpayers' pocket.
- Reopening cases that have been shelved.
- Juvenile courts. To develop and to bring into reality a juvenile court of justice.

## Working Group E

Common observation: HRs are reflected in official, legal documentation, with the exception of minority rights in some cases.

### Challenges:

- There is ignorance, lack of awareness and intense education/ learning of human rights.
- Phobias – xenophobia, homophobia, Islamophobia, phobia of all that is not represented by dominant groups
- Attitudes, practice of human rights in every way.
- Respect of cultural background and practice of all peoples, as well as recognition of language as official (Lithuania)
- Paedophilia Association (Contradiction of Children's Rights and the Right to Associate - Denmark)

### Guarantees of Human Rights

- Ombudsman
- Court of Constitution (Germany)

### Cases

- Violation of Article 6 (Fair Trial)
- Violation of article 3 (Torture) and 5 (Liberty and Security) (Cyprus)

### Impact of challenges on HRE

- HRE, where not compulsory in a formal setting, depends on school administration discretion
- Efforts to bridge the gap between communities/ groups within a country as much as international exposure of HRE and efforts to promote HR
- Citizenship
- Isolation/ Alienation of groups
- Social exclusion – prevents social cohesion
- Enforcement/ Implementation of Constitution/ Convention etc within social and civil life with concrete actions (e.g. recognition of a large minority's language as official – Estonia, include HR in school curricula and commit school administrations for its implementation by trained professionals)

## **M7 – Access to medicaments (revised)**

*Variation to the exercise described in Compass, pp. 80 – 85.*

### *Evaluation steps of the activity*

#### **De-rolling (20 min.)**

When all groups have reported their positions/solutions, reading out the following extract from the court's ruling on 19 April, 2001. "The purpose (...) to promote cheaper access to drugs (...) is a commendable purpose, and, in the context of the HIV/AIDS epidemic, a constitutional obligation of the highest order linked to the duty of the State to respect, protect, promote and fulfil a number of fundamental rights including the rights to human dignity and life (held to be the source of all other rights) (...) There is no merit to the (...) challenges to the Act made by the applicants (i.e. pharmaceutical companies)." Reading out also the last decision of the WTO taken as follow-up of the court decision, last 30 August 2003.

#### **Debriefing (30 min.)**

Move on into a first debriefing in plenary. Suggested questions:

- How did you feel?
- Are you happy with the results of the negotiations?
- How easy was it to reach a consensus?
- What tensions were there in trying to agree on a solution and trying to include all members of the group in the decision?
- How much did you own your role? What made it easier/difficult for you to enter your role? Which biases were present?
- Who was deciding on whom? Were all parties concerned represented?

#### **Evaluation**

The second part of the evaluation will be in the 5 groups. Suggested questions:

- What were your initial assumptions?
- Did these assumptions change during the activity?
- What were the key human rights issues behind the trial?
- How do these issues relate to your own personal/social reality?
- Did you hear about this case before?
- Did you hear of similar cases that raised similar attention and led to policy development?
- What's the situation in your country about the access to social protection?
- Which values guide you in conflicting situations?

#### **Trial role card: The Press**

You are a group of journalists attending the process with the task to write an article about the trial.

Your journal has just sent you here without giving you much information about the trial itself. Other newspapers have extensively reported about the case as it is very popular in South Africa.

You have 25 minutes to organise yourself as a group and to do some research about the case.

Your newspaper needs to be printed before the final court decision will be taken. Therefore you can only prepare a short article about what has happened in the first part of the trial.

You have 25 minutes to write the article that will be read out after the court announces its verdict.

Please make copies available for everyone present in the room

## **M8 – Purpose and outcomes of human rights education with young people**

### *Extended outline of the input by Mr Alessio Surian*

#### 12 KEY IDEAS AND EXCERPTS FROM “COMPASS” ABOUT HUMAN RIGHTS EDUCATION

1. The Council of Europe YOUTH PROGRAMME provides the following definition of HRE:

“educational programmes and activities that focus on promoting equality in human dignity in conjunction with other programmes such as those promoting

- intercultural learning,
- participation and
- empowerment of minorities”

“Compass” (<http://www.eycb.coe.int/compass/contents.html>) highlights that HRE faces diversity and difficulty of definitions, and stresses that

“to educate about human rights is to reflect about the rights and responsibilities of individuals, groups, societies and humanity”.

Different societies and different groups within the same society might hold different views about the definition of human rights and their relationship with the community and the natural environment.

Different views might also concern the role of education within society and the place of human rights within formal and non formal education.

2. Although an explicit reference within “Compass”, the educational work by EDGAR MORIN and particularly the book “Les sept savoirs nécessaires à l'éducation du futur” (UNESCO, 1999 - available at <http://www.agora21.org/unesco/7savoirs/>) seems best suited to further discuss the complexity of HRE. Morin suggests that to learn about ethical comprehension is to understand the polarity individual-planet and to address issues of identity and citizenship at the level of

- oneself
- communities
- world.

In his view the seven types of knowledge that are essential to contemporary learning are to learn about:

- errors
- principles
- human condition
- identity
- how to cope with uncertainty
- comprehension
- human ethics.

3. The Member States of the Council of Europe consider human rights as part of their legal framework. The key documents in this field are:

Universal Declaration of Human Rights (UDHR) adopted by the United Nations General Assembly on 10 December 1948.

European Convention on the protection of Human Rights and Fundamental Freedoms (ECHR) that draws its principles and inspiration from the UN document and was adopted two years later.

4. The way to translate ECHR values in the educational process is explained in Recommendation N° R (85) 7 to Member States of the Council of Europe, adopted by the Committee of Ministers on 14 May 1985 at the 385th meeting of the Ministers' Deputies) on teaching and learning about human rights in schools.

R (85) 7 states “all young people should learn about human rights as part of their preparation for life in a pluralistic democracy”

At its meeting in Luxembourg, December 1997, the European Council recommended to all States to:

- strengthen the role of civil society in promoting and protecting human rights;
- promote activities on the ground and develop technical assistance in the area of human rights;
- strengthen in particular training and education programmes concerning human rights.

5. The key purpose and outcomes of Human Rights Education are defined by “Compass” in the following way.

Human Rights Education (HRE) promotes

- awareness
- understanding and
- action

about

- individual and collective
- rights and responsibilities,

empowering people to exercise their rights

- at the local and
- at the global level.

Thus HRE can be translated into learning objectives relating to

- knowledge (learning *about* human rights)
- skills (learning *for* human rights)
- attitudes and values (learning *through* human rights)

#### 5.1 Knowledge and understanding

1. *Key concepts* such as: freedom, justice, equality, human dignity, non-discrimination, democracy, universality, rights, responsibilities, interdependence and solidarity
2. The idea that human rights provide a framework for negotiating and agreeing on *standards of behaviour* in the family, at school in the community, and in the wider world
3. The *role* of human rights and their past and future dimension in *one's* life, in the life of *communities*, and in the lives of other people around the *world*.



4. The distinction between *civil/political* and *social/economic* rights
5. *Different ways* of viewing and experiencing human rights in different societies, different groups within the same society and the various *sources of legitimacy* including religious, moral and legal sources
6. Main *social changes, historical events and reasons* leading to the recognition of human rights
7. *Major international instruments* that exist to implement the protection of human rights such as the United Nations Declaration of Human Rights (UDHR), the United Nations Convention on the Rights of the Child (UNCRC), the European Convention on the Protection of Human Rights and Fundamental Freedoms (ECHR)
8. Local, national, international bodies, non governmental organisations, individuals working to support and protect human rights

### 5.2 Skills

1. *Active listening and communication*, being able to listen to different points of view, to advocate one's own rights and those of other people
2. *Critical thinking*: finding relevant information, appraising evidence critically, being aware of preconceptions and biases, recognising forms of manipulation, making decisions on the basis of reasoned judgement
3. The ability to work *co-operatively* and to address *conflicts* positively
4. The ability to *participate in and organise* social groups
5. The ability to *promote and safeguard* human rights locally and globally

### 5.3 Attitudes and values

1. A sense of *responsibility* for one's own actions, a commitment to personal development and social change
2. *Curiosity*, an open mind and appreciation of diversity
3. *Empathy* and solidarity with others and commitment to support those whose human rights are under threat
4. A sense of human dignity, of *self-worth* and of *others' worth*, irrespective of social, cultural, linguistic or religious background
5. A sense of *justice*, the desire to work towards the ideals of freedom, equality and respect for diversity

6. HRE with young people intends to create opportunities to explore, reflect and take action about moral dilemmas and issues of social change.

Thus it would not be enough to teach *about* human rights: it is essential to adopt a pluralistic approach and a learning by creating perspective.

At the core of HRE is the development of critical thinking and competence to handle conflicts and take action.

Such objectives require:

- the ability to view issues from different perspectives
- educational topics to be determined by and rooted in the social context of the young people who participate in the activities.

The manual offers an opportunity to encourage linking and exchange of experiences by groups of young people from different parts of the world.

It aims at providing young people with deeper insight about their own role in society by means of comparison with the role, opinions and actions of other young people globally.

7. In terms of approaches to HRE the authors of "Compass" do not adopt an "either/or" approach but rather an "and" approach. The manual seeks a balance among educating *about* human rights, educating *through* and *for* human rights.

It acknowledges the specificity of human rights contents in education, but it does not attempt to promote the idea that human rights education is a new discipline on its own.

It tries to link HRE through participatory and active learning activities to relevant local and global issues such as

- development
- environment
- intercultural relations
- peace

A key international governmental gathering which resulted in the 1990 Jomtien Declaration about "Education for all" (<http://www.globalmarch.org/gaw/Jomtien.html>) supports this perspective and states that active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential.

An example is co-operative learning, an approach which has received encouraging evidence by educational research:

"co-operatively-structured small group work can build group cohesion and reduce biases between group members who differ in terms of ethnicity, gender and disability" (Johnson et. al., 1983)

"co-operative group work increases problem-solving skills, enabling participants to devise more solutions that demonstrate greater creativity and practicality" (Cohen, 1986)

Other learner-centred methods include:

- peer teaching
- discussion in pairs and small groups
- collaborative games
- brainstorming
- priority-setting exercises
- decision-making and consensus-building exercises
- negotiations
- role plays and simulations.

8. The authors of "Compass" consider it desirable to encourage the participation of the youth themselves in developing activities and methods for HRE.

Thus HRE can be a tool for personal and social development of young people. In this perspective, HRE encourages the development of young people as active and responsible citizens.

A reference framework for Education for Democratic Citizenship (EDC) (<http://www.coe.int/T/e/Cultural%5FCo%2Doperation/Education/E%2ED%2EC/>) is provided by the Council of Europe through the establishment of the EDC project in 1997. This project quotes

T.H.Marshall (*Citizenship and Social Class*, Cambridge University Press, 1950) who suggests a parallel involving the access to the three main types of rights and three key components of citizenship:

- the *civil component* of citizenship including the rights addressing individual freedom;
- the *political component* of citizenship, i.e. the right to participate in the exercise of political power and to vote and participate in parliamentary institutions;
- the *social component* of citizenship, relating to the right to the prevailing standard of life and the social heritage of society including equal access to education, health care, housing and a minimum level of income.

9. "Compass" is designed to be used both in formal and in non-formal education settings.

This implies that human rights education activities and programmes should be preceded by and based upon a consultative needs assessment involving the expected participants/group. While this is not always the case in formal education, it is an essential component of non-formal education. The way to involve and build the educational process with young people varies according to the type of formal, informal or non-formal setting the educator is dealing with.

"Compass" provides the following three definitions of the three types of educational contexts:

- *Informal education:*  
the lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educational influences and resources in his or her own environment (family, neighbours, marketplace, library, mass media, work, play, etc.).
  
- *Formal education:*  
the structured education system running from primary school to university and including specialised programmes for technical and professional training.
  
- *Non-formal education:*  
any organised educational activity outside the established formal education system. Some of these programmes might not have been originally conceived as "educational".

Formal, non-formal and informal education are complementary and mutually reinforcing elements of lifelong learning.

10. The activities presented in the manual are designed to be adapted in diverse settings such as a youth club a school, a summer camp etc.

A common thread: democracy is best learned in a democratic setting. This means that a key question is:

- who takes decisions and how?

In a democratic educational process participation and empowerment are encouraged when different views can be expressed openly and discussed. Therefore, key elements of the educational process are:

- freedom of expression for all
- common rules based on fairness and justice

Effective learning about human rights requires an appropriate climate which should be constantly negotiated.

11. "Compass" stresses that HRE is a starting point for action and - in line with the Education for Democratic Citizenship project recommendations – it states that

- HRE should be viewed as daily practice
- based on experiential learning and learning by doing
- to help mobilise competences and initiatives
- in a continuing changing process.

To support this spontaneous process of change educational policies should:

- directly involve practitioners in designing, monitoring, implementing and evaluating their own educational innovations;
- encouraging to solve concrete social issues, using the know-how and practical experiences of reflective practitioners;
- promote bottom-up educational change;
- work towards greater autonomy of educational agents so that they can work out specific forms of action and linking with the local community, civil society, social partners;
- encourage networking, joint projects and activities, as well as communication between practitioners and decision makers.

12. How to encourage solidarity-based activities? and what type of solidarity?

When promoting HRE and particularly action based on HRE it is crucial to distinguish between autonomous and normative co-operation.

Suggested guiding principles in exploring the possibility of taking action include to consider whether the options presented are relevant to the participants, and to make sure that there is the possibility to spend enough time when such relevance is not self-evident.

## M8 – Analysis of “Access to medicaments”

*Summary of results worked out by groups by using the educational approaches of Compass.*

### Task:

Please identify which actions (indicators) during the exercise “access to Medicaments” made it evident if each educational approach was present or not.

Educational approach	IN FAVOUR	AGAINST
Participation Action oriented	<ul style="list-style-type: none"> <li>• Clear tasks and roles</li> <li>• Process of expression</li> <li>• To have to make a decision</li> <li>• The structure of the simulation provided a framework for participation</li> <li>• Set-up (the idea and design) of the activity catered for open and democratic involvement of participants. All participants had the opportunity to act as individuals and group. The activists accommodated different ways of reacting by the participants. Some people were noisy and others quiet. All different styles were present and contributed in the general learning - essential for the creation of the right atmosphere conducive to learning.</li> <li>• Everybody had a chance to express his/her opinion in different forms/at different stages of the exercise.</li> <li>• Design of the activists enabled participants to react/act on emotional/cognitive/physical level.</li> <li>• Responsibility towards his/her interest group. Commons strategy VS individual preferences.</li> <li>• Everybody had to participate. Playing a given role as a form of participation.</li> <li>• Solution requires everyone's participation</li> <li>• Room for brainstorming and different ideas</li> <li>• Authenticity of case</li> <li>• Everyone involved</li> <li>• Learning by doing</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of introduction and instruction, preparation</li> <li>• No possibilities to express all opinions</li> <li>• Not asking the role you wanted to play</li> <li>• Not everybody could take action – some roles were quite static</li> <li>• Time frame was too tight</li> <li>• Not clear role of the journalists</li> <li>• At some point in negotiations, participants were scared to take a (“correct”) decision. What is right decision? But it makes people make a stand/take decisions.</li> <li>• Time pressure in first part when we were preparing in our group. Limited information in the introduction phase.</li> <li>• During hearing, only a few participants took an active part/others were passive. (design of the exercise). Not only in the interest groups the space was limited (7 people in one group).</li> <li>• In negotiation two parties (government and Pharma) took the lead, other two parties (judge and TAC) are sidelined.</li> <li>• Some journalists were not active, because lack of computer and time. Suggest the press groups be allowed to visit the negotiation groups to get information and also to release their headlines to put more fire into the negotiations. Help the press limit their text, it should not be a long article!</li> <li>• Hearing limited active participation</li> <li>• Court “appointed” by team</li> <li>• No possibility to choose role</li> <li>• Limited and standardised information provided</li> </ul>
Experiential learning learner centred	<ul style="list-style-type: none"> <li>• Reacting and reflecting</li> <li>• Different possibilities within the same role</li> <li>• Experiencing different roles that were catering for participants' personalities</li> <li>• Good debriefing in plenary. But too short due to lack of time) During the debriefing the facilitator maybe should ensure that everyone says something? Or use “Smileys” for everyone to indicate how they feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Big group</li> <li>• Lack of information</li> <li>• During debriefing no help to the participants to realise how different they behaved during the three different phases. Help them realise when they learned.</li> <li>• We did not evaluate the outcome of the negotiations/activities in the</li> </ul>

	<ul style="list-style-type: none"> <li>• In the debriefing – personal experience in our own life/country was discussed.</li> <li>• The activity uses experiences, but participants in real-life situation included stress/decision making/confrontation.</li> <li>• All groups had an essential task for the progress of the simulation. Three different settings (plenary, among friends, and then among opponents).</li> <li>• Issues involved participants (emotionally)</li> <li>• Realising and experience of complexity of issues and emotions on HR issues</li> <li>• Consensus group “forced” individual commitment and experience</li> <li>• Case accessible to all without expert knowledge</li> <li>• Complexity required personal and group involvement</li> <li>• Opportunity to feel and reflect</li> <li>• Important to go through method</li> <li>• Safe environment for learning</li> </ul>	<p>plenary.</p> <ul style="list-style-type: none"> <li>• The simulation follows the expected learning circle but in the generalisation part (final debriefing) for some of the participants it’s hard to think beyond the exercise /topic concerned.</li> <li>• Limited experience for judges</li> <li>• Concern about “legal” issues beyond personal knowledge</li> <li>• Limited time to get into roles</li> <li>• Proposals missing for role changing</li> <li>• no “checking”/ implicit individual learning process</li> <li>• missing focus on debriefing</li> <li>• Missing feedback on exercise as a method and on strategies how to improve it in the future</li> <li>• Tensions, negative emotions connected with performing “bad” Pharma</li> <li>• Internal conflict (positive in long term effect)</li> </ul>
<p>Cooperative learning group work based</p>	<ul style="list-style-type: none"> <li>• Dividing tasks</li> <li>• Working in different groups</li> <li>• Having the real results</li> <li>• Expressing own opinions</li> <li>• Going with the flow [trusting the others]</li> <li>• Understanding each other’s position</li> <li>• Putting people in small groups stimulates co-operative learning</li> <li>• Common task to be achieved in the negotiation groups and in the small groups as well.</li> <li>• Possibility to step out of the role</li> <li>• In stressed situations the dark/nasty sides come out which is close to real life.</li> <li>• Space for complementarity of ideas. Group work developing trust in group members, mutual help.</li> <li>• 2 ways of cooperative learning 1= interest groups 2= in negotiation groups.</li> <li>• There was no competitiveness among the interest groups during the negotiating groups.</li> <li>• Cooperation was inherent</li> <li>• Small groups facilitate cooperative learning</li> <li>• Combination of different environments and experiences</li> <li>• address the process in debriefing</li> <li>• changed from competition to cooperation [setting promoted change of role-attitudes]</li> <li>• Communication, exchange of opinions and practices maximalised</li> <li>• Negotiation part was important</li> <li>• Ability to give feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of time</li> <li>• Not complete group (especially at the debriefing)</li> <li>• Lack of creativity – options</li> <li>• No ability to manage stress</li> <li>• Exclusion in decision making</li> <li>• Concentrating on results, not on the process</li> <li>• Not clear decision making procedures in the negotiation groups</li> <li>• Participants did not abandon their roles after the simulation ended. (The role of the facilitator)</li> <li>• Presentation in plenary is focused on input by individuals but that may hamper the cooperative learning within the interest groups... (one presents the work of everyone = no chance for corrections + additions) Feeling experienced is very important. But this feeling can be good! To realise the difficulties the politicians or NGO representatives face when they represent the members/people. However, it can hurt motivation to participate, because it makes you feel as “not necessary to the group” and it allows demo-fascist leaders to command the group</li> <li>• Hearing promotes individual centeredness + “strong communicators”</li> <li>• debriefing should have addressed group work</li> <li>• Some did not fulfil their role in the group (lacked participation in negotiation process-journalists)</li> </ul>

		<ul style="list-style-type: none"> <li>• Lack of sharing common experiences and debriefing in plenary</li> </ul>
<p>Problem solving</p> <p>Conflict resolution</p>	<ul style="list-style-type: none"> <li>• Having the real results</li> <li>• Finding the solution</li> <li>• Smaller groups</li> <li>• Looking for consensus to take a decision</li> <li>• Understanding each other's position</li> <li>• Negotiation groups provided a framework to transform conflicts into positive action</li> <li>• Possibility to leave the groups and work on his/her own (as it happened in the group of journalists)</li> <li>• The exercise referred to bringing decisions. The activity forces people to negotiate to find a solution even if they are not willing to do that.</li> <li>• An integral part of the simulation was to find a solution for the given problem.</li> <li>• Trying to find a solution</li> <li>• Conflict concerning topic and methods</li> <li>• Conflict with other group's attitudes</li> <li>• New opportunities in the debriefing groups</li> <li>• Someone, who couldn't "get out" of their roles</li> <li>• Unclear roles and instructions for the consensus</li> <li>• Limitation of solution in terms of reality</li> <li>• Focussing on the process of conflict resolution rather than on the results</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiation was influenced by info-background</li> <li>• Lack of time, rushed process</li> <li>• Emergence of improving attitude</li> <li>• Possibility to exclude people from the groups (which happened in the groups of journalists because of the conflict of interests)</li> </ul>

Comments and reflections on how to improve certain things in the simulation in order to address different educational approaches:

**1. Participation:**

- organise press conference or talk show instead of reading out the articles
- provide realistic time frame (more time)
- more attention to putting participants into their roles
- possibility to join the groups (Pharma, TAC, etc.) on voluntary basis

**2. Experiential learning**

- provide more roles in each group (roles should be different, e.g. in Pharma: resource persons, doctors, etc.)

**3. Co-operative learning**

- guarantee adequate technical assistance (computers, the Internet, etc.)
- create more realistic time frame

**4. Problem solving**

To ensure that people stick to their roles and the groups that were created are not too informal

## **M10 – “Learning groups” about “Can I come” exercise** *Results from working groups.*

### A working group on intercultural learning

#### **Group on Intercultural learning in HRE**

- Which concrete intercultural issues has the exercise “Can I come in” brought up?
- In which way has this exercise contributed to develop empathy in participants?
- Have the participants noticed any differences in their perceptions and understanding and have they learnt from the differences?
- To what extent did participants judge the situation using only their own identity? Has the exercise created an understanding and awareness on the need to take into consideration different standpoints?

#### General questions (same set in all groups)

- What is ICL for you?
- How do you ensure ICL in a course?
- Why is intercultural learning important in HRE?
- Are there any essential features intercultural learning indispensable for HRE?

A brainstorm after the simulation gave us the opportunity to think that....

Intercultural learning is strongly related to Human rights education.

We can see it as an important part of a big mosaic that is human rights education but at the same time we can see them as two individual issues where one can not stand without considering the other.

Reflecting on other cultures it is important to keep in mind that the word ‘different’ is not characteristic in other cultures only, but first of all in our own culture.

The values that each culture promotes is an important issue that easily provokes conflict .  
The different perception about family or the different perception about time is a good example.

Culture is not only related to different countries, but also to different professions, structures and more.

The differences that cause the conflict may be cultural, economic or social.

When it comes to training intercultural learning it is important to keep in mind being interactive, participative, inclusive, considering the needs and promoting awareness and critical thinking.

And much more.....



## A working group on methodology

### Methodology (focus on learning styles) in HRE

- Have participants had enough space and time to express their own opinions during the exercise?
- What were the different ways of participation carried out by this exercise?
- How were participants' concrete life experiences and knowledge used in the exercise?
- Was there a balance between the input of the facilitator(s) and the participants?
- How could different learning styles influence the participation (concern for equal participation) in training in HRE?

### General questions (same set in all groups)

- What do you understand by learning styles and methodology?
- Is ICL acquired more easily by people with a particular learning style?
- How do you ensure that the experience and knowledge of participants is integrated and used in a course?
- Why is participation important in training in HRE?

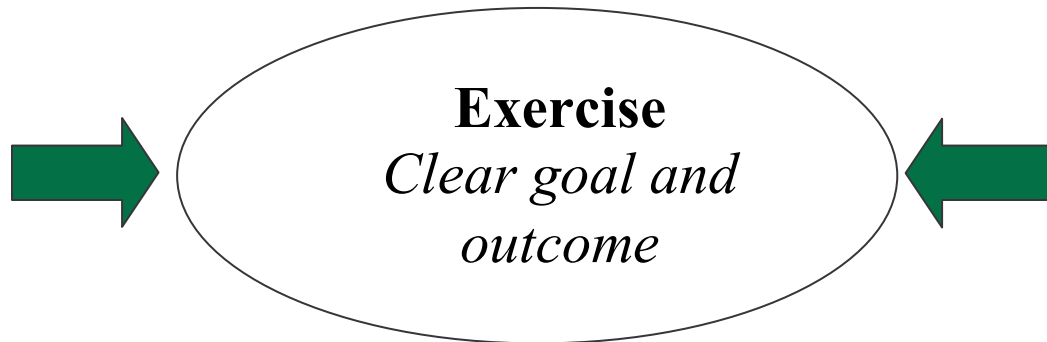
### Q: Did participants have enough time and space to express their opinion?

- Participants could have used more time to enter in the exercise
- Limited time for discussion/in particular real work with refugees and to confront/debate/understand the topic, to understand different backgrounds of participants
- The extent of participants' knowledge on the topic has limited the exercise
- Intended outcomes of the exercise were not clear
- Start with a short emotional debriefing after the role-play
- more time on the topic (not enough time for reflection)
- separate emotional from other feedbacks
- in a situation of oppression the expression can become a way of acting

### Q: Opportunities for expressing oneself

- The extent of information and guidance provided before the exercise can greatly influence how far participants can express their view of the issue from the particular position of their role
- Roles did not enable expression of opinions ↔ Participants acted in a free way, but their positions were not in accordance with the official procedures
- Instructions for roles should be more clear, so that participants could be more "into the role", or have a more alike understanding of how much freedom they can bring into their roles
- Role of observer – needs more clarification on what to look for in particular
- Role play enabled participants to adjust their own roles to the preferential learning styles (action – discussion)
- The debriefing has provided opportunities to some extent, but the framework did not provide enough to investigate our own opinions on this issue

### Q: Major concerns the facilitator needs to take into account I.



**Time:**

enough for preparation, role-play, and a structured debrief with several topics, such as emotional reactions, exchange of opinions, input by participants who can be considered resource persons due to experience of the particular issue

**Background info on participants:**

1. make sure that the exercise is emotionally safe for all participants; emotional and physical safety of participants (this exercise brings participants to certain limits)
2. How much is this issue relevant to participants?

**Q: Major concerns the facilitator needs to take into account II.**

Check how participants interpret roles during the preparation

Solution-based or action-oriented debriefing

Take into account the dynamic within the programme; make links between different programme elements

Check that participants processed and have acquired the competences addressed + list future related competencies

developing empathy -- method should deal/address/reveal/point at stereotypes if they have surfaced in role-play (in debrief) → intercultural learning

provide frame/concept/information

use the experience of participants; identify and recognise the participants' standpoints on the issue and their needs for follow-up

when finishing the exercise → leave food for thought

**Summary**

Necessary to agree on minimum criteria for the exercise

Enough time for all parts of the exercise

Ensure safe physical and emotional space for participants

Be ready with background information on the topic if needed or

Make sure to use experience present in the group

Provide examples and suggestions for solution or action

Create a diversified programme to cater for the different learning styles

## A working group on competences (skills, knowledge and attitude)

### **Competences addressed (Skills, knowledge and attitudes)**

What were the skills, knowledge and attitudes addressed in this exercise?

Which competences can participants further develop as follow-up of this exercise?

Why are these competences important in the context of the exercise / in the context of HRE?

How do these competences relate to the programme planned and run (the exercise and the debrief)

General questions (same set in all groups)

How do you ensure / check that the "right" competences are addressed / made explicit in a course?

What is needed to identify the necessary competences to be addressed in a course?

How do you synchronise the competences addressed and the programme design?

Why identification of competences is important in training in HRE?

### **Q1: Competences addressed in the simulation on refugees**

Empathy

Critical thinking

Reflection

Stress management

Use of emotions (emotional learning)

Strategic thinking

Conflict management

Within yourself (my role vs my natural behaviour)

Within group

Between groups (refugees vs police)

Active listening

Feed-back

Observing

Creativity

Accuracy

### **Q2: How can we ensure that the right competences are addressed and are evident to participants?**

Participants' reaction and responses

Through debriefing

The trainer's experience

Reflection

Utilising different learning styles

### **Q3: What is needed to identify the necessary competences to be addressed to the course?**

Contents of the course

Identifying the target group and the social context

Empathy and context

Holistic approach

To plan and respect an educational environment and not just a training course

## A working group on ethics and values

### Group on ethics and values in training in HRE

Which concrete issues related to ethics and values has this exercise brought up?

Did the exercise raise any disputes or display of different attitudes (and sets of values) by participants?

Can you think of an example of a set of values or ethical conduct unacceptable for one HRE educator?

To what extent should an educator accept the set of values behind the "culture of Human Rights"?

(Can you agree on/enumerate) some do's and don'ts | human rights education?

General questions (same set in all groups)

Which values are essential for the development of culture on HR?

Is there any specific set of values behind HRE? Should there be one? If yes, what should be an "appropriate ethical conduct" and set of values for a HRE educator?

How do you ensure a display of "appropriate" ethical conduct and values in a course?

Why is the issue of ethics and values important in HRE?

### Dos, don'ts and maybes

Accept your ignorance and doubts

To know your own limits when it comes to knowledge and skills

Be aware how to utilise the power

Respect other values and recognise your values

Human Rights are not a Super Market approach

Judge other people

Create doubts but not anguish

Formulate your opinion, but do not make it a statement

Do not manipulate/ Do not program mindsets

Do not put yourself in a schizophrenic position

Personal contradiction

Make it clear what is negotiable (ground rules)

Horizontal relationship with the group

Make it accessible after the TC is over

Pandora box

Do not forget that we are human beings

Advocate (have a clear view) but do not judge

Anti-religious approach against Human Rights

Tolerance does not mean that I do not care

Provide perspective

### Questions:

How far can I go as an advocate of HRE without judging people?

Are we ethnically obliged to provide answers if we have put participants in doubt?

Do I have to sacrifice myself to conduct a HR lifestyle as HR educator?

Should I stand for what I preach (consistency of lifestyle HRE)?

Is everything negotiable or are there minimum standards?

Is there a danger of manipulation?

How to approach Human dignity?

Should we utilise violence or not make it a point?

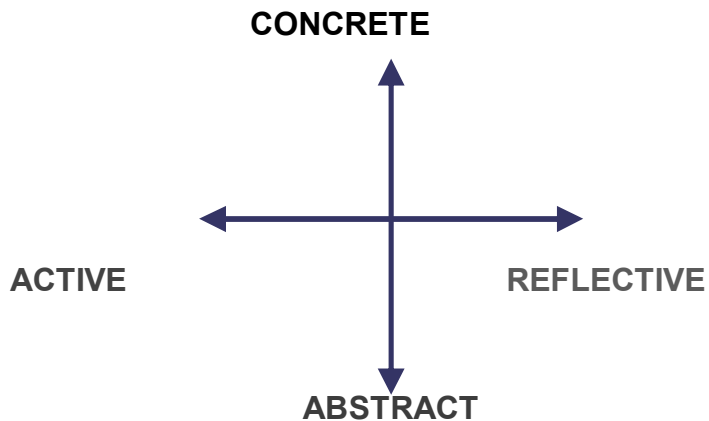
## M10 – Learning Styles and their implications on HRE

*From presentation by the trainers*

### Thinking / Perception styles

Visual  
Auditory  
Kinaesthetic

### Learning continuum (according to D. Kolb)



### DIFFERENT LEARNING STYLES

ACTIVISTS (concrete experience)  
REFLECTORS (reflective observation)  
THEORISTS (abstract conceptualisation)  
PRAGMATISTS (active experimentation)

### INFLUENCES ON PARTICIPANTS' LEARNING

KNOWLEDGE, SKILLS AND ATTITUDES  
MOTIVATION  
READINESS TO CHANGE  
LEVEL OF INVOLVEMENT  
TAKING RESPONSIBILITY  
SELF - CONFIDENCE  
SOLIDARITY AND EMPATHY  
EMOTIONAL VS. RATIONAL

### INFLUENCES ON COURSE SET-UP AND DESIGN

TEAM COMPOSITION  
AIMS AND OBJECTIVES  
PROGRAMME DESIGN  
METHODOLOGY AND METHODS  
TRAINER – PARTICIPANT INTERACTION

### INFLUENCES IN DESIGNING ACTIVITIES AT EUROPEAN LEVEL

INTERCULTURAL LEARNING (including language barriers)

**CULTURE OF HR**

**Context of Learning**

**Adult learning (Andragogy) OR Children learning (Pedagogy)**

**Some external factors**

**Place**

**Event**

**Time**

## **M11A – Handout: Key Human Rights Instruments concerning Gender-Based Violence**

### *Used during the workshop*

#### **The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)**

The Convention essentially constitutes the international bill of rights for women. It was adopted by the General Assembly in 1978 to reinforce the provisions of existing international instruments aimed at ending the continuing discrimination against women.

It identifies many specific areas where there has been notorious discrimination against women, for example in regard to political rights, marriage and the family, and employment. In these and other areas, the Convention spells out specific goals and measures that are to be taken to facilitate the creation of a global society in which women enjoy full equality with men and thus full realization of the guaranteed human rights.

#### **The Convention on the Rights of the Child (CRC)**

The convention ratified by almost every country in the world covers the whole range of human rights – civil, economic, cultural, social and political rights – and applies them to children. A child is explicitly defined in the convention as any individual under 18 years of age (Art.1).

#### **Optional Protocol to the CRC on the Sale of Children, Child Pornography and Child Prostitution**

The Optional Protocol gives special emphasis to the criminalization of serious violations of children's rights – namely sale of children, illegal adoption, child prostitution and pornography.

#### **Resolution 1261 of the Security Council, August 25 1999**

"Requests the secretary general to ensure that personnel involved in United Nations peacemaking, peacekeeping and peace-building activities have appropriate training on the protection, rights and welfare of children, and urges States and relevant international and regional organizations to ensure that appropriate training is included in their programmes for personnel involved in similar activities."

#### **Resolution 1379 of the Security Council, November 20 2001**

10. Requests the Secretary-General to:

- a. "Take the protection of children into account in peacekeeping plans submitted to the Security Council, inter alia, by including, on a case by case basis, child protection staff in peacekeeping and, as appropriate, peace-building operations and strengthening expertise and capacity in the area of human rights where necessary;
- b. Ensure that all peacekeeping personnel receive and follow appropriate guidance on HIV/AIDS and training in international human rights, humanitarian and refugee law relevant to children; UNICEF Training of Trainers on Gender-Based Violence: Focusing on Sexual Abuse and Exploitation.
- c. Continue and intensify, on a case by case basis, monitoring and reporting activities by peacekeeping and peace building support operations on the situation of children in armed conflict".

#### **Resolution 1265 of the Security Council, September 17 1999**

"Underlining the importance of the widest possible dissemination on international humanitarian, human rights and refugee law and of relevant training for, inter alia, civilian police, armed forces, members of the judicial and legal professions, civil society and personnel of international and regional organizations."

#### **Resolution 1314 of the Security Council, August 11 2000**

16b "Consider including child protection staff in their peace and field operations and providing training to members of their peace and field operations on the rights and protection of women and children."

**Resolution 1325 of the Security Council, October 31, 2000**

4) Calls on all parties to armed conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict.

**UN Transnational Crime Protocol**

The Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children is a wide-ranging international agreement to address the crime of trafficking in persons, especially women and children, on a transnational level. It creates a global language and legislation to define trafficking in persons, especially women and children; assist victims of trafficking; and prevent trafficking in persons.

(taken from: UNESCO Training for Trainers on Gender-Based Violence: Focusing on Sexual Abuse and Exploitation - <http://www.reliefweb.int/library/documents/2003/unicef-tot-25sep.pdf>)



## M11D – Presentation on debriefing

### *Outline of presentation by the trainers*

#### DEBRIEFING

##### Part I - Definitions

###### *What is it?*

In English, a brief is a task or responsibility you have been given. Debriefing means that the information you have gathered is collected by those who gave you the task.

###### *Why is it used in training youth?*

It means a lot more in this context than information gathering, although this can be a part of it. In training youth, debriefing provides a moment when trainers and participants analyse an activity, the experience created by that activity and the implications it may have for real life.

###### *Is it just a talk at the end of an exercise?*

Not exactly. It is much more. Trainers and facilitators do it to FOCUS on and COMPOUND what participants have learnt from the exercise.

Debriefing is a moment to take a step back, review the objectives for the activity and spend time drawing ideas, conclusions and questions from the experience of an exercise.

*Debriefing is like taking somebody by the hand and guiding her/him through the experience, stopping to collect what has been learnt.*

(Taken from T-Kit Training Essentials)

###### *Is there a magic formula for debriefing?*

There is no magic formula for debriefing at all activities. Different activities need different kinds of debriefing, depending on:

- The type and level of participation and involvement
- The objectives of the session
- The link between the exercise and the other sessions in the training

#### DEBRIEFING

##### Part II - Things to remember

- Debriefing is a central part of an activity and takes time
- It is not an evaluation of the activity. Very often evaluation is only the last part of it
- It loses its meaning if it is too short or too long
- It is not an interrogation
- It is not just confirming the objectives of the trainer or a chance to make clear links with a pre-planned theory and the activity or preparation to the next activity
- Debriefing needs to be planned but may be flexible
- One should not be afraid of debriefing – it is a time when people can reflect on what happened and gather what they learnt in their own way

#### DEBRIEFING

##### Part III - Defining aspects

A debriefing in training youth activity is normally a series of questions that are BUILT upon each other. Very often, this means working from the experience created by the exercise to conceptualising what has been learnt from it.

###### *What could be aspects of debriefing?*

- Actions taken during the activity
- Emotions engaged during the activity
- Group dynamics
- Links with real life situations
- Making broader links and conceptualisation

## Programme of the course

### Thursday, 20 November

*Arrival of participants*

19:00 Dinner

20:30 Welcome evening and ice-breaking activities

### Friday, 21 November

09:15 Opening of the training course, by **Ms Antje Rothmund**, Executive Director of the European Youth Centre Budapest

09:30 Round of introductions of participants

09:40 Introduction to the Council of Europe and to the European Youth Centre Budapest

10:00 Presentation of the Human Rights Education Youth Programme

10:30 Working groups (exchange of experiences with HRE and getting to know each other)

12:00 Brief history and introduction of Compass

12:15 Introduction to the methodology and programme of the course

12:45 Lunch break

14:30 Competences and experiences of trainers for human rights education – Plenary introduction

14:45 Individual and group work on trainers' competences and experiences

17:00 Group reports

17:30 "Resource-Groups", focussing on expectations towards the training course

19:00 Dinner

21:00 The Right Evening International at the Right Café

### Saturday, 22 November

09:15 Introduction to the day's programme

09:20 Introductory exercise on human rights today

09:45 "Human rights and main challenges to a universal culture of human rights today", keynote speech by **Ms Felice Yeban**, Centre for Human Rights at the Philippines Manila University

10:45 Coffee break

11:00 Discussion in groups on the current challenges of HR as raised by the lecturer

12:00 Feed-back from the groups to the speaker and discussion

12:45 Lunch break

Possibility for consultations between 13:45 and 14:30

14:30 Introduction of the International Bill of Human Rights

15:45 Exercise on the universality and interdependence of human rights

17:30 Resource Groups

19:00 Dinner

21:00 Opening of The Right Café

### Sunday 23 November

09:15 Introduction to the day's programme

09:30 "European instruments for the protection and promotion of Human Rights", presentation by **Mr Stefano Valenti**, Directorate General of Human Rights of the Council of Europe

10:30 Coffee break

11:00 Working groups on current issues and challenges to human rights on national level

12:00 Comments and questions to the speaker

12:45 Lunch break

Possibility for consultations between 13:45 and 14:30

14:30 Exercise on the multiple dimensions and inter-relation between human rights

Training course for trainers in human rights education – EYCB 2003

- 19:00 Dinner  
21:00 Opening of The Rights Café

### **Monday, 24 November**

- 09:15 Introduction to the day's programme  
09:30 "Human rights education: definition, educational approaches proposed in Compass and competences developed with young people", introductory lecture by Mr **Alessio Surian**, co-author of Compass  
11:00 Coffee break  
11:30 Working groups on methodologies of human rights education in the practice of Compass  
13:00 Lunch break  
Possibility for consultations between 13:45 and 14:30  
14:30 Introduction to possibilities for support of follow-up projects  
15:00 Workshops on possibilities for the support of follow-up projects:
  - National and regional training courses
  - Pilot projects in HRE
  - The Youth programme of the European Commission
  - Other funding possibilities17:00 Mid-Term Evaluation – in Resource Groups  
18:00 Public Round-table debate on Perspectives for a culture of peace and human rights, with:
  - **Felice Yeban**
  - **Alessio Surian**
  - **Marcin Komosa**20:15 Dinner

### **Tuesday, 25 November**

*Free day.*

### **Wednesday, 26 November**

- 09:15 Introduction to the day's programme  
09:30 Learning styles and their role in non-formal and human rights education – introductory input  
09:50 Exercise from Compass  
10:50 "Learning groups" about the Compass exercise, focussing on:
  - Intercultural learning
  - Ethics and values in training
  - Learner-centeredness
  - Participation
  - Competences addressed12:45 Lunch break  
Possibility for consultations between 13:45 and 14:30  
14:30 Issue and process-based Workshops: 1
  - Violence, gender equality and conflict management
  - Discrimination and Xenophobia/peer education
  - Children's rights/participation in learning17:30 Re-groups  
19:00 Dinner  
21:00 Film night at The Rights Café

### **Thursday, 27 November**

**09:15** Introduction to the day's programme

**09:30** Reports and conclusions from the "Learning groups" of the previous day

**10:15** Issue and process-based Workshops

- Programme design
- Facilitation, debriefing and evaluation

**13:15** Lunch break

Possibility for consultations between 13:45 and 14:30

**14:30** Transfer of the learning into training and education project by the participants  
In resource groups

**17:45** Introduction to the work on follow-up projects and activities

**19:00** Dinner

**21:00** Development of follow-up projects at the Rights Café

### **Friday, 28 November**

**09:15** Introduction to the day's programme

**09:30** Individual and group work on follow-up projects

**12:45** Lunch break

Possibility for consultations between 13:45 and 14:30

**14:30** Presentation of the follow-up projects by the participants

**15:45** Break

**16:00** Evaluation of the course

**18:00** Closing of the course,

**18:15** Reception offered by the Executive Director of the European Youth Centre Budapest

**19:00** Dinner

**21:00** Farewell to The Rights Café

### **Saturday, 29 November**

*Departure of participants*

# Course Evaluation Form

This evaluation concerns the whole educational process of this course, starting from the moment you filled in your application to this very moment. This evaluation will help us all in understanding the achievements of this course. Therefore, we would appreciate if you could review what this course represented for you, to read all questions carefully and to answer them in a manner as comprehensive, complete and detailed as possible.

I. Please evaluate the relevance of the following programme elements:  
Please mark by X the relevance of the different blocks of the programme you attended (each block can have more than one mark)

Programme Blocks	Very relevant				Of some relevance	Completely irrelevant
	Relevant for my development as a trainer	Relevant for my personal development	Relevant for my understanding of HR and HRE	Relevant for the group		
<b>Human Rights</b> (Inputs by Felice Yeban – Challenges to Universal Culture of HR today, Stefano Valenti – European Instruments for the Protection and Promotion of HR and Rui Gomes – International Bill of Human Rights; working groups on challenges to human rights on national level; exercise on diamond ranking)						
<b>Human Rights Education</b> (input by Alessio Surian on educational approaches in Compass, Access to medicaments, Approaches to learning in working groups, working on competences of trainers in Human Rights Education, Learning styles – input by Goran and the working groups, Learning groups)						
<b>Workshops</b> (Gender-based violence and conflict management, Discrimination/Xenophobia and peer education, Children's Rights – participation in the educational process, Facilitation and debriefing, Designing the programme of the training course)						
<b>Assisted Transfer</b> (feedback on the modules, working on follow-up projects, workshops on funding possibilities)						
<b>Transversal Elements</b> (Rights' café, Re-groups, consultations, daily evaluation)						

II. General comments about the programme contents

III. Looking back at the programme....

a) Which were the most important/useful elements for you?

b) Which contents were less useful?

**IV. METHODOLOGY**

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

V. Which competences have you developed and/or improved during the course?

VI. How do you consider your level of knowledge on Human Rights now?

No knowledge

Highly knowledgeable

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

Please describe areas of knowledge you have improved and the ones you still have to improve:

VII. How do you see yourself as a trainer in HRE after this Training Course?

Beginner

highly experienced

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

Please comment/explain:

**VIII. TRAINERS**

Please comment on the team of trainers (their style, competences, approaches etc.)

**IX. REALISATION OF THE COURSE OBJECTIVES**

*In your understanding of the course, how far do you think the course objectives (as written in the course presentation) have been achieved in this course?*

**1: Not achieved at all. 5: Fully achieved**

<b>Course objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
To develop knowledge and competence in key concepts of human rights education with young people					
To familiarise the participants with approaches and activities of Compass and on how best to use and adapt it to the local context					
To review essential competences, skills and attitudes for trainers working with human rights education					
To enable participants to design modules for training trainers and multipliers at national					

**Appendices: Background documents Course evaluation form**

level;					
To explore specificities and points of commonality of the non-formal and the formal education contexts in relation to HRE;					
To prepare activities for disseminating Compass at national and local level					
To contribute to the development of a pan-European network of trainers on human rights education with young people					

Comments

X. What are the chances of success for your follow-up project to happen?

No chances					Very real
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

Comments:

XI. YOUR CONTRIBUTION  
*How do you evaluate your own contribution to this course?*

XI. ANY OTHER COMMENTS, SUGGESTIONS, CRITICISMS

Name \_\_\_\_\_

Thank you!



# List of Participants

## Armenia

Shushan Khachyan  
*Fund against Violation of Law' FAVL NGO*

## Belgium

Ibenhajen Mohamed  
*V.I.V.A.*

## Bulgaria

Trendafil Meretev Dafo  
*Bulgarian National Debate Association*

## Cyprus

Anna Misiaouli  
*Youth Board of Cyprus*

## Czech Republic

Marek Fajfr  
*Junak - Association of Scouts and Guides of the Czech Republic*

## Denmark

Asser Mortensen  
*DUF-Danish Youth Council*

## Estonia

Ljubov Lissina  
*Estonian Youth Exchange Service (EstYes)*

## France

Fatiha Tarib  
*CHABAB*

## Germany

Anne Thiemann  
*German Institute for Human Rights*  
Dirk Adams  
*Context – IC Communication and Learning*

Sven Rasch

*ROPE e. V. – European Network for Education and Youthwork Services*

## Greece

Dimitris Leoudis  
*ARSIS, Association for social support of Youth*

## Hungary

Diána Hajdu-Kis  
*Children and Youth Union of VE-GA*

Györgyi Toth

*NANE Women's Rights Association*

## Italy

Marco Meozzi  
*Centro Nord Sud*

Maria Teresa Bellini

*ITACA , cooperativa sociale*

## Lebanon

Dia Abou Mousleh  
*The National Institution for Social Care and Vocational Training*

## Lithuania

Justina Pinkeviciute  
*Vilnius Youth Centre "In corpore"*

## Moldova

Natalia-Maria-Vlada Buga  
*Association of Disabled Students "Gaudeamus" from Moldova*

## Norway

Tove Marie Paasche  
*Amnesty International – Norway, Trondelag*

## Palestinian Authority

Majed Omar Abbadi  
*Palestinian Independent Commission for Citizens' Rights (PICCR)*

## Poland

Marcin Komosa  
*Amnesty International Polska*

## Portugal

Celina Marques dos Santos  
*Acção Jovem para a Paz*

Jo Claeys

*Youth Express Network (YEN)*

**Romania**

Corina Leca  
*CRED (The Romanian Centre for Education  
and Human development)*

Janina Diana Pasaniuc  
*Life Youth Foundation*

Mara Georgescu  
*Save The Children Romania*

**Russian Federation**

Karina Chupina  
*IFHOHYP (International Federation of Hard  
of Hearing Young People)*

Lilia Akhmadullina  
*Investigation Centre of Human Rights*

**Spain**

Sofia Drakaki  
*Nexes Interculturals de joves per Europa*

**Sweden**

Sven Olsson  
GR UTBILDNING

**Switzerland**

Lise-Maëlle Guillard  
Secretariat of the International Federation of  
Red Cross and Red crescent Societies

**The Former Yugoslav Republic of  
Macedonia**

Biljana Temelkova  
*Centre for Human Rights 'Amos'*

**The Netherlands**

Kees Hoogendoorn  
*Nederlands Instituut voor Zorg en Welzijn*

**Turkey**

Evre Kaynak  
*Human Rights Association Istanbul Branch*

**EYCB Trainee**

Jana Popelkova

**Speakers and resource persons**

Antje Rothemund  
*European Youth Centre Budapest, Council  
of Europe*

Felice Yeban  
*Philippine Normal University, Manila*

Stefano Valenti  
*Human Rights Co-operation and Awareness  
Division*

Alessio Surian

Laura De Witte

Susie Green

**Trainers**

Paola Bortini

Dariusz Grzemny

Anila Sulstarova

Jana Tikalova

Goran Buldioski

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