COUNCIL OF EUROPE CONSEIL DE L'EUROPE

Directorate of Youth and Sport
Direction de la jeunesse et du sport

European Youth Centre Budapest
12th – 19th October 2008

TRAINING OF TRAINERS ON

HUMAN RIGHTS EDUCATION WITH CHILDREN

Developing the competence of trainers to work on human rights education with children with a specific focus on using Compasito in non formal and formal educational contexts

Documentation of the course

www.coe.int/youth
http://www.coe.int/children

http://eycb.coe.int/compasito/

TRAINING OF TRAINERS ON

HUMAN RIGHTS EDUCATION WITH CHILDREN

Developing the competence of trainers to work on human rights education with children with a specific focus on using Compasito in non formal and formal educational contexts

Documentation of the course

The views expressed in this publication are the responsibility of the authors and do not necessarily reflect the opinion of the Council of Europe.

Edited by John Muir on the basis of the texts submitted by the organisers, trainers and participants of the course.

©Copyright of this publication is held by the Council of Europe.
Reproduction of material from this publication is authorised solely for non-commercial education purposes and on condition that the source is properly quoted.

Budapest 2010

Table of Contents

Contents	Page number
Cover page	
Contents page	
1. Frame work of the Course	
1.1 Presentation of the course	5
1.2 Aims, Objectives and methodology of the Course	6
1.3 Profile of Participants and trainers	7
1.4 Programme outline	9-11
2. Monday	
2.1 Welcome Space and Group Building	13-19
2.2 Me as trainer and HREwC in my reality and Learning to Learn	20-26
3. Tuesday	
3.1 Human Rights and Children's Rights – concepts and challenges	27-54
3.2 Human Rights Education with Children	55-62
4. Wednesday	
4.1 NFE & Competences and Roles of a Trainer	63-73
5. Thursday	
5.1 Preparing the Competence workshops / Discovering methods of Compasito:	75-80
5.2 Competence workshops:	81-84
5.2.1 Child Development	85-95
5.2.2 Discovering International Children's Rights Legal Documents	96-98
6. Friday	
6.1 Competence workshops	
6.1.1 Methodology and learning styles	99-103-
6.1.2 Programme Design	104-105
6.1.3 Conflict Management	106-108
6.1.4 Debriefing	109-115
6.2 Transfer, Networking and Follow Up	116-126
7. Saturday	
Final Evaluation and Closing	127-134
8. On going Reflection and feedback	135-138-
9. Compasito Café	139-146
10. Participants details	147-154

Presentation of the course

The Convention of the Rights of the Child was ratified nineteen years ago and accepted by almost every state. This, however, does not mean that children's rights are respected everywhere. Children are young citizens and 'rights-holders' of the present and are competent in formulating solutions for many problems in their life. It is up to the adults around them, whether they have a chance to express their wishes, participate in decisions and learn from their own experiences.

The promotion of human rights as defined in the European Convention on Human Rights is a core element of European democracy and thus the mission of the Council of Europe. Although the Convention is an important tool in this process, human rights cannot be defended by legal measures alone. Human rights education is an essential instrument to contribute to it.

Human rights education with children is an educational process that builds on children's active participation by which they learn about human rights and understand human rights' issues and understand that they are rights-holders themselves. They adapt and apply these rights in their specific context. Through human rights education children acquire skills and abilities to be able to defend human rights and develop attitudes of respect of equality and dignity.

Children, similarly to adults, need these skills and competences to be able to formulate and express their interests, and have an impact on their own life and their community. Educational programmes, such as human rights education help both adults and children to work with each other in partnership in this direction.

To this end, in 2006, Council of Europe launched a Programme "Building Europe for and with Children" with the objective of formulating policy guidelines and establishing good practice in the promotion of children's rights, and work against child-violence.

Human rights education should start at the earliest possible age. That is why, as a development from Compass, 'Compasito – a manual on human rights education with children' aged 7-13 years of age, was developed in 2007.

In 2007, a first training course on human rights education with children took place as a contribution of the Directorate of Youth and Sport to the Council of Europe Programme.

The follow up and recommendations produced as a result of the 2007 course led to the development of this course – Training of Trainers in human rights education with children, which focussed on training trainers, using Compasito.

Overall aim of the course
To develop the competence of trainers to integrate and develop practices of human rights education with children in non-formal and formal educational contexts, using Compasito as a starting point.

Objectives of the course
- To introduce Compasito (the manual on human rights education with children) as a tool for working on human rights education with children;
- To develop the participants' knowledge and competence in key concepts of human rights education with children;
- To familiarise the participants with the approaches and activities of Compasito and how to best use it and adapt it to formal and non formal educational contexts and realities;
- To discuss and develop the essential competences, skills and attitudes needed for trainers of human rights education for children;
- To enable participants to develop activities and programmes for further working on human rights education with children, at local, national and European level;
- To prepare activities for disseminating Compasito at local and national level;
- To contribute to the development of a pan-European network of trainers on human rights education with children.

Methodology of the course
The training course introduced and was based on Compasito – a manual on human rights education with children. Compasito documents different methods, educational approaches and practices used in human rights education with children. Compasito contains practical activities and thematic material needed for this type of work.

The working methods of the course facilitated the exchange of information and provided training for the development of new competences. Processes such as meta-reflection, active participation and participant feedback, were utilised throughout the programme.

The experiences of the participants served as a basis for self-reflection, self-assessment and discussion of good practice. Contributions by participants and invited experts gave a broad picture of existing theories, initiatives, projects and approaches to work with children on human rights education.

Inputs and discussions in plenary sessions, thematic working groups and workshops on different approaches to human rights education with children provided further knowledge and understanding of the issue.

A particular emphasis was given to the exchange of non-formal educational practices and the use of experiential learning, whilst establishing links between the fields of formal and non-formal education.

Profile of participants

The course brought together 30 participants who are:

- Active trainers and educators working directly with children, who are strongly interested in developing their competence in training and running human rights education projects with children.
- Professionals or volunteers active in human rights education projects interested in developing their competencies in working with children.
- Actively involved within children, youth or human rights non-governmental organisations, associations and initiatives OR within relevant governmental organisations, schools, institutions and agencies in Europe;
- Motivated to contribute to the course and share experiences in the field of human rights education with children;
- Experienced in non-formal education practices;
- In the position to act as trainers or multipliers in organisations, schools and projects at local, national and European level after the course;

Preparatory team

- The programme of the course was designed and conducted by a multicultural team of experienced trainers. These trainers are experts in the fields of human rights education, working with children and training, some of them recruited from the DYS Trainers' Pool.

Course participants at the European Youth Centre Budapest

Programme of the course

Sunday, 12th October

Arrival of participants, registration

19.00 - Dinner

20.30 - Welcome evening

Monday, 13th October

9.15 - Opening of the course – Antje Rothemund, Executive Director of the European Youth Centre Budapest

9.30 - Introductions - Welcome Space & Group Building

- Background to the course
- Introductions to other participants
- Council of Europe
- Aims and objectives of the course, methodology
- Motivations and expectations

11.30 - Group building

13.00 - Lunch

14.30 - Me as a trainer and learning to learn

- Human rights education with children in my context
- Life long learning
- Learning plans

17.30 – Reflection and learning

19.00 - Dinner

20.30 – Compasito Café

Tuesday, 14th October

9.15 – Programme of the day

9.30 – Human rights and children's rights

- Introducing key concepts
- Introducing instruments, structures and mechanisms for human rights' protection
- Exploring current challenges (participation verses protection)

13.00 - Lunch

14.30 – Human rights education with children

- What is human rights education (philosophy and practise)?
- What is specific to human rights education with children?
- Introducing Compasito as a tool for working on human rights education with children

17.30 – Reflection and learning

19.00 - Dinner

20:30 – Compasito Café

Wednesday, 15th October

9.15 – Programme of the day

9.30 – Non Formal Education

- Key concepts and approaches of non formal education
- Experiential Learning Cycle
- The role and competences of a trainer in human rights education with children
- Analysing the needs for competence workshops

13:00 - Lunch

14.30 – Free afternoon

20:00 – Dinner on the boat

Thursday, 16th October

9:15 – Giving and receiving feedback

9:30 – (Group A) Preparing the workshops

- How to prepare, implement and evaluate competence workshops

9:30 – (Group B) Practising activities from Compasito

13:00 - Lunch

14:30 – Competence workshops (including meta-reflection)

17:30 – Reflection and learning

19:00 - Dinner

20:30 – Compasito Café

Friday, 17th October

9.15 – Programme of the day

9.30 – Competence workshops (including meta-reflection)

13.00 - Lunch

14:30 – Transfer

- Looking at the learning (skills, knowledge, attitudes)

- Transferring the learning to everyday context and reality
- Updating and completing personal learning plans

16:30 – Follow up

- Possibilities for follow up
- Compasito dissemination
- Networking

19:00 - Dinner

20:30 – Compasito Café

Saturday, 18th October

9.15 – Programme of the day

9:30 – Follow up continued

- Finalising the follow up
- Sharing of ideas

13:00 - Lunch

14:30 – Reflection and Learning

15:00 – Evaluation

17:00 - Closing

19.00 - Dinner

20:30 – Compasito Café (farewell party)

Sunday, 18th October

Departure of participants

SESSION OUTLINES

Monday 13th October:

Session Outline	
1. Title + Date+ time	**Welcome Space and Group Building** Monday 13th November- 9:30-13:00
2. Background	Participants will have arrived on the previous day and had an opportunity to meet each other a little bit during the welcome evening. Now it's time to develop a sense of group in order to create a fruitful working atmosphere.
3. Aims	To set a framework for the course and build a sense of group.
4. Objectives	▪ Open the course ▪ To answer for the following questions: who are we? why we're here? where did the course come from? what's going to happen and how? ▪ To create an environment that supports the participants to feel comfortable with each other ▪ To build positive group dynamics ▪ pass feeling of ownership over the course to participants
5. Competences	▪ Openness ▪ Co-operation ▪ Communication
6. Methodology and methods *(proposed and used)*	Round of names, Speech, 'Parallel Spaces', 'Mission Impossible'
7. Programme	9:15 Introduction 9:30 Welcome Address by Antje Rothemund 9:50 Parallel Spaces (Programme, Portraits, Expectations, Principles/Methodology) 10:35 Conclusions & Sharing 10:55 Technical Info 11:00 Coffee Break 11:30 Mission Impossible 12:30 Presentation and Debriefing 13:00 lunch
8. Outcomes	Participants and trainers became aware of expectations of all stakeholders. Participants contributed to the programme content and explored the course structure.

9. Evaluation	In relation to the objectives for the session the opening of the course was successful. Participants interacted with each other during the 'spaces' and had a chance to meet and discuss with each other as well as contribute to the setting of the framework.
10. Materials needed	Paper, markers, masking tape, soft music (slow jazz) for 'Parallel Spaces' / theme song of Mission Impossible I for group building, computer-aided presentation for Mission Impossible.
11. Further reading	N/A
12. Appendices	Welcome Space - background information

Opening of the course:

Antje Rothemund, Executive Director of the European Youth Centre Budapest welcomed participants to the training course.

Participants were provided with details of the historical development of the Council of Europe, and the position of DGIV and the Directorate of Youth and Sport, within the organisation. The legal structures and framework of the Council of Europe were outlined and a description of the unique role of the European Court of Human Rights presented.

Emphasis was given to the key role of education within the work of the Council of Europe, and the commitment of the Directorate of Youth and Sport to human rights education as a means of promoting a culture of participation, building a peaceful and cohesive Europe and respecting the rights of all. The challenging relationship between fostering a culture of protection and a culture of participation was introduced; particularly in relation to work with children.

The address provided specific details of the work that the Council of Europe has undertaken in the field of human rights education with children, giving details of the development, use, and ongoing evolution of the training manuals Compass and Comasito .

Participants were informed of the value that the Council of Europe places on the role of partners or multipliers, and of the high expectations that the Council of Europe has for participants of their training courses.

Participants were advised of the parallel Comapsito course with Ombuds staff from across Europe, and members of the group were encouraged to network, learn and develop relationships with these partners in order to help improve society by creating a culture of human rights.

Welcome Space - background information:

The idea behind the Welcome Space is to start a Training Course based on non-formal education in a non-formal way; giving responsibility to the participants. Instead of sitting and listening to presentations, participants interact, share and shape their group themselves.
The room is divided into several different spaces or stations. Participants can choose when to go to which one and take in the offered information at their own speed and rhythm.

Programme Space:
The flow of the programme is visualised on a piece of wall in a 'non-table' style. The objectives of the course are displayed around the programme and the links between each objective and elements of the programme are represented. The team member located at this space explains to participants, how the team has developed the programme and how we hope to reach each of the objectives with the corresponding programme element.

Portrait Interviews:
Participants are invited to come in pairs to the portrait space. Here they should portrait each other. While they paint and draw, they should further interview each other and attach to the portrait an extra sheet with the most stunning pieces of info about that person.

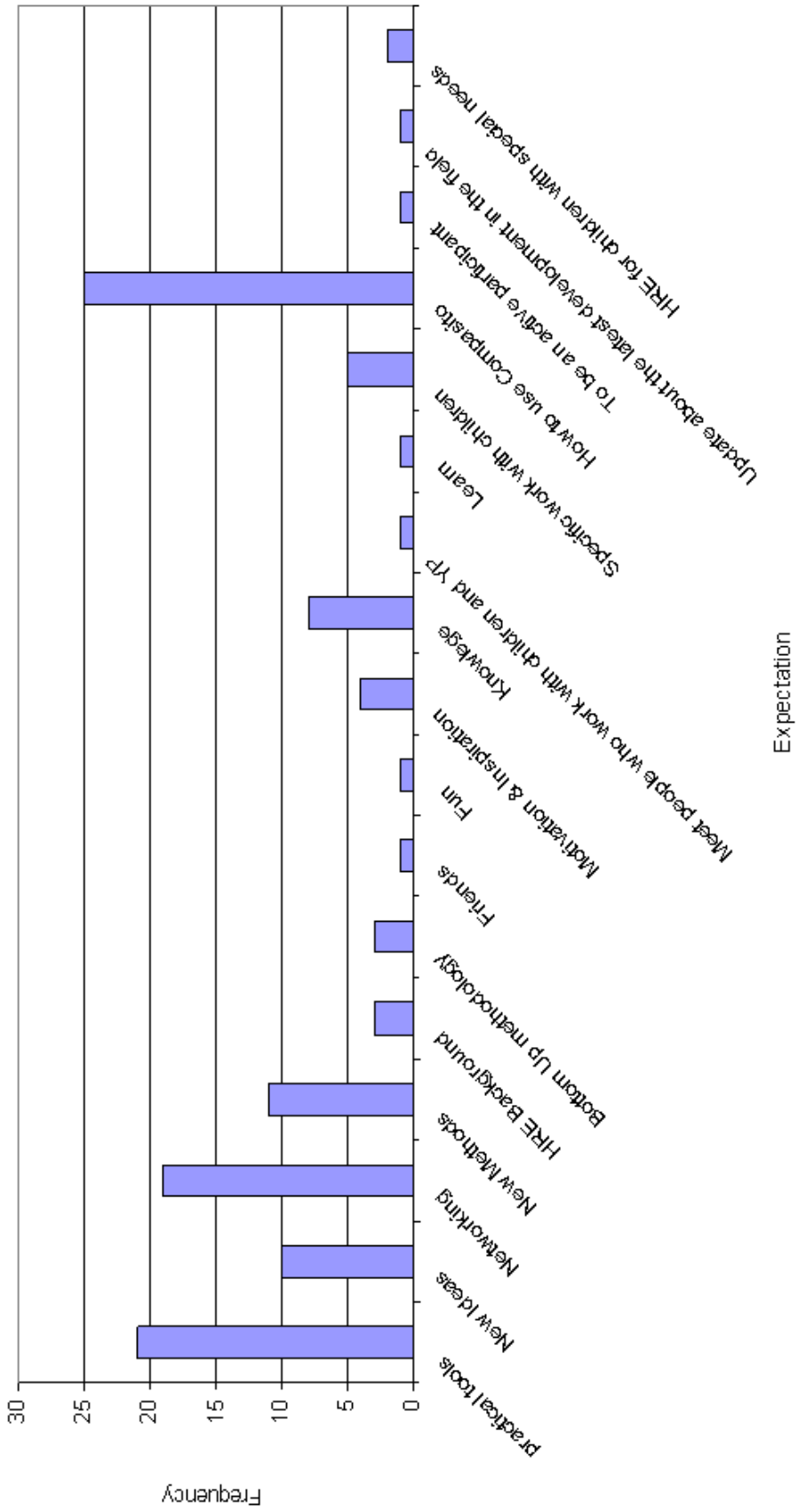
Principles Space:
The team prepares some sheets of paper on the wall, where they write what is important to them in their approach to the course. For example: voluntary and self-organised learning, participative processes, learner-centred and flexible, openness and transparency, collective and shared evaluation, the right to make mistakes, individual responsibility for learning, group support of learning, professional attitude, relevance for stakeholders, sharing of results. Blank sheets of paper or post it notes are made available on which participants can add their own ideas, as well as comment on the already existing ones.

Motivation and Expectations Space:
The space about expectations and motivation is conceptualised using a restaurant metaphor. An area of the room is decorated as a "TOT Compasito" restaurant with a table and chairs, two flip-charts as table cloth, pens in a glass… The facilitator dresses as a cook. The facilitator receives guests providing them with menu (the draft programme of the week). The participants are invited to write on one of the table cloths why they have chosen TOT Compasito (their motivation) and specific things concerning menu (what they are expecting from the course). The content of the table cloths will be summarised statistically and presented to participants.

Welcome Space:

Course participants interacting and exploring the programme content, structure and methodology at the welcome space.

Participants motivation and expectations



Mission Impossible

You have one hour to complete the following tasks:

1. Learn each others names by heart!
2. Find out who in the group has birthday on the same day, in the same month, in the same year – document it!
3. Get a photo with everybody in the group in front of the Parliament Building.
4. Find out the menu for the week in English and Hungarian!
5. Learn the names of the person at reception right now as well as the security guards!
6. Interview 5 people on the street about what they think of human rights. Also find out what they had for breakfast that day!
7. Put the whole group on 5 chairs
8. Develop a short theatre play including: beach soccer, deep sea diving, court of human rights, Thomas Hammarberg, children and human pyramid (maximum 2 minutes)
9. Find out the prices for crisps, wine, juice, beer and soft drinks in the shop down the street
10. Produce a song on "Compasito" that everybody in the group is able to sing.
11. Make a human statue for each of the CRC Articles.
12. Make a painting (flip chart size) on Human Rights.

Mission Accomplished!
Course participants completed the 12 tasks within the allotted time,

Monday, 13th October

Session Outline	
1. Title + Date+ time	**Me as trainer and HREwC in my reality and Learning to Learn** Monday 13th October - 14:30-17:30
2. Background	This session is part of the first training day and it comes after the introduction and usual "getting to know each other" of the training course. Given the expected diversity of levels and types of experiences and competences among the participants, there is a need to develop group interaction and for participants to know something of each others experience, competences as trainers and training needs in relation to training in HRE; specifically in HRE with Children. Group discussion can provide an overview of the resources available within the group and can provide the basis to build effective group and individual learning process in relation to the experiences and competences addressed. In this session the participants should be given chance to express themselves as much as possible and to have the opportunity to have the most complete overview on the profiles and realities of the other participants.
3. Aims	To make an overview on the experiences, realities and - competences present in the group To gather and analyse participants needs and expectations for the course To help the participants to self-asses their competences and their learning process during the course
4. Objectives	▪ To provide a moment to the participants to share and discuss on their own realities, ▪ To allow participants to reflect and discuss their experiences as trainers in HREwC ▪ To help the participants to be aware of their own competencies and training needs in relation to training in HREwC ▪ To allow for participants to reflect and discuss their competences as trainers in HREwC ▪ To allow the team to make an overview on the competences present in the group and to identify the expressed training needs ▪ To start the reflection and discussion on Competences and role of a trainer
5. Competences	▪ Critical reviewing ▪ Self assessment of personal individual training needs ▪ Learning to Learn ▪ Cooperative Learning

6. Methodology and methods *(proposed and used)*	The methodology is based on the cooperative learning using the "jigsaw" technique to promote it. The "Compasito Companion book" will be presented as a transversal and continual tool to help the participants to make self-assessments of their competence and learning during the training course. The facilitators should be aware of the time management ("time keepers") help for "keeping" the rhythm.
7. Programme	14:30 Quick energiser on cooperative dynamic presentation of the afternoon session 14:45 Each participants will receive a coloured post it with a symbols (they will have the same numbers of symbols in each coloured groups for respecting the composition…so for 30 participants, they can have 5 coloured groups with 6 different symbols) and the guideline for facilitating the discussion in working groups First we divide the whole group in the coloured groups. Each participants will take 10/15 minutes to answer to the questions of the guidelines. At this stage the coloured groups will focus on their experiences like a trainer in Human Rights Education and what they are doing in their local reality. When they finish they can start to share and discuss with the members of their coloured group. They should follow the rules defined in the guideline. The facilitators should pass to see if everything is going well. 15:45: cultural coffee break 16: 15 The groups now will be composed again respecting the symbols. So we'll have 6 groups of 5 persons. Each person will be the representative of their previous coloured group and, before starting a new step, they will give a (very) short feedback on the previous discussion to the members of the symbols groups. In this second stage, the symbols groups will focus more on their needs and learning like learner. At the end the groups should present one minute speech statement to resume the second discussion they had in the group. The facilitators will pass to remind the time and to support if it's necessary.

	17:15 The groups come back to plenary and present their feedback. They will have 1 minute. 17:30 Presentation of Compasito Companion Book and Reflection Groups – Personal Learning Plan "We are responsible for our learning"
8. Outcomes	Flipcharts
9. Evaluation	Feedback in Reflection groups Negative: Few time for presentations in plenary (rush) The feedback was almost the same for each group Positive: Diversity in composition of the groups The 2nd groups (symbols ones) can be used further in the course for coming back to the learning process.
10. Materials needed	Post it of 5 different colours with 6 different symbols 30 copies of the Guideline A big clock for the time management Flipcharts, markers and tape 30 Copies of Compasito Companion Book
11. Further reading	www.jigsaw.org
12. Appendices	Guidelines

ME AS TRAINER / ME AS A LEARNER - GUIDELINE

It's almost impossible to organise a participative session in which the participants will share with all!!!!

But because we know that you are curious about your colleagues and because this week is a unique opportunity to meet new people, to share experience and learn, this session of 3 hours will help you to have a first taste on who are you, what are you doing and what do you want to learn in this training course.

The time is short and there are 30 of you! So you'll need to be self-organized and self-disciplined to speak and to be listened! For facilitating the discussion in the groups, here some basic "rules"…

Have a nice session and enjoy the day!

Rules… don't' forget:

- To be concise and to go to the point
- To listen actively to others in your group
- To respect the time management given
- That you'll have the "organisational advertisements" moments to present deeper the work of your organisation and to distribute the flyers or posters that you bring.
- That the day is made by 24hours so don't be frustrated if you don't succeed to share NOW everything you want to share… there is always an AFTER…it's up to you!
- That you are in a training course on HUMAN RIGHTS EDUCATION so please use the cultural coffee breaks, the Compasito café and the informal time to speak about the fantastic food or dances of your country!

I - FIRST ROUND
COLOURED GROUP

Time table
14:45: Individual reflection
15:00 Sharing and discussing
15:40 End of the work in groups

ME AS A TRAINER (Tell your story…)

- How it happens I became a trainer?

…. Once upon a time…

- What am I like as a trainer? What do I do as a trainer in my local reality? What am I doing as a trainer in Human Rights Education?

II – SECOND ROUND

SYMBOLS GROUP

Time table
16:15: short feedback on previous discussions
16:30: Individual reflection
16:40: Sharing and discussing
17:12: End of the work in groups
17:15: Collective feedback in plenary

ME AS A LEARNER

- What are my training needs regarding this training course? What I want to learn?

- What is learning to learn? How can I take responsibility for my own learning?

3 – The feedback of this second round will be in plenary. You'll have 1 minute for doing a short speech, statement or summary…

Congratulations! It was a long - and hopefully a good afternoon! Thanks for your collaboration and see you in the Plenary!

Participants feedback:
Me as trainer and HREwC in my reality and Learning to Learn

Training needs: What do I want to learn?

- How to work with Children and families with disabilities and other specific groups within society.
- How to work effectively in post-conflict areas, with children and young people who have their rights violated every day.
- How to follow up HR education. "learning about rights is one thing, being able to enact these rights in a variety of challenging, local and national contexts is another thing."
- How to work in the space between ideology and reality
- Skills to network, and develop partnership work with government and NGO's.
- How to ensure that ideas and values are communicated with congruence through an organisation.
- Practical skills to work with young children rather than young people.
- I want to experience delivering training.
- How to apply HR training in a diverse range of settings and cultures
- How to adapt activities… and also general tools for HR education.
- To further develop my understanding of HR
- How to monitor, assess and evaluate the effectiveness of the programmes I deliver… Including specific tools to do this.
- How to assess the impact of the work I do.
- Methodology of HR education
- The differences between Compass and Compasito.
- The links between HR education and other issues themes such as intercultural dialogue, active citizenship, inclusion and social cohesion.
- Opportunities for funding to support the delivery of programmes.
- Tools, updates, new methodology and most importantly an opportunity to maintain a network/connection.
- About other people's successful experiences of using Compasito.
- Facilitation skills.
- How to develop empowering education that ensures children are at the centre of the educational programme and learning experience.

What is learning to learn?

- Being aware of the learning process and making an ongoing evaluation of what is successful or unsuccessful.
- Taking personal responsibility for my own learning
- It is the recognition that learning is an ongoing lifelong process.
- It's about being open to change your life as a result of learning.
- Pro-activity
- Maintaining a high level of motivation, you can not pretend, it has to be real.
- Listening, selecting, being open and taking action
- Cooperation and determination
- Taking responsibility for the problems that you see in society.

- Former n'est pas formater
- Toujours voir avec l'oeil du debutant
- Searching and exploring different roles.
- Being prepared to ask questions and make mistakes
- Having curiosity
- Moving away from a dependence on examinations, tests and levels. Learning to learn is about understanding, not reproducing facts.

How am I responsible for my own learning?

- I have a responsibility to have a long term perspective - protecting myself; my health, my personal tranquillity, my mentality and my humour.
- I have to be willing to experiment
- By being an example for others… I must recognise the responsibility I have for the values that I may transmit to others.
- To understand my own learning style… By starting with myself I can encourage others to find their own answers.
- Recognising the needs of learners, not being restricted in my ideas, my approaches and my styles of delivery… By keeping the needs of learners in mind I am also taking responsibility for my own learning and development.
- To reflect and make time to come up with new ideas.
- To recognise the learning that takes place outside of formal institutions and spreading the importance of this.
- Being goal orientated, and by being open to others needs
- Setting personal goals, objectives and challenges
- To listen actively
- Exploring opportunities for learning, and seek opportunities for "fresh air".

Participants presenting group discussions around learning and training needs.

Tuesday 14th October

Session Outline	
1. Title + Date+ time	**Human Rights and Children's Rights – concepts and challenges:** Tuesday 14th October - 9:15 – 13:00
2. Background	The session takes place on a day identified as knowledge day. Every person who is involved in HRE should have a minimum understanding of the key principles norms and standards on HR, such as their indivisibility and universality. It is necessary to create a common understanding and grounds of pax in important concepts working on HRE and HRE with Children.
3. Aims	To develop participants' knowledge in key concepts of human rights and human rights education with children (one of the objectives of the whole TC) and to raise participants awareness about current challenges and dilemmas of CR
4. Objectives	▪ To refresh pax knowledge of the concept of HR and CR (as it is understood by CoE) and its key values: equality and human dignity ▪ To explore what are the other key concepts related to HR and CR ▪ 3 main characteristics of HR: universality, inalienability, indivisibility/inter-relation ▪ To explore historical development of the HR and introduce basic mechanisms and instruments of protection of HR ▪ To reflect on one of the dilemma of CR: Participation versus protection After the session the pax should have answered the following: ▪ What are HR and CR (key concepts, instruments, mechanisms, history, actors)? ▪ What are the current challenges to HR in Europe (e.g. protection vs. participation)?
5. Competences	▪ Knowledge about HR and CR, its historical developments and challenges ▪ Ability to understand the logic and rationale behind the concept of HR and CR ▪ Critical thinking ▪ Experiencing exercise from Compasito ▪ Article writing ▪ Work with material

6. Methodology and methods *(proposed and used)*	○ "Time Line" exercise (participants should locate the events, people, institutions, tendencies, instruments along the time-line from the past till the present and future. The different colour A4 blocks are used. A group of 3 participants do a summary of the time-line. Facilitator raises the important questions in a circle) ○ "Who should decide?" without debriefing ○ Working Groups (WG) ○ Visual presentations of the results of the WGs through an article ○ Letting pax practicing their trainers' competences in facilitation of the WGs and doing summary of the time-line
7. Programme	9:15 Program of the day 9:20 Compasito Café announcements 9:25 Feedback about motivation/expectation space of yesterday 9:30 "Human Rights and Children Rights Time Line" 10:50 Summary (done by participants) and completing information (including: Concept of HR, values coming out of it, 3 main characteristics, generations, UDHR, CRC, current challenges) 11:00 Break 11:30 "Who should decide?" 12:10 WGs (one trainer is present in each group) Questions for the WG: Why this dilemma exists? What are the challenges of trainers working on HREwC in relation to this dilemma? What are other challenges to CR in Europe and beyond? What can I do about these challenges? 12:45 Feed backing from the WGs in a mean of articles LUNCH
8. Outcomes	Knowledge about major concepts and development of HR and CR through history Participation vs. protection Bringing in local contexts of participants into discussion Articles about dilemma participation vs. protection Participants explored Compasito Participants highlighted the following in the summary of session: ▪ Children's' rights are not 'mini' rights, but real rights with some specific additions ▪ We must look, learn and understand where we've come from. People without memories are people without futures

9. Evaluation	The time-line exercise raised awareness about participants knowledge of events, people, institutions, instruments and tendencies linked to development of Human Rights and Children Rights. The discussion after the timeline exercise, was at quite a deep level, touching on the challenges of HR. Special attention was drawn to universality of HR. We did not speak specifically about generations as the time was used to speak about other things raised by participants. In response to the direction of the discussion, the team raised a question about the importance of knowledge of the historical background of HR development for trainers. Participants were asked to what extent trainers should be specialists in dates, numbers and events? The team delegated the role of summarising the time-line facilitate the WG to participants. Later in the programme, a workshop will be run by participants on Legal documents on HR and CR, this workshop will develop and expand upon the work started in Time-Line. As we were slightly short in time and the articles still needed to be finished, it was decided to let groups to finalize them at Lunch and present the printed version in the beginning of the evening session. As a whole the evaluation of the session was very positive. In the same time, improving the knowledge of participants in history of HR, it encouraged participants to reflect on their level of knowledge in relation to the history of HR and inspired them to explore the history of HR and CR further.
10. Materials needed	Flip charts, markers Colour paper
11. Further reading	Compass, chapter 4 Compasito
12. Appendices	Time-Line print out (from Internet) Articles after WGs

Annex 1 - Human Rights and Child Rights: concepts and challenges

Human Rights Time Line – developed by course participants

Religions
Hamo Rabi
Magna Carta – 1215
La Renaissance
The British Bill of Rights
Condorcet XVIII
Jan Jack Russo XVIII
American Independence - 1776
Declaration of the Rights of a Man – 26.08.1789
Netherlands legalise homosexuality - 1809
1848 Republica Romana
Anti Slavery Rights – 1814-1890
Marx – socialist ideals
Eglantine Jebb
Humanitarian Law – Geneve 1864-1929
Hague Conference 1899 on the protection of civilians
ILO 1919
1924 – Declaration of Children's Rights
World War II
25 Aprile 1945 – Liberazione Italy
1946 - UN
Declaration of Human Rights – 1948
Geneva Convention 12 Aug 1949 – protecting civilians in the time of war
Council of Europe
WHO
Establishment of the European Court of Human Rights – 1950
Covenant Economic Social Cultural Rights
European Convention on HR
Covenant on political rights
The Refugee Convention – 1951
UNICEF
ICRCA – Commission on Human Rights
Janusz Korczak
Free compulsory education
1959 – Declaration of Children's Rights
UNCAT

1960's – Development of the contraceptive pill
Women's Rights Fight
Martin Luther King – 1968
1970 – Amnesty International
Police go into Stonewall Pub in New York – 1969
Globalisation
ILO – Convention 138 – Minimum age 1973
Norway 1981 – Children's Rights – worlds first ombudsman for children
1988 – 2004 Establishment of Ombudspersons institutions European Wide
Third Generation – Women/Minorities/Children's Rights/Development/Peace
CRC (1989)
~~USSR~~
Children Defenders/Ombudsman
1st January 1994 Chiapas Mexico levantamento
The European Social Charter (1961) – Social and Economic Rights 1996
Internet starts to expand – increase in international communication
6th January 2000 – Law of Ombuds for Children
ILO – Convention 182 on the worst forms of child labour 2000
MDG's – 2000
War on 'Terror' – Human Rights Violations
International Programme of ONF – "The world friendly for Children" 2003
Rose Revolution – 2003
Increase in number of young people going to Uni – 50% targets in EU countries
OPCAT – 2004
LGBT Children's Rights
Legal Marriage and Adoption for LGBT in Spain 2005
Compasito – 2005
UNSCR 1612
All Different All Equal
Pinheiro – Report on Violence Against Children – 2006
Special Rapporteur to the sec general on Children in Armed Conflict
Thomas Hammaberg
Building Europe for and With Young People
UNDIPR – 2007
Global Legal Crisis
20th Birthday of CRC
?United Nations, UNICEF, EC?
LGBT Rights
Individual Complaints MEDA CRC
3rd Optional protocol on Complaints Procedure
CoE – Strategy on the rights of the children – 2009-2011
We people
Convention on Indigenous Peoples
CR strategy developed by the EU children Rights Action Group
Khalil Free Movement for Person (Child)!!

Background information on key events of Human Rights development:

Early civilisation to 1998

Ongoing Struggle for Human Rights
The Universal Declaration of Human Rights

Early Civilization	Codes associated with such names as Menes, Hammurabi, Moses, Draco, Solon and Manu outline standards of conduct for fairly homogenous groups within limited territorial jurisdictions; international law not yet born. Many great religions are precursors of human rights in their requirements to treat fellow humans with dignity and help provide for each other's needs as the basis for a good community.
Greek city-states	Political rights (and duties) are conferred upon free male citizens.
27 B.C.- 476	Roman Empire develops natural law; rights of citizens.
476-1453	Medieval theology holds that infidels and barbarians are not entitled to humanistic considerations.
1215	Britain's King John is forced by his lords to sign the Magna Carta acknowledging that free men are entitled to judgment by their peers and that even a sovereign is not above the law.
1492-1537	Colonization of Western Hemisphere culminates in massacre of the Incas by the Spanish Conquistadors causing some theologians to challenge the means employed to enforce God's laws.
1583-1645	Hugo Grotius, Dutch jurist credited with the birth of international law, speaks of brotherhood of humankind and the need to treat all people fairly.
1628	British Petition of Rights is adopted.
1634	Maryland is founded as a Catholic colony with religious tolerance.
1647	Rhode Island assembly drafts constitution established freedom of conscience, separating church and state.
1648	Treaty of Westphalia ends Thirty Years' War, which split Germany into hostile religious camps. Europe reorganizes into a pluralistic, secular society of states.
1689	British Bill of Rights is adopted; John Locke sets forth the notion of natural rights of life, liberty and property.
1776	U.S. Declaration of Independence proclaims that "all men are created equal" and endowed with certain inalienable rights.
1783	The Massachusetts Supreme Court outlaws slavery in that state, citing the state's bill of rights that "all men are born free and equal."
1785	Virginia Statute of Religious Freedom written by Thomas Jefferson passes Virginia House of Burgesses. (Jefferson ranked this along with Declaration of Independence and founding University of Virginia as one of his most significant accomplishments).

1787	The delegates of the Constitutional Convention adopt the United States Constitution. Nine states ratify it the following year.
1789	French Declaration of the Rights of Man and the Citizen is adopted.
1791	U.S. Bill of Rights incorporates notions of freedom of speech, press, and fair trial into the new U.S. Constitution.
1793	Henri Gregoire, Bishop of Blois, proposes a code of immutable principles whereby "the private interest of one nation would be subordinated to the general interest of the human family." (Proposal defeated.)
1807	The United States Congress outlaws the importation of African slaves into the United States. Nevertheless, some 250,000 slaves are illegally imported between 1808 and 1860.
1815	The Congress of Vienna is held by states that defeated Napoleon. International concern for human rights is demonstrated for first time in modern history. Freedom of religion is proclaimed, civil and political rights discussed, slave trade condemned.
1830	Congress passes the Indian Removal Act in order to free land for settlement, forcing 70,000 Native Americans to relocate in what came to be known as the "Trail of Tears." Many Native Americans died on the long treks westward.
1833	Great Britain passes Abolition Act, ending slavery in the British Empire.
1841	Russia, France, Prussia, Austria, and Great Britain sign the Treaty of London abolishing slavery.
1848	Some 200 women and men meet in Seneca Falls, New York, to draft a "bill of rights" outlining the social, civil, and religious rights of women.
1857	In the Dred Scott case, the Supreme Court ruled that African Americans could not be free nor could they be citizens. The case was later overturned in the Civil Rights Act of 1866.
1863	On January 1, United States President Abraham Lincoln issues the Emancipation Proclamation, declaring that "all persons held as slaves within any State, or designated part of a State, the people whereof shall be in rebellion against the United States" are "forever free."
1865	The Thirteenth Amendment to the United States Constitution, abolishing slavery in the United States, takes effect on December 18.
1868	The Fourteenth Amendment to the United States Constitution is ratified on July 28. The amendment prohibits abridgment of citizenship rights and reaffirms the principles of due process and equal protection of the law for persons born or naturalized in the United States and subject to the laws thereof.
1870	The Fifteenth Amendment to the Constitution, which states that "the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, colour, or previous condition of servitude," goes into effect on March 30.
1885	Berlin Conference on Africa passes antislavery act.

1890	Brussels Conference passes antislavery act.
1907	Central American Peace Conference provides for the right of aliens to appeal to courts where they reside.
1914	Great War begins. With new weapons, civilian populations become victims of expanded warfare. As a reaction, a new sense of international morality begins to emerge.
1915	Massacre of Armenians perpetrated by Turks.
1919	At end of World War I, Treaty of Versailles requires that Kaiser Wilhelm II be placed on trial for a "supreme offence against international morality and the sanctity of treaties." He escapes, but for the first time in history, nations seriously consider imposing criminal penalties on heads of state for violations of fundamental human rights. At Versailles, other treaties stress minorities' rights, including right to life, liberty, freedom of religion, right to nationality of the state of residence, complete equality with other nationals of the same state, and exercise of civil and political rights. The International Labour Organization (ILO) is established to advocate human rights represented in labour law, encompassing concerns such as employment discrimination, forced labour, and worker safety.
1920	League of Nations Covenant requires members to "endeavour to secure and maintain fair and humane conditions of labour for men, women and children," "secure just treatment of the native inhabitants of territories under their control, "and take measures for the prevention and control of disease." Out of these provisions grows work of International Labour Organization. The Nineteenth Amendment to the United States Constitution, granting women the right to vote, is ratified on August 26.
1924	The Snyder Act is approved by the United States Congress, admitting all Native Americans born in the United States to full U.S. citizenship.
1926	Geneva Conference passes Slavery Convention.
1930	Convention Concerning Forced or Compulsory Labour (ILO) is adopted.
1933	In a 100-day special session, Congress passes President Franklin D. Roosevelt's "New Deal," guaranteeing social and economic measures for workers.
1934	The United States Congress passes the Indian Reorganization Act, which restores tribal ownership of reservation lands and establishes a credit fund for land purchases by Native Americans.
1933-1945	Adolph Hitler's Nazi regime comes to power in Germany on January 30, 1933. The period from this date through the end of the War in Europe (May 8, 1945) is remembered as the "Holocaust".

1933-1939	A series of discriminatory laws are passed in Germany (the "Laws of April" and the "Nuremberg Laws") which progressively exclude people of Jewish ancestry from employment, education, housing, healthcare, marriages of their choice, pension entitlements, professions such as law and medicine, and public accommodations such as theatres, cinemas and vacation resorts. Germany begins murdering physically and mentally disabled people by gas, lethal injection and forced starvation.
1939	Germany invades Poland thus beginning the Second World War.
1939-1945	During World War II, 6 million European Jews are exterminated by Hitler's Nazi regime. Millions of others civilians (Gypsies, Communists, Soviet POWs, Poles, Ukrainians, people with disabilities, labour unionists, "habitual" criminals, Socialists, Jehovah's Witnesses, homosexuals, Free Masons and indigent people such as vagrants and beggars) are forced into concentration camps, subjected to ghastly "medical" experiments, starved, brutalized, murdered.
1941	United States President Franklin D. Roosevelt, in a speech before the United States Congress, identifies "Four Freedoms" as essential for all people: freedom of speech and religion, freedom from want and fear.
	United States President Franklin D. Roosevelt and British Prime Minister Winston Churchill adopt the Atlantic Charter, in which they state their hope, among other things, "that all men in all the lands may live out their lives in freedom from want and fear."
1942	Following the attack on the United States by Japan on December 7, 1941, the U.S. government forcibly moves some 120,000 Japanese-Americans from the western United States to detention camps; their exclusion lasts three years. Some 40 years later, the government acknowledges the injustice of its actions with payments to Japanese-Americans of that era who are still living.
	Rene Cassin of France urges that an international court be created to punish those guilty of war crimes.
1945	The United Nations (UN) is established. Its Charter states that one of its main purposes is the promotion and encouragement of "respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion." Unlike the League of Nations Covenant, the Charter underscores the principle of individual human rights.
1946	Commission on Human Rights established by the UN Economic and Social Council (ECOSOC).
	Commission on the Status of Women is established by ECOSOC (where it was originally a sub-commission of the Commission on Human Rights).

1948 Convention on the Freedom of Association and Protection of the Right to Organize (ILO); Declaration of the Rights of Man by the Organization of American States (OAS); and Convention on the Prevention and Punishment of the Crime of Genocide (UN) are adopted.

UN General Assembly adopts the Universal Declaration of Human Rights ¾ the primary international articulation of the fundamental and inalienable rights of all members of the human family, and the first comprehensive agreement among nations as to the specific rights and freedoms of all human beings.

1949 Convention on the Right to Organize and Collective Bargaining (ILO) is adopted.

Geneva Conventions provide standards for more humane treatment for prisoners of war, the wounded, and civilians. Statute of Council of Europe asserts that human rights and fundamental freedoms are the basis of the emerging European system.

1950 European Convention on Human Rights; Convention for Suppression of Traffic in Persons and Exploitation of Prostitution of Others (UN) are adopted.

United States Senator Joseph McCarthy launches a vigorous anti-Communist campaign, charging, but not substantiating, treachery among the top ranks of the U.S. government. The United States Senate eventually condemns McCarthy for his conduct.

1951 Convention on the Status of Refugees (UN) is adopted.

1952 The Immigration and Naturalization Act ends the last racial and ethnic barriers to naturalization of aliens living in the United States.

1953 European Commission on Human Rights and Court of Human Rights are created; Convention on Political Rights of Women (UN) is adopted.

1954 The United States Supreme Court rules in Brown v. Board of Education that racial segregation in public schools is unconstitutional.

1957 Convention on Nationality of Married Women (UN); Convention Concerning Abolition of Forced Labour (ILO); Convention Concerning Indigenous and Tribal Populations (ILO) are adopted.

The United States Congress approves a civil rights bill, to protect voting rights for African-Americans. It is the first civil rights bill since the Reconstruction period, which immediately followed the Civil War.

1958 Convention Concerning Discrimination in Employment and Occupation (ILO) is adopted.

1960 Inter-American Commission on Human Rights is established, advisory to the Organization of American States; the Convention Against Discrimination in Education is adopted by the UN Educational, Scientific and Cultural Organization (UNESCO).

1961 European Social Charter defines economic and social rights for member States of the Council of Europe.

1962 The National Farm Workers (later known as the United Farm Workers of America) is organized by Cesar Chavez to protect migrant American farm workers, most of whom were Hispanic.

1964 The Omnibus Civil Rights Bill bans discrimination in voting, jobs, public accommodation, and other activities is adopted.

Martin Luther King, Jr. wins the Nobel Peace Prize.

1965 A new Voting Rights Act authorizes the U.S. government to appoint examiners to register voters where local officials have made African-American registration difficult.

International Convention on the Elimination of All Forms of Racial Discrimination (UN) is adopted.

1966 International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights (UN) are adopted and opened for signature. Together these documents further developed rights outlined in the Universal Declaration for Human Rights.

1967 Convention on Non-Applicability of Statutory Limitations to War Crimes and Crimes Against Humanity (UN) is adopted.

1968 First World Conference on Human Rights is held in Tehran. The United Nations convened member States to evaluate the failures and successes of human rights promotion since the adoption of the Universal Declaration of Human Rights and to work toward the elimination of racial discrimination and apartheid.

Rene Cassin wins the Nobel Peace Prize.

1969 American Convention on Human Rights (OAS) is adopted.

1972 The United States Senate approves a constitutional amendment, the Equal Rights Amendment, banning discrimination against women because of their sex. The amendment is later defeated for lack of sufficient ratification among the states.

1973 International Convention on Suppression and Punishment of the Crime of Apartheid (UN) is adopted.

1975 Final Act of the Helsinki Conference on Security and Cooperation in Europe (CSCE) affirmed the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights. The conference established an on-going forum for East-West communication on human rights and humanitarian issues. This framework for international communication inspired the creation of many NGOs and citizens groups that would help monitor human rights and demand compliance with standards set by the UN and member States.

Declaration on Rights of Disabled Persons (UN) is adopted.

Andrei D. Sakharov wins the Nobel Peace Prize.

1976	International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights enter into force after sufficient ratification among UN member States.
1977	United States signs the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights.
	A human rights bureau is created within the United States Department of State. Its first reports on human rights are issued that year.
	Amnesty International wins the Nobel Peace Prize.
1979	The Code of Conduct for Law Enforcement Officials (UN) and Convention on the Elimination of All Forms of Discrimination Against Women (UN) are adopted.
1980	The United States Supreme Court orders the federal government to pay some $120 million dollars to eight tribes of Sioux Indians in reparation for Native American land seized illegally by the government in 1877.
	United States signs the Convention on the Elimination of All Forms of Discrimination Against Women.
1981	African Charter of Human and People's Rights is adopted by the Organization for African Unity (OAU).
	Declaration on the Elimination of All Forms of Intolerance Based on Religion or Belief was adopted after nearly 20 years of drafting (UN).
1982	Principles of Medical Ethics (UN) is adopted.
1984	Convention Against Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment (UN) is adopted.
	Desmund Tutu wins the Nobel Peace Prize.
1985	Committee on Economic, Social, and Cultural Rights established (UN).
	International Convention against Apartheid in Sports (UN) is adopted.
	Nairobi Forward-looking Strategies for the Advancement of Women (UN) is adopted.
	The United States Senate votes to impose economic sanctions on South Africa in protest against the government's apartheid policy.
1986	Declaration on the Right to Development (UN) is adopted.
1988	After 40 years of lobbying by non-governmental organizations, the United States ratifies the Convention on the Prevention and Punishment of the Crime of Genocide (the "Genocide Convention").

1989	In Tiananmen Square, Chinese authorities massacre student demonstrators struggling for democracy.
	Convention on the Rights of the Child (UN) and the Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of the death penalty (UN) are adopted.
1989	Dalai Lama wins the Nobel Peace Prize.
1990	The Americans With Disabilities Act is signed into law, establishing "a clear and comprehensive prohibition of discrimination on the basis of disability."
	Adoption by the World Summit for Children of the World Declaration on the Survival, Protection and Development of Children and of the Plan of Action for Implementing the World Declaration.
	International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (UN) is adopted.
1991	Aung San Suu Kyi wins the Nobel Peace Prize.
1992	United States ratifies the International Covenant on Civil and Political Rights.
	Security Council resolution to deploy the United Nations Protection Force in the former Yugoslavia (UN) is adopted.
	Security Council resolution condemns "ethnic cleansing" in Bosnia and Herzegovina (UN). Security Council resolution demands that all detention camps in Bosnia and Herzegovina be closed (UN).
	Rigoberta Menchu wins the Nobel Peace Prize.
1993	Criminal Tribunal on the Former Yugoslavia is established in the Hague as an ad hoc international tribunal to prosecute persons responsible for crimes against humanity and war crimes since 1991. These trials represent the first international war crimes tribunal since the Nuremberg Trials following WWII.
	The Second World Conference on Human Rights convenes in Vienna, where Vienna Declaration and Programme of Action is adopted. The UN agrees to establish a post of High Commissioner for Human Rights.
	United Nations General Assembly creates post of High Commissioner for Human Rights.
1994 – 2005	UN Decade for Human Rights Education is declared on December 23 (UN).

1994	Emergency session of the Commission on Human Rights convenes to respond to genocide in Rwanda.
	The first UN High Commissioner for Human Rights, Jose Ayala Laso, takes his post.
	United States ratifies the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment.
	United States signs the Convention on the Rights of the Child.
1995	Beijing Declaration at the World Conference on Women declares "Women's rights are human rights." The Platform for Action designed at the conference contains dozens of references to human rights pertaining to women.
1996	Jose Ramos Horta and Bishop Bello win the Nobel Peace Prize.
1997	Mary Robinson, former President of the Republic of Ireland, becomes the second UN High Commissioner for Human Rights.
1998	50th Anniversary of the Universal Declaration of Human Rights marks a cornerstone event in humanity's struggle to recognize, promote, and protect human rights and fundamental freedoms.

Sourced from Franklin and Eleanor Roosevelt Institute's web site for the Universal Declaration of Human Rights
http://www.udhr.org/history/timeline.htm

Background information on key events in history of Human Rights development:

1989 - 2002

20 November 1989
Convention on the Rights of the Child
adopted by the United Nations
Convention on the Rights of the Child
The Convention spells out children's rights and asks countries to protect these rights. These rights include education, protection, health care and survival. By 2002, almost every country in the world had ratified the Convention.

8 September 2000
Millennium Declaration adopted
Millennium Development Goals
The Millennium Declaration is a commitment to development, peace and human rights. Nearly 200 leaders have adopted the Declaration, and committed themselves to achieving eight development goals with specific targets by 2015

The eight goals

- Goal 1: Eradicate extreme poverty and hunger
- Goal 2: Achieve universal primary education
- Goal 3: Promote gender equality and empower women
- Goal 4: Reduce child mortality
- Goal 5: Improve maternal health
- Goal 6: Combat HIV/AIDS, malaria and other diseases
- Goal 7: Ensure environmental sustainability
- Goal 8: Develop a global

29-30 September 2000
World Summit for Children
World Declaration on the Survival, Protection and Development of Children
Governments meet at the United Nations to agree on what actions, goals and promises, need to be taken to make sure children are healthy, educated and protected from war and exploitation. They agreed review their progress in 10 years at a special session for children.

April 2001
Say Yes for Children Campaign
'Say Yes' Campaign
The Global Movement for Children begins mobilizing every citizen of every nation to change the world with children. The Say Yes for Children campaign builds on this momentum, with millions of children and adults around the world pledging their support for critical actions to improve children's lives.

May 2001
UN Secretary General issues Report on progress for children
We the Children
The United Nations Secretary- General issues a report on progress made for children since the World Summit. In this report, the Secretary-General notes both the world's greatest achievements of the decade, and where there is still "room for improvement."

5-7 May 2002
Children's Forum
A World Fit for Us
More than 400 child delegates to the United Nations Special Session on Children prepared for their

participation at the Special Session. They discussed the many issues facing children today and ways young people can work with world leaders to make a difference in the lives of children everywhere.

8-10 May 2002
Special Session on Children
A World Fit for Children
A follow-up to the World Summit for Children, governments, world leaders, business people, NGOs and children looked at the progress made since 1990 and agreed on the next steps to take to create a better world fit for children.

UNITED NATIONS DECLARATION ON
THE RIGHTS OF INDIGENOUS PEOPLES
ADOPTED BY THE GENERAL ASSEMBLY 13 SEPTEMBER 2007 THE DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES WAS ADOPTED BY THE GENERAL ASSEMBLY ON THURSDAY SEPTEMBER 13, BY A MAJORITY OF 144 STATES IN FAVOUR, 4 VOTES AGAINST (AUSTRALIA, CANADA, NEW ZEALAND AND THE UNITED STATES) AND 11 ABSTENTIONS (AZERBAIJAN, BANGLADESH, BHUTAN, BURUNDI, COLOMBIA, GEORGIA, KENYA, NIGERIA, RUSSIAN FEDERATION, SAMOA AND UKRAINE).

Sourced from UNICEF – Voices of Youth - http://www.unicef.org/voy/explore/rights/explore_156.html

Annex II

Who Should Decide

This session involved an adapted version of the Compasito activity "Who Should Decide?"

39. Who Should Decide?

When is 'old enough'?

Themes	Family and alternative care, Participation
Level of complexity	Level 2
Age	7 – 10 years
Duration	45 minutes
Group size	4 – 24 children
Type of activity	Decision making, small group discussion
Overview	Children respond to a list of questions on who should make a decision in each situation. After each question, the children use a colour-coded card to show their response.
Objectives	• To reflect on decision making processes in families • To discuss child participation in family life • To introduce the concept of evolving capacities
Preparation	• Prepare questions ready to read out. • Make a set of cards for each child.
Materials	• 1 x Green, Yellow and Orange card for each child

Instructions

1. Ask the group to reflect on what they're wearing and ask them to discuss with a person sitting next to them who decided what they would wear that day. Was it their parent/s? Was it themselves? Was it a joint decision made by the parent/s and child together? Explain that this activity is about making decisions.
2. Give a set of cards to each child (green, yellow and orange). Explain that you will read out a list of decisions that should be made, and after each question you will ask the group to think about who should make the decision. If the child thinks that the parent/s should make the decision, then they should hold up a green card. If they think the child should make the decision, then they should hold up a yellow card. If they think the child and the parent/s should make the decision, then they should hold up an orange card.
3. Read out the questions one by one and after each question wait until everyone in the group has held up their card. Encourage the children to look around at the responses from the rest of the group after each question. Some children in the group will probably make comments, but discourage discussion at this point: hold discussion until the debriefing.

Debriefing and evaluation

1. Debrief the activity by asking questions such as these:
    - How did you like this activity?
    - Was it difficult to respond to some of the questions? Why?
    - Which ones were easier to respond to and which ones were more difficult? Why?
    - Why did some people have different answers?
    - Is there a right answer or a wrong answer to the questions?
    - Does the age of child make a difference in the role they should have in making decisions concerning themselves? Why or why not?
2. Introduce the phrase 'evolving capacities' and explain that it means that children have more decision making opportunities and responsibilities in personal matters as they mature. For older children, you can refer specifically to Article 5 and 14 of the CRC and discuss this concept further. Ask questions such as these about the children's own role in decision making:
    - Are you involved in making decisions in your family? Which decisions are they?
    - Are there some things that you can make a decision about yourself? What decisions are they?
    - Are there some things that you need help and guidance from your parent/s to make decisions about? What things are they?
    - What are some ways you can ask for more guidance from your parent/s?
    - Is it important for you and your parent/s to participate in your family life? Why or why not?
    - What are some ways you can participate more in your family life?

- Do you like the way decisions are made in your family? Are there some decisions you would like to participate in that you do not? What are some things you could do to have a greater role in decision making?

3. Relate the activity to human rights by asking questions such as these:
   - Why do you think some human rights concern children and their families?
   - Why do you think participation in decisions that concern them is one of every child's human rights?
   - Who else makes decisions about children's lives besides themselves and their parents? Why is this important?

Suggestions for follow-up

- You may like to start focusing on the family by running the activity 'We are Family', p. 180 as a start, before this one.
- The activity 'A Constitution for Our Group', p. 56, also involves children in participatory decision making and negotiation.

Ideas for action

- Ask each person in the group to develop a family strategy with their parent/s about how each member of the family can participate further in family life.
- Invite parent/s to speak to the group about their views on participation in family life, including how their role in making decisions about children's personal matters changes as the child/children grow and develop.

Tips for the facilitator

- Some questions may be difficult for some of the children to answer; however, you should encourage them to choose the card or response that is most relevant for them.
- Be sure to know the family situations of the children in the group you are working with. Some children may not live with a parent or parents and may live with a guardian. In these cases, you should also include guardian/s along with parent/s in the activity.
- Some children will want to explain why they have given a certain response straight away but instead of engaging in discussion after each question, remind children that they will have the chance to speak about the activity afterwards.
- You may want to ask children to draw a picture on each coloured card before you read out the questions so that they remember which card represents which response. Alternatively, you can write this on a chart or board at the front of the room so they can refer to this if they forget which colour responds to who makes the decision.
- Adaptation:
  - For a longer and more in-depth activity, ask the children to discuss their decisions after each set of questions.
  - For older children: ask them to identify which CRC rights the questions refer to.
  - For older children: Ask what human rights protect the participation of children and parent/s in family life? Why are they important?

QUESTIONS TO READ OUT

Who should decide whether you can stay at home on your own when your family goes shopping:

At 5 years old?

At 10 years old?

At 15 years old?

Who should decide whether you can stay in touch with both your parents after they have separated:

At 4 years old?

At 9 years old?

At 17 years old?

Who should decide whether you can join the military service:

At 6 years old?

At 11 years old?

At 16 years old?

Who should decide whether you should wear a raincoat when going out in the rain:

At 3 years old?

At 9 years old?

At 14 years old?

Who should decide whether you should be a vegetarian or not:

At 4 years old?

At 8 years old?

At 13 years old?

Who should decide whether you can smoke cigarettes:

At 6 years old?

At 9 years old?

At 15 years old?

Who should decide whether you can stay up until midnight:

At 5 years old?

At 9 years old?

At 14 years old?

Who should decide whether you can use the Internet without supervision:

At 6 years old?

At 10 years old?

At 16 years old?

Who should decide whether you can choose your own religion:

At 5 years old?

At 9 years old?

At 13 years old?

Who should decide whether you can stop attending school:

At 6 years old?

At 10 years old?

At 15 years old?

Who should decide whether you can join the local choir group:

At 5 years old?

At 9 years old?

At 17 years old?

Who should decide whether you can have your own mobile phone:

At 4 years old?

At 8 years old?

At 14 years old?

Who should decide whether you should be put in foster care:

At 4 years old?

At 10 years old?

At 16 years old?

The questions used for this session were:

1.) Who should decide if a child should wear a raincoat when going out in the rain….
- at 4 years old?
- at 10 years old?

2.) Who should decide if a child can smoke a cigarette….
- at 12 years old?
- at 16 years old?

3.) Who should decide if a child can join the military service….
- at 10 years old?
- at 17 years old?

4.) Who should decide if a child can choose which parent to live with when their parents have separated…
- at 6 years old?
- at 14 years old?

Some of the key comments or themes of discussion included:

- The relationship between responsibilities and consequences. I.e. who would deal with the consequences of a particular course of action.
- The bottom line should be with the state (in relation to health)… But the state can not control the actions of the parents or children.
- The position of vulnerable groups within society
- The relationship of the situation to local law
- The influence of 'over-arching' international laws and documents
- The use of the state as a 'neutral' or third party in relation to family conflict
- The underlying principle that decisions should be made with regard to the best interests of the child.

Key challenges influencing decisions:

- Age of the child
- Child's level of autonomy and development
- The influence of personal assumptions on decision making process
- The evolving capacity of the child
- Ensuring a principle based approach
- The relationship between Protection and Participation

Participation verses Protection:

Discuss these four questions

1. Why does this dilemma exist?
2. What are our challenges as trainers of human rights education with children, in relation to this dilemma?
3. What other current challenges are there concerning Children's Rights?
4. What can we do?

As a result of your discussions, your group should write a newspaper article with accompanying picture/s. the article should display any conclusions your group has come to.
The newspaper in which the article will be published, is one that is often read by human rights educators and trainers.

Annex III

Articles produced by participants exploring the relationship between protection and participation:

Participation versus Protection
A big dilemma

Today, out in the garden of the EYCB, a group of five trainers in HR, stimulated by the beautiful weather, discussed the current dilemma that is occupying children's rights activists mind.

"..The trainers participating in this gathering agreed that both Participation and Protection are equally important.

Respect Children's Rights !!!

Cultural background is very crucial which brings into light this dilemma. Both parents and authorities feel very often the temptation to think that they know best and they have the capacity to decide in the name of children. Very often they forget children, so their voice is not heard!!

One of the big issues regarding the dilemma is participation in political and social life; as children are cut off from those discussions. These are considered discussions only for adults; children allegedly have no clue about this!!!

Trainers of HR education with children have to face different challenges to address this dilemma. Understanding those challenges can help in the future to improve the quality and well tailor trainings in this topic.

It is important not only to train children about their rights but also to empower them to exercise such rights.

It is also important not only to involve children but also to involve parents and make them part of it.

We can do it by adopting positive approaches in working with them (which means not criticizing them for violating children's rights but by helping them to better understand them as children).

Trainers have to be conscious that issues regarding Gender, Age, Personal Experiences and Assumptions might bring some challenges in their training activities. Understanding these issues would help to adopt proper methodologies and tools in training activities.

In addition to those challenges, the groups of trainers have identified other current challenges concerning Children's Rights, as follow:

- Compatibility of National Legislation with International standards for Children's Rights.
- Misunderstanding and misinterpretation of the concept of "best interest of the child" by State/Authorities and others.
- Lack of knowledge, skills of decision makers.
- Lack of mechanisms to ensure protection of children's rights.
- Lack of proper mechanisms/approaches to deal with children in contact with law.
- Lack of alternative services to support and protect vulnerable groups of children.
- Lack of inclusion of specific groups like children minority groups; disabled children etc.

Finally the group addressed what can be done and how each one of us can make a difference in regard to this dilemma. Suggested approaches include:

- Ensure participation of children- bring children on board!!
- Lobbing
- Networking
- Raising the voice
- Monitoring for Children's Rights
- Education programs for different groups
- Setting the example

The group of trainers concluded that this discussion is very important and should happen with other groups. This way we will develop a better understanding of children's needs for fully enjoying their rights.

We believe that all together we can make a change and develop children in their full capacities.

Prepared by: *International Training Team: Kela/Nuno/Damian/Marija (Ukrain) / Elena (Bullgaria)/Givi (Geo)*

Protection or participation. Why not both?

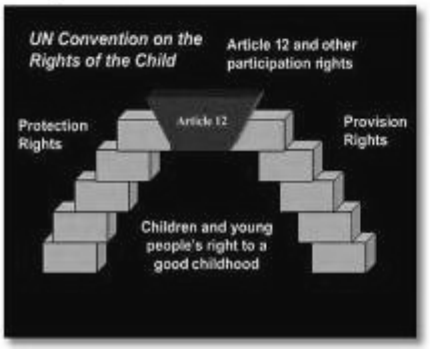
By Adina, Nizar, Ibrahim, Alina, Peter, John, Bastian and Asier.

Where is the limit between health, safety, participation,...? Are this terms always in conflict? Who defines what is the route for development?

This were some of the questions that came up during the reflection. As we could see there is not always this conflict. Sometimes participation and protection are walking together in the same path, but what about when they are in conflict? It can sound as a easy answer but... depends on the situation... there are a lot of different aspects that need to be present in order to make the best decision.

This aspect are affecting us as a individuals in taking and decision and they are as well a key factor in the creation of the conflict. Things like the legal framework, the cultural, social and political background and environment and the socio-economical situation as well as a other things like the structure and habits of a family to mention some of them affect in this theme in a quite important way.

As a trainers we need to be aware of the diversity interacting in the people's position about the theme that we are speaking about and about our own position and values. We need to know how to play with this factors to make as rich and interesting the learning process.



Compasito news

MAGIC STICK???

Can Human rights educators be magicians?

Hanna, Gozde, Stefano, Vera, Valerija, Varuzhan, Birute

Volume 1, Issue 1

14th October, 2008

Special points of interest:

- Where children involved in drafting Compasito?

Human right educators dwelt upon everlasting dilemma on child participation vs. protection in European Youth Centre in Budapest.

Brainstorming session brought up to the surface cultural diversity and different aspects applied in decision making process, such as:

* Rights based approach
* Values based approach
* Evolving capacity

After a long discussion they concluded that best interests of the child should be the priority, but the questions remains unanswered who is the one to decide what the best interest of the child is.

HR educators recognized that historically protection was prevailing over participation, so now more participation has to be brought to the policy level.

WHAT CAN WE DO AS HUMAN RIGHTS EDUCATORS?

As one of the HR educators said : "We are not magicians and we realize that a change is a long ongoing process. Without the magic stick we can":

* Encourage life-long learning and recognition of non-formal education;
* Empower children to stand up for their rights and participate;
* Educate adults, including parents and teachers;
* Bring dilemma of participation vs. protection before adults;
* Reach out to the society through campaigning;
* Develop methodology how to create a democratic and participatory learning environment.

Approach decision makers and lobby.

"It's a never ending process. Still looking for a magic stick. But until we find it, we keep working".

COUNCIL OF EUROPE CONSEIL DE L'EUROPE

COMPASITO

BULETTIN

No Protection Without Participation

Christine, Olga, Ljuba, Khalil, Maxim, Caroline, Guido

The team identified a number of key issues involved within the protection/participation tension, yet most notably the discussion was based on an important concept – that of the trainer's challenge in balancing the two factors, as well as cultural and familial context.

It is true that as trainers we would like to enhance participation of children within all contexts, yet we would then face the issue as to whether our participants are well aware of all consequences of the actions they may be taking through a participatory approach. For this reason, the group did not exclude guidance of the participatory process, and recognized participation as a long-term evolving process rather than a consultative one-off event.

The Federal Republic of Germany has reported a new system whereby the judiciary is under the obligation to listen to children's ideas in disputes concerning them, such as custody of the child. This means that there is space for children's voices within these vital issues.

One key concern is the response of trainers to specific environments - trainers have an obligation to support children within their environment – it does not suffice that a child is given tools that the trainer is aware that shall be counteractive for the child within the home or social environment.

The dilemma has been presented as a change in thinking, as thinking was based on protection in the past, yet the importance of participation has now been recognized, and we are therefore facing the issue of regulating the evolution between the two concepts.

Participation, as a process that does not only take place within the education system, should be further enhanced by the work of parents. This is based on personal experience of the parents – therefore, participation in family life may not be a factor that can be changed within one generation.

The main recommendations from the discussion were the following:
- Developing critical thinking in the child
- The creation of child and youth parliaments within states
- Parents and teachers should take more responsibility – and an active role
- All stakeholders should work together with children to have a truly participatory approach
- Persons involved in these mechanisms should also keep participating, be active and never give up!

Human Rights education hurts!

Child gets beaten up for voicing out his opinion, in Eggland

By Thomas Hamburger

"Are we guilty for empowering kids to stand up for their rights", wonders Mrs Compasita, a HR trainers from Eggland. She explains: "We had a programme about HRE for children which went quite well last week. We tried to empower children with knowledge and awareness about their rights. When the kids went back to school a young boy, putting into practice his recently gained knowledge, insisted that he has the right to question the teacher's opinion. As a result he was beaten up. His parents advised him not to talk back to elders. Such incidences make us wonder whether we do children any good by educating then for their rights." Similar dilemmas are faced by human rights activist in Indida. "We had made a great effort to push the government to ratify the convention against child labour", says Mr. Activano. However since there are no policies to supply families with the much needed income secured by the children's work, we have seen a vast amount of children turning for work in the underground industry, where salaries are lower and no job regulations apply.

It seems that cultural norms in many parts of the world make the implementation of CRC a challenging if not impossible task. Mr. Oscar Wilde, a UN expert on HR, elaborates more on the dilemmas and challenges encountered in the global effort for the implementation of the CRC. "The main dilemma comes from both the cultural and the legal aspect. Some cultural beliefs represent a child as a immature person, who can not decide for himself. More over children have to stay backward in their protection process. There is also a clash between the definition of a child made in the CRC and the ones fro the local cultures or nations. The legal aspect is that the international legal instruments, that promote child rights and child participation are not always satisfied and applied by countries. All these result in this big question. How can we ensure child participation when adults are responsible and accountable". Mr Oscar coins out the term "PARTITECTION" which entails participation of the children in the formation of the methods which are supposed to protect them.

Mrs Elena, a HR educator proposes some measures which could facilitate the further implementation of CRC. "HRE programmes should include parents together with children. Education should be on a voluntary basis supported by information campaigns, with cooperation of NGO's and non-formal education trainers. Cultural specificities should always be respected and a significant amount of flexibility should be demonstrated by all stakeholders"

Composed by: Marios, Laura, Elena, Ola, Oscar, Borce, Giorgi/G

Tuesday, 14th October

Session Outline	
1. Title + Date+ time	**Human Rights Education with Children** Tuesday, 14th October, 14:30-17:30
2. Background	This session is planed for the second day of the training course. In the meantime participants will know each other better and have had chance to build positive group dynamics. In the morning session they will have chance to refresh their knowledge and understanding about key concepts of human rights and children's rights, as well as instruments, structures and mechanisms for human rights and children's rights protection. They will also have chance to exchange their experiences about current challenges (participation vs. protection). This session will help them to explore further concepts of the human rights education and human rights education with children.
3. Aims	Participants to gain a basic understanding of human rights education and to find out specificities of human rights education with children.
4. Objectives	▪ To understand and familiarize with the concept of human rights education (aims, methods) ▪ To find out the specificities of human rights with children ▪ To introduce Compasito as a tool for working on human rights education with children ▪ To explore Compasito
5. Competences	▪ Knowledge about HRE and HREwC ▪ Share info with others ▪ Actively listen to others ▪ Cooperation skills ▪ Creativity ▪ Look at the same thing form many different perspectives ▪ Discussion and argumentation skills ▪ Critical thinking ▪ Learning from others ▪ Deal with the unknown

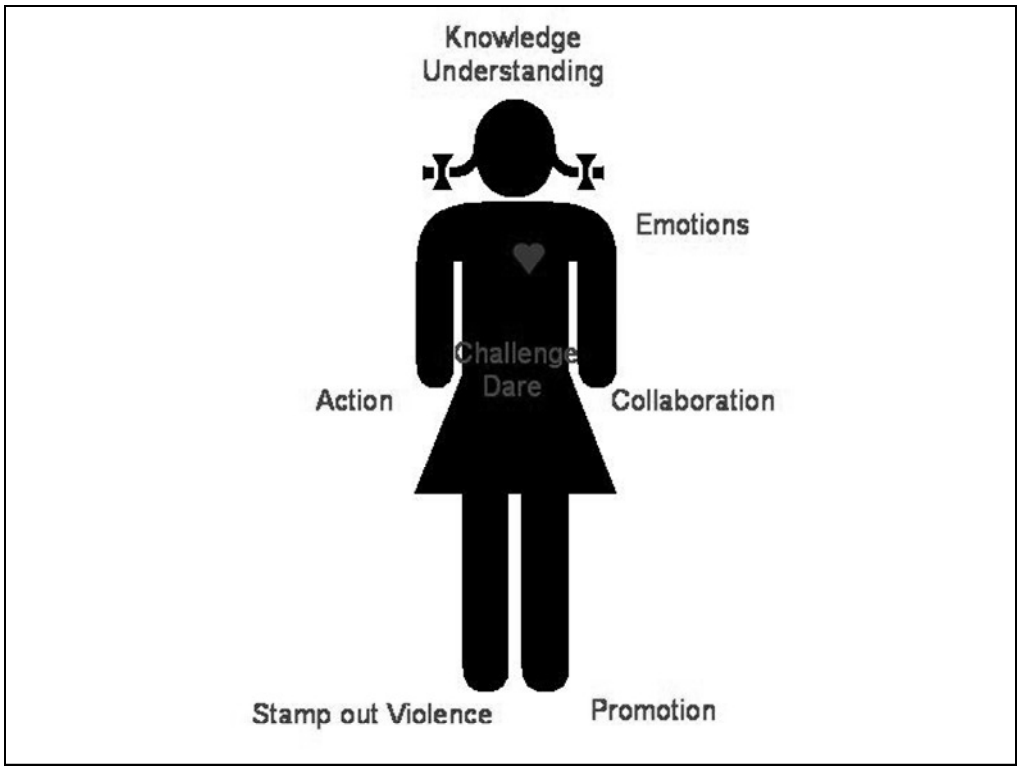
6. Methodology and methods	Small group discussions and creation of "PowerPoint" presentations Presentations of the small groups' work in front of all participants Input/summary on HRE and HREwC imagine Compasito book to be something else (energiser) Asking for criticism concerning various definitions of HRE Explore the book based on specific questions (some are tricky/false)
7. Programme	14:30 – 14:35 – Add break 14:35 - 14:45 – Buzz groups (of 3 people each): discuss HRE and HREwC situation in pax's local environment 14:45 - 15:15 – working groups (of 6): discuss what HRE and HREwC is and create two "PPP" slides (create definitions understandable for children or old people as well) 15:15 - 15:35 – slide show (presentation of groups) 15:35 - 15:55 – input/summary of key points concerning HRE and HREwC (triangle of knowledge, skills, attitude; definition of HRE by CoE, Amnesty Int. and more; specificity of HREwC, methodology) 15:55 - 16:00 – Current developments / discussions / dilemmas concerning HREwC 16:00 - 16:30 – coffee/tea break (optional: alternative definition of HRE to vote on) 16:30 - 16:40 – More than a book I. (what else can this book be? Creative and energizing activity) 16:40 - 16:45 – introduce Compasito I. (the story) 16:45 - 17:00 – introduce Compasito II. (PP presentation and interactive exercise: chapter and subchapters of Compasito) 17:00 - 17:25 – introduce Compasito III. (Compasito Quiz – group work and checking of result of group work) 17:25 - 17:30 – More than a book II. 17:30 - 17:35 – Summary of the day

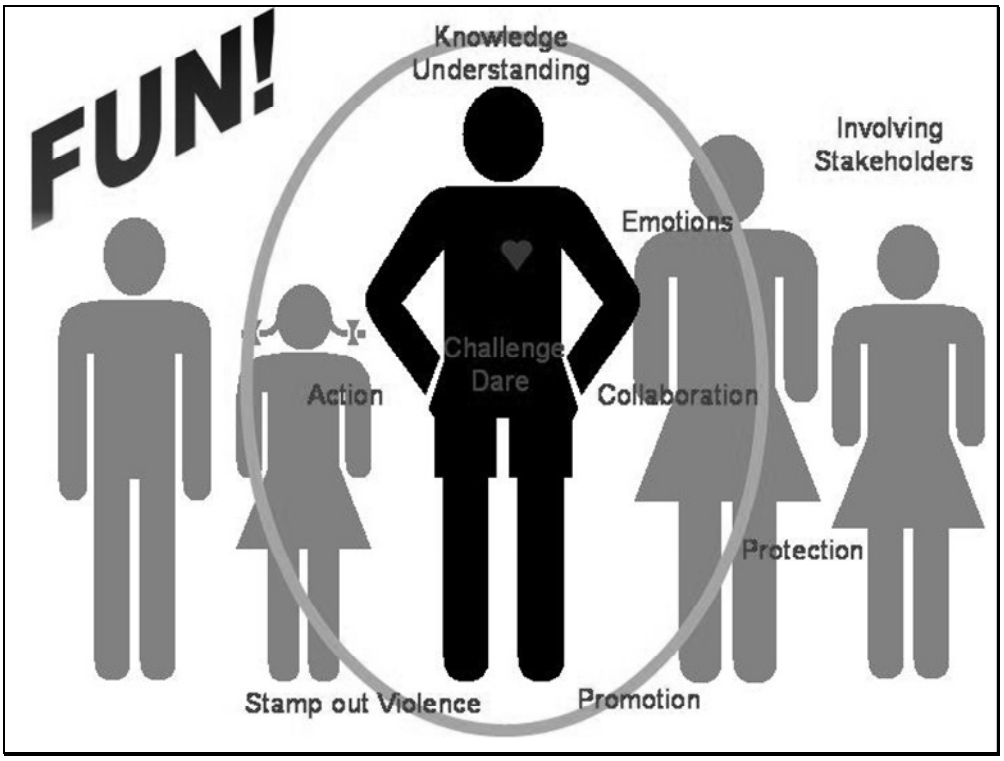
8. Outcomes	- PP presentations with different definitions on HRE and HREwC (child-friendly) - Definitions on HRE at a higher level - Specificities of HREwC (especially: methodology, approach)
9. Evaluation	The aims and objectives were achieved. There were some time management problems, but after all we managed to keep the time frame (finished only about 5 minutes late)
10. Materials needed	Laptop, LCD projector, flipchart, markers, copies of Compasito, handout of Compasito Quiz)
11. Further reading	Compass Compasito alternative definitions of HRE Draft resolution on HRE in UN HRE Impact on youth
12. Appendices	handout of Compasito Quiz Draft_resolution_on_HRE_in_UN.doc HRE Impact on youth .doc Alternative definitions of HRE

Annex I

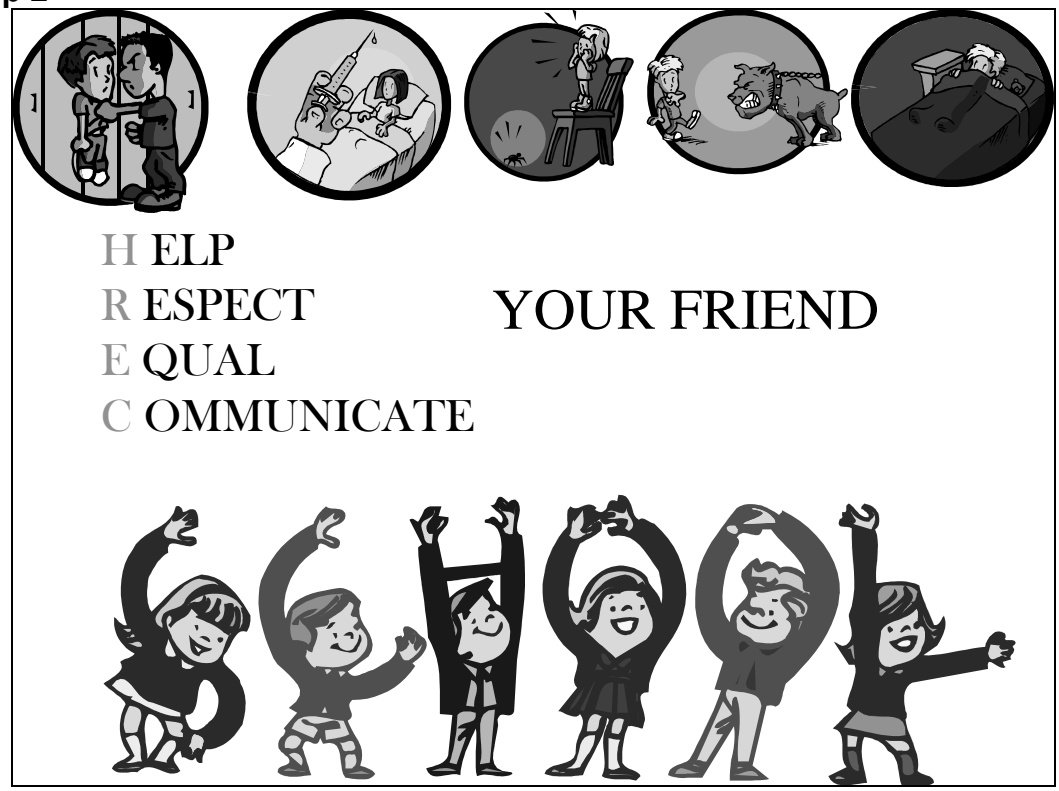
Participants' slides on human rights education and human rights education with children:

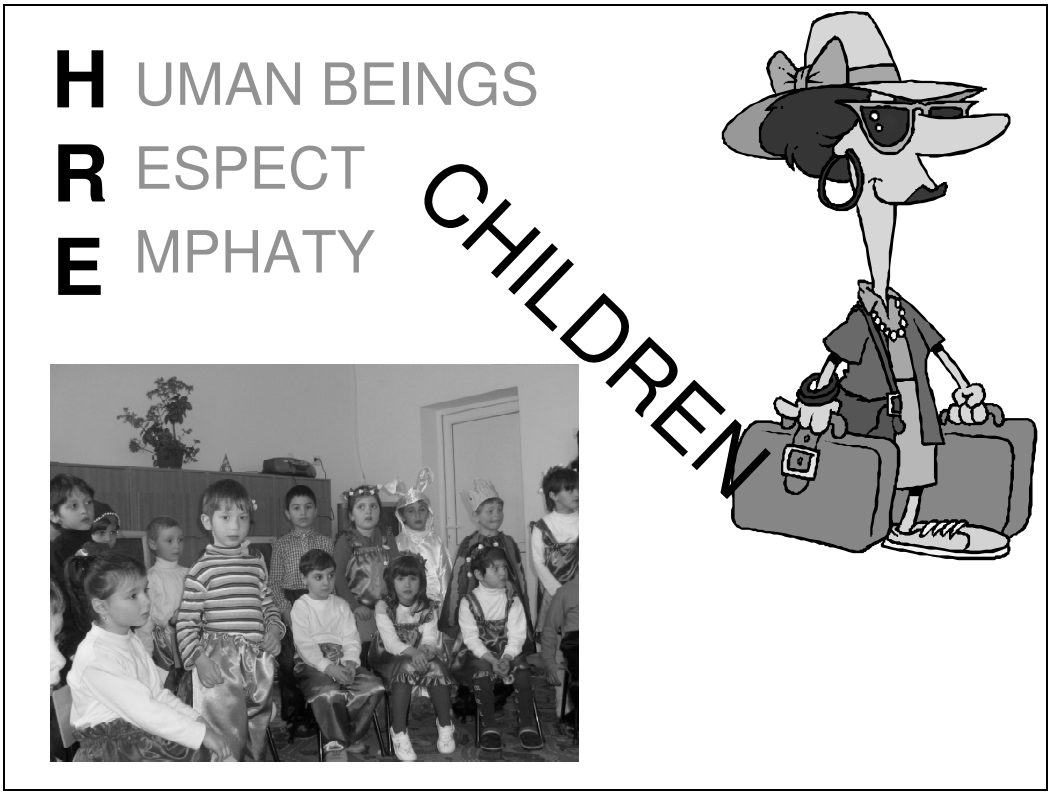
Group 1



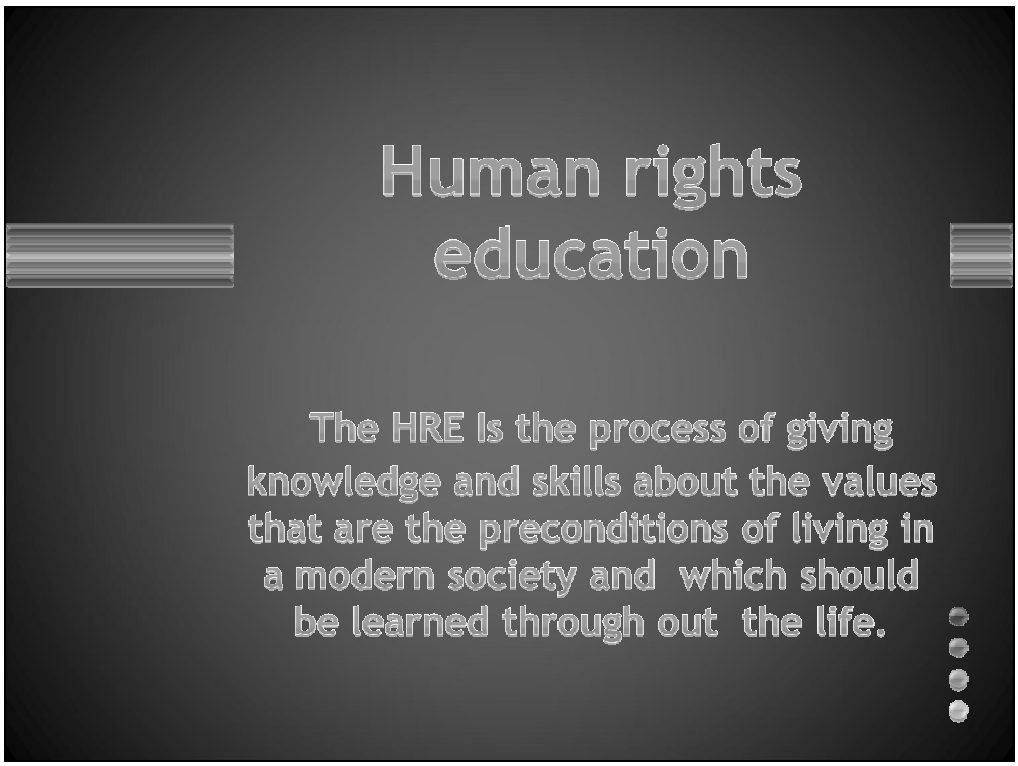

FUN!
Knowledge
Understanding
Involving
Stakeholders
Emotions
Challenge
Dare
Action
Collaboration
Protection
Stamp out Violence
Promotion

Group 2


H ELP
R ESPECT
E QUAL
C OMMUNICATE
YOUR FRIEND

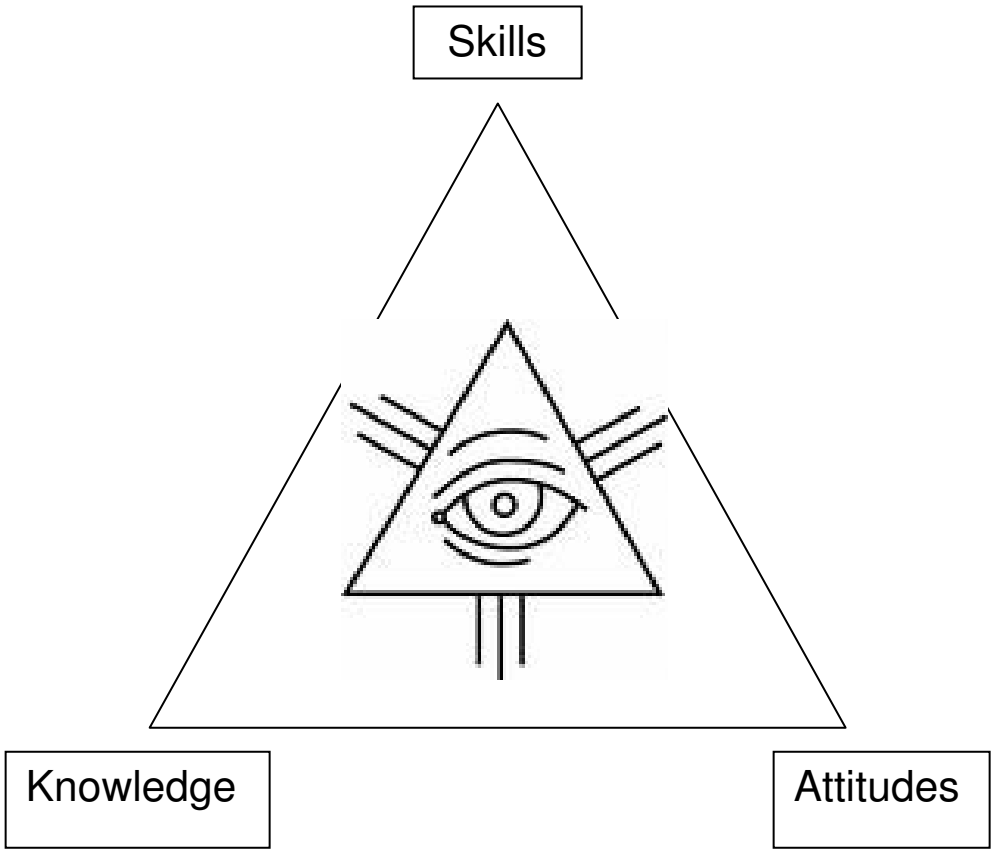

H UMAN BEINGS
R ESPECT
E MPHATY
CHILDREN

Group3


Human rights education
The HRE is the process of giving knowledge and skills about the values that are the preconditions of living in a modern society and which should be learned through out the life.

Annex II

What is Human Rights Education - Plenary



"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."

Criticisms – doesn't state direction and aims of HR education

HRE is a process whereby people learn about their rights and the rights of others, *which is conducted in a way that is in itself respectful of human rights. W*ithin a framework of participatory and interactive leaning, *and learn to distinguish their privileges and the privileges to others from their rights.* HRE is concerned with changing behaviour, attitudes and learning new skills, and promoting the exchange of knowledge and information. HRE is long-term, and aims to provide an understanding of the issues, and equip people with the skills to articulate their rights and communicate this knowledge to others, *and to take action to stop and prevent human rights violations.* – Amnesty International *& amendments (in italic) by Györgyi Tóth (Human Rights Trainer).*

Develop a culture of HR

HR in More Concrete Terms

Wants – Needs Neds - Rights

Adequate Tools and materials

Reflection, Analysis Critical

Respect

Personal Enrichment and Self Esteem

Empowerment

Subjective and Emotional

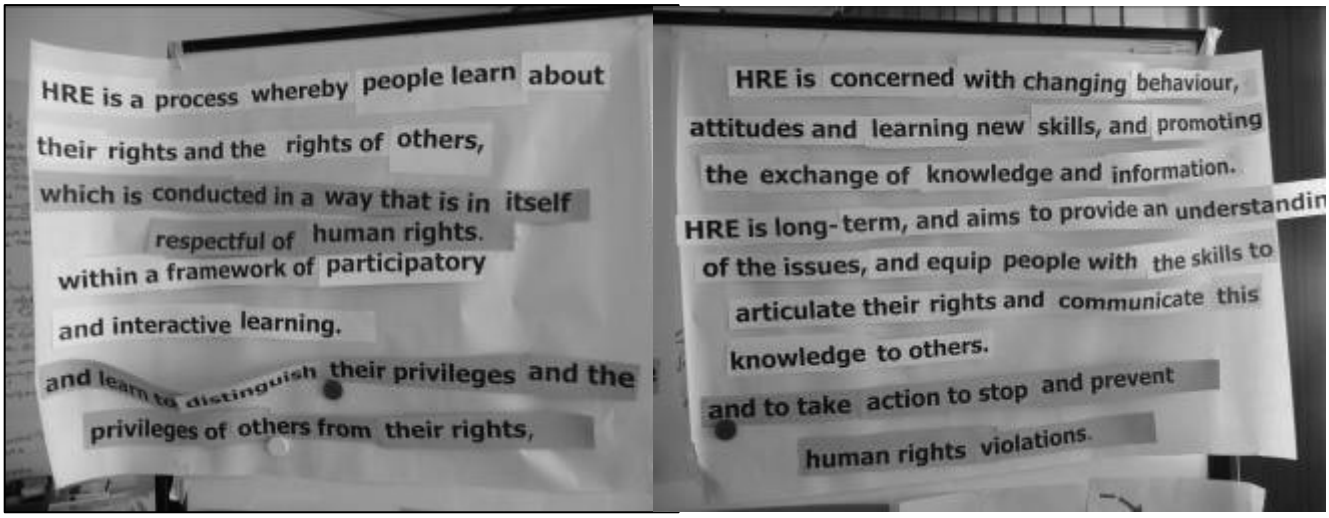
Action

Non-Fomal Informal

Skill building

Humour Fun Creative Play

Change – behaviour, attitudes



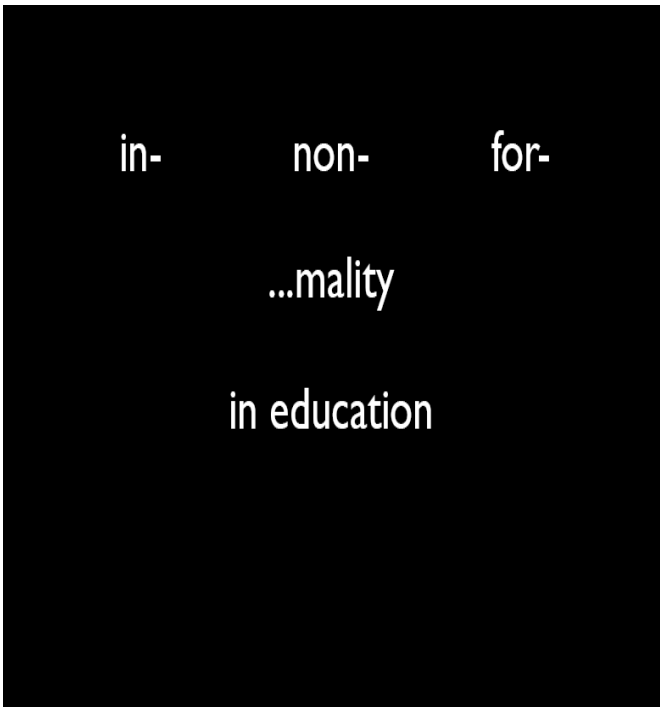
Wednesday 15th October

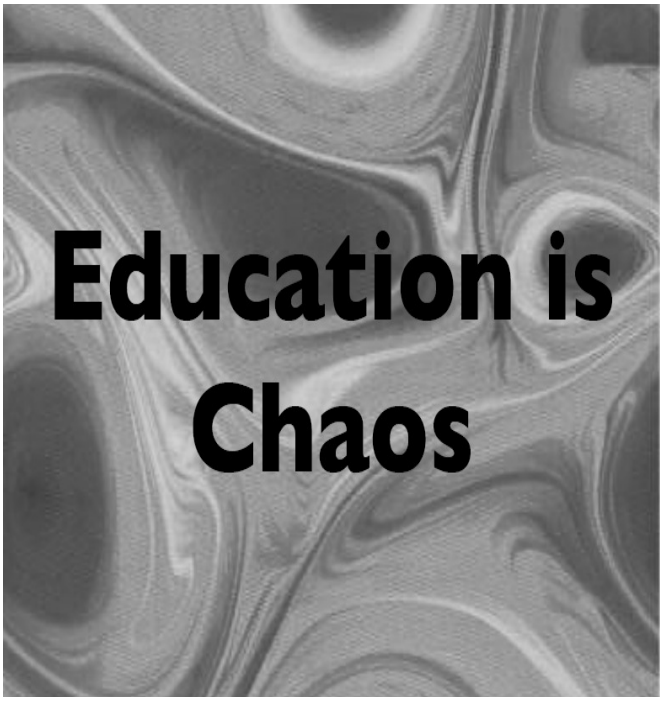
Session outline	
1. Title + Date+ time	**NFE & Competences and Roles of a Trainer** Wednesday 15th October - 9:30 – 13:00
2. Background	This session follows the HRE and Compasito presentation sessions and compliments them by addressing a wider understanding of methodology and educational approaches; which are essential for development of training activities working on HR and HRE. It gives an understanding of the overall flow within the current TC and NFE settings in general, and follows Experiential Learning Cycle, inviting pax to meta-reflect on it too. The session also will aid pax in their preparation of thematic workshops. Identify types of competence, followed with reflections of pax about themselves as trainers.
3. Aims	The session contributes to one of the objectives of the TC: "To identify, develop and reflect on the essential competences needed for trainers of human rights education with children in non-formal education contexts".
4. Objectives	▪ Introduction and reflection on the concepts of formal-, non-formal and informal education as well as their similarities and differences. ▪ Discussion on experiential learning and analysis of Compasito activities. ▪ Reflection and debate on the role of a trainer in relation to different stakeholders and target groups. ▪ Sharing of views on necessary competencies of trainers in HREwC. ▪ Pax to reflect personally on competencies to develop in the future and this course.
5. Competences	▪ self reflection ▪ knowledge on NFE ▪ creativity
6. Methodology and methods	Input, Group Work, Human Figure

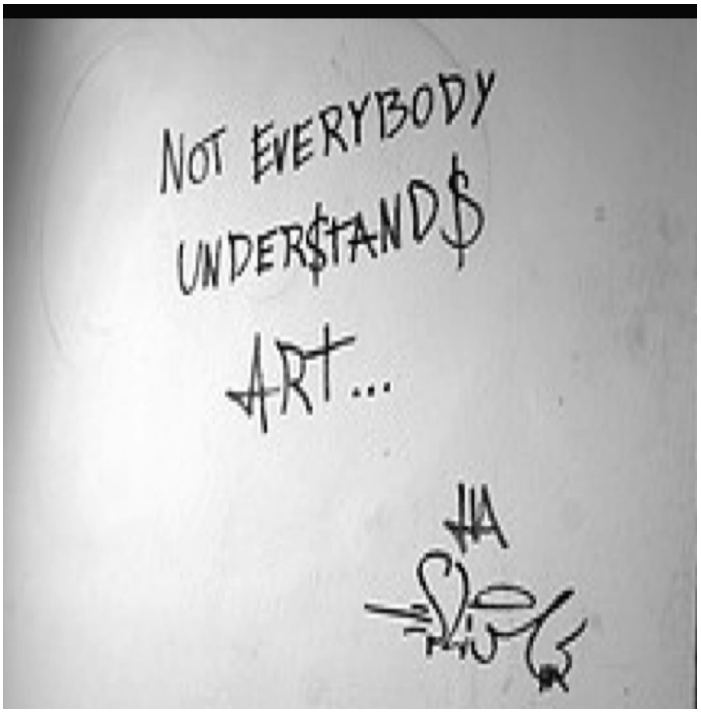
7. Programme	9:15 Intro by chair of the day and energizer 9:25 Input on In-, Non- Formality in Education 10:30 Coffee Break 11:00 'extreme' team-meeting 11:15 group work on: roles of a trainer in relation to your context and target group, which roles do you identify with?, essential competences of a HREwC trainer 12:00 Summary of essential competences on big human figure on flip-charts 12:20 individual learning plans – prioritise three competences to work on – collecting 12:45 What workshops to offer in this ToT? 12:50 Who wants to run a workshop? 13:00 What to do in Budapest on the free afternoon
8. Outcomes	The topics of child psychology, legal documents, methodology and learning styles, programme design, debriefing, and conflict management where identified as important for the groups learning needs and distributed across the following two days for implementation by ToT participants.
9. Evaluation	Participants expressed satisfaction with the task to prioritise their learning needs regarding training. More clarity in the process may have supported the participants in the process of deciding of whether or not to volunteer to prepare and run the workshops.
10. Materials needed	Flipcharts, markers, equipment for computer-aided presentation
11. Further reading	Compass, chapter 1 Compasito, chapter 2 and 3 Portfolio of the European Youth Worker by CoE T-Kit 6, Training Essentials www.nonformality.org – Article: Chaos is all around Informality and Formality in Learning – Learning and Skills Research Centre, Lifelong Learning Institute / University of Leeds
12. Appendices	Include all handouts and supportive material used during the session, such as documents distributed to participants or documents developed by participants, as well as descriptions of methods used if the source is unknown or unpublished.

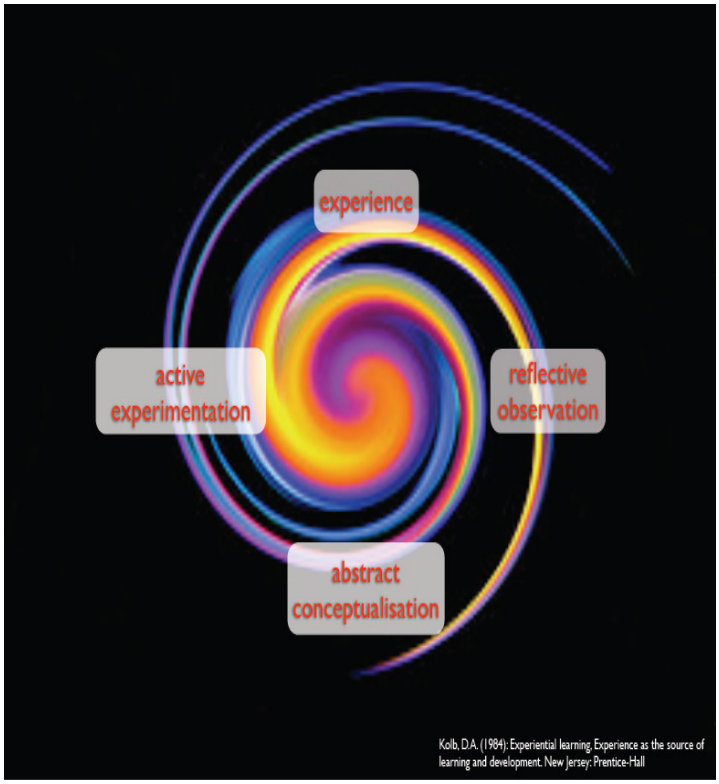
Annex I - Non – formal education competences and roles of a trainer

Non-formal education – PowerPoint Presentation









case study:

During a training course a participant approaches you. She tells you that she had to take a week off University to come to the TC and her professor only agreed to this if she'd be able to integrate this into her curriculum. She now asks you to write her an assessment of her achievements and give her a grade, so that she can prove to her professor that she had studied in this week as well and that she has performed well in it.

What do you do?

Exclusive to nonformal education?

Bye Bye Non?

A new approach to conceptualising learning?

four aspects:

- learning process
- context in which the learning takes place
- content of the learning
- purpose of the learning, including whoses purposes are dominant

informal ⟷ formal

Colley, Hodkinson, Malcom (2004): Informality and Formality in Learning, a summary report to the Learning and Skills Research Centre from the Lifelong Learning Institute at the University of Leeds

A new approach to conceptualising learning?

informal ⟷ formal

four aspects:

- learning process
- context in which the learning takes place
- content of the learning
- purpose of the learning, including whoses purposes are dominant

Colley, Hodkinson, Malcom (2004): Informality and Formality in Learning, a summary report to the Learning and Skills Research Centre from the Lifelong Learning Institute at the University of Leeds

A new approach to conceptualising learning?

informal ⟷ formal

four aspects:

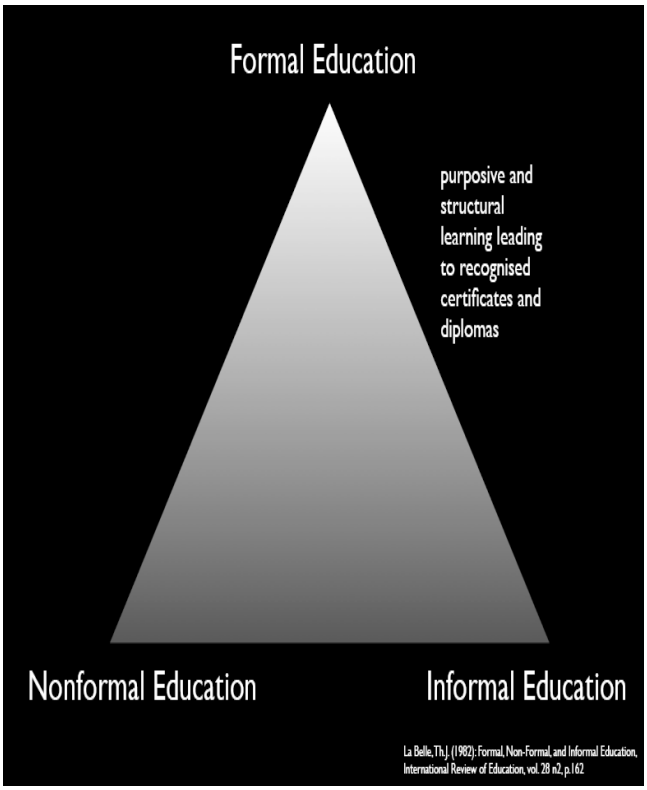
- learning process
- context in which the learning takes place
- content of the learning
- purpose of the learning, including whoses purposes are dominant

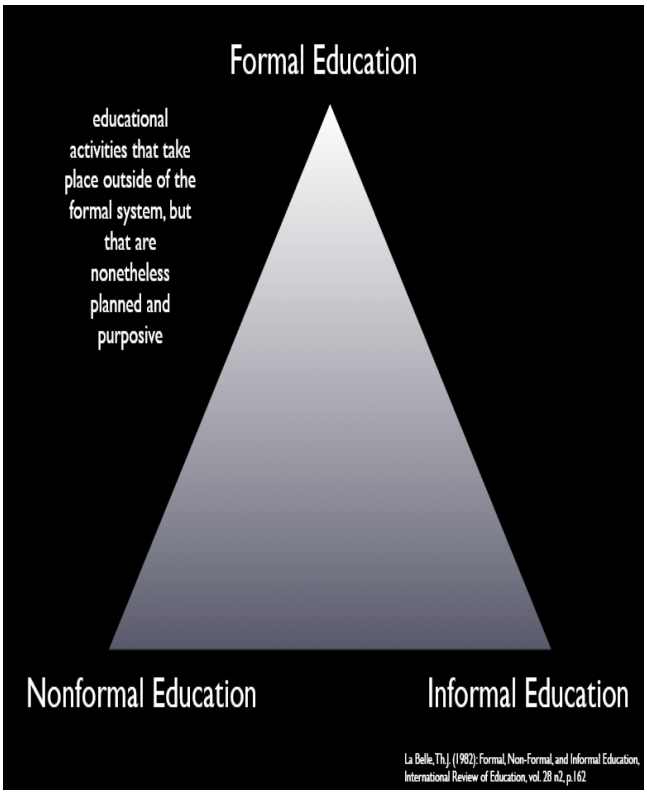
Colley, Hodkinson, Malcom (2004): Informality and Formality in Learning, a summary report to the Learning and Skills Research Centre from the Lifelong Learning Institute at the University of Leeds

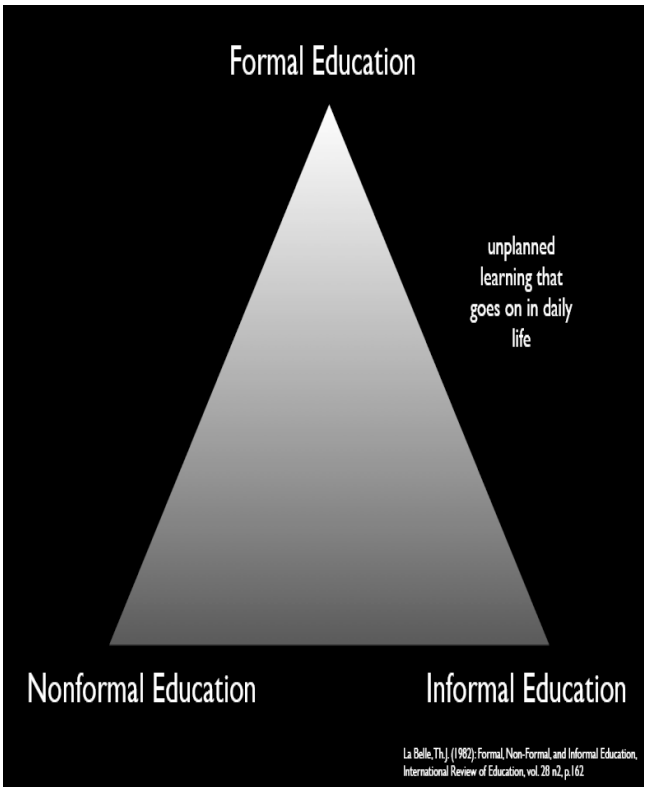
the ability of teams to identify different levels of in/formality and balance those levels according to th context, the target group and the purpose of diverse stakeholders?

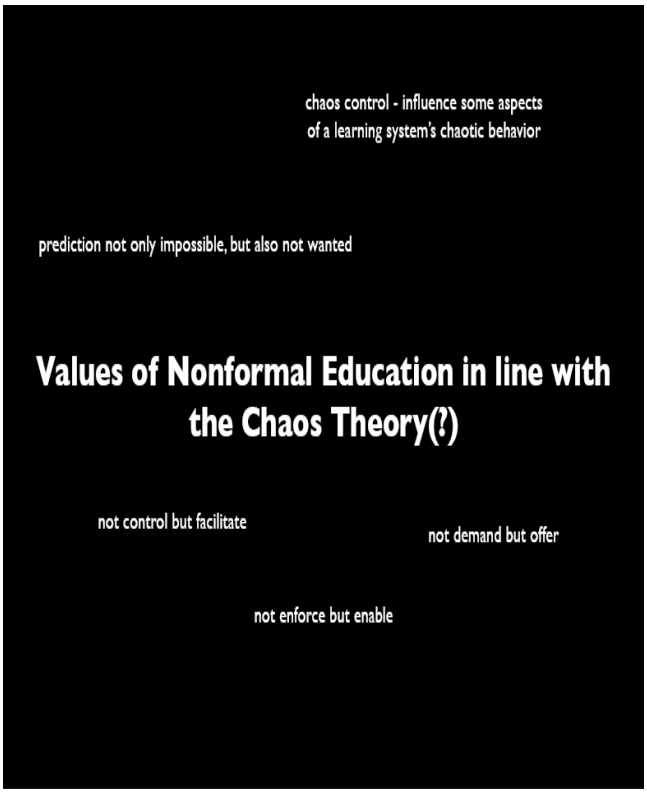
criteria of quality? possible?

the ability of teams to develop new methodological approaches in response to a particular situation?


Formal Education
purposive and structural learning leading to recognised certificates and diplomas
Nonformal Education
Informal Education
La Belle, Th.J. (1982): Formal, Non-Formal, and Informal Education, International Review of Education, vol. 28 n2, p.162


Formal Education
educational activities that take place outside of the formal system, but that are nonetheless planned and purposive
Nonformal Education
Informal Education
La Belle, Th.J. (1982): Formal, Non-Formal, and Informal Education, International Review of Education, vol. 28 n2, p.162


Formal Education
unplanned learning that goes on in daily life
Nonformal Education
Informal Education
La Belle, Th.J. (1982): Formal, Non-Formal, and Informal Education, International Review of Education, vol. 28 n2, p.162


chaos control - influence some aspects of a learning system's chaotic behavior
prediction not only impossible, but also not wanted
Values of Nonformal Education in line with the Chaos Theory(?)
not control but facilitate
not demand but offer
not enforce but enable

Information distributed to participants:

Input on In- Non- and Formality in Education

Chaos-Theory and Education

In Greek mythology, the world wide web reveals to us, khaos meant "gaping void" or "nothingness" and was — at least by some — thought to be the primary source of all things. In contemporary mathematics, chaos describes dynamical systems with a sensitive dependence on initial conditions. To be classified as chaotic, a system needs to be not only sensitive to initial conditions, but also nonlinear. A linear system always responds predictably: at a given place and time, several independent impulses always trigger the same reaction — whether they were applied separately or jointly. The sum of the responses is equal to the sum of the stimuli. In nonlinear systems, this is not the case. The response of a system largely depends on the timing, order and combination of inputs. Clearly, for non-formal education this is the case. Nonlinear dynamical systems often behave in ways that seem completely random and are (seemingly) unpredictable — at least we cannot predict their behaviour with what we know. This unpredictability is called chaos. But chaos can be understood. Or could be — if we knew enough about initial conditions, stimuli and responses; and if our knowledge was precise enough. Theoretically, chaotic systems are completely deterministic! But we are not trying to find precise solutions or perfect responses (how hopeless would that be!), but rather to determine how the system depends on (which) initial conditions and whether the system can be transformed to a steady state, whatever that may look.

Summary of: Andreas Karston (31st May 2008) "Chaos all around" - Non-formality website http://www.nonformality.org/index.php/2008/05/chaos-all-around

Relation between Formal, Informal and Non-formal Education and Recognition

There is a *continuum* between the various learning experiences, so that the distinction introduced in the 1970s between *formal* (purposive and structural learning leading to recognised certificates and diplomas), *non-formal* (any educational activity that takes place outside the formal system), and *informal* (the unplanned learning that goes on in daily life) is not fully operational. For instance, in schools, the official curriculum (formal education) interacts with extracurricular activities (non-formal), as well as with the educational influences in the playground (informal).

Documents produced by the Council of Europe show the following characteristics of NFE:

- it has a voluntary nature;
- it is accessible to everyone;
- it takes place in a diverse range of environments and situations;
- it is an organised learning process with educational objectives;
- it is complementary to other components of LLL, particularly to formal education;
- it gives priority to life skills and active participation;
- it is based on experience and action and develops from the needs of the participants.

The persons most interested in *recognition schemes* are young people looking for jobs, youth educational advisers seeking professional development, marginalised people and those from minority groups. What these persons and groups expect from NFE is, on the one hand, to complement formal education (they acquire skills and competencies not learnt in school), as a form of second-chance learning, and, on the other hand, to be better prepared for social participation and employment.

All this was copied out of: The interaction between formal and non-formal education - The objective of raising the employability of young people - Gabriele Mazza, Director: Directorate of School, Out-of-School and Higher Education Council of Europe, Strasburg

Bye, bye "Non": Informality and Formality in Education

There is no clear difference between informal and non-formal learning. The terms are used interchangeably, with different writers expressing preferences for each. It is more sensible to see *attributes of informality and formality* as present in all learning situations. Attributes of in/formality are interrelated differently in different situations.

Those attributes and their interrelationships influence the nature and effectiveness of learning. Changing the balance between formal and informal attributes changes the nature of the learning. All forms of learning have the potential to be either emancipatory or oppressive. This depends partly upon the balance and interrelationships between attributes of in/formality. However, the wider contexts in which that learning takes place are crucial in determining its emancipatory potential. Consequently, there is a need for ways of revealing and unpacking these attributes of in/formality. Four aspects of in/formality are suggested, as a way of doing this. They are:

· Learning processes
· The contexts in which learning takes place
· The content of the learning
· The purposes of the learning, including whose purposes are dominant.

Summary of: Helen Colley, Phil Hodkinson, Janice Malcom (2003) "Informality and Formality in Learning: A summary of the report to the Learning and Skills Research Centre" Lifelong Learning Institute at the University of Leeds

Annex II

Roles of trainers:

- Expert – someone who is well informed of the issue e.g. HR, Child development.
- Process orientated versus goal orientated
- Communicator
- Group maintenance – monitoring the group dynamics, observing individuals
- Organises and manages the group environment
- Individual who empowers group members
- Animator
- Advocator
- Presenter
- Coach
- Time-keeper
- Indoctrinator/Manipulator
- Moderator
- Activist and Theorist
- "The credibility of a trainer is influenced by the extent of their field work experience
- An individual grounded in reality, able to draw directly from field work practice
- Supporting/challenging people to come out of their comfort zones
- Positive role versus negative roles
- Managing team, colleagues and participants
- Decision maker
- The working roles depend on the cultural setting
- Roles depend upon power relationships within the team, and must be considered in a cultural context. i.e. How do team members arrive at roles? How are decisions made about methodology and decision making process.
- Roles adopted within multidisciplinary teams (i.e. other professionals) can be challenging if there is a clash of values which results in compromise.

Which roles do you identify with?

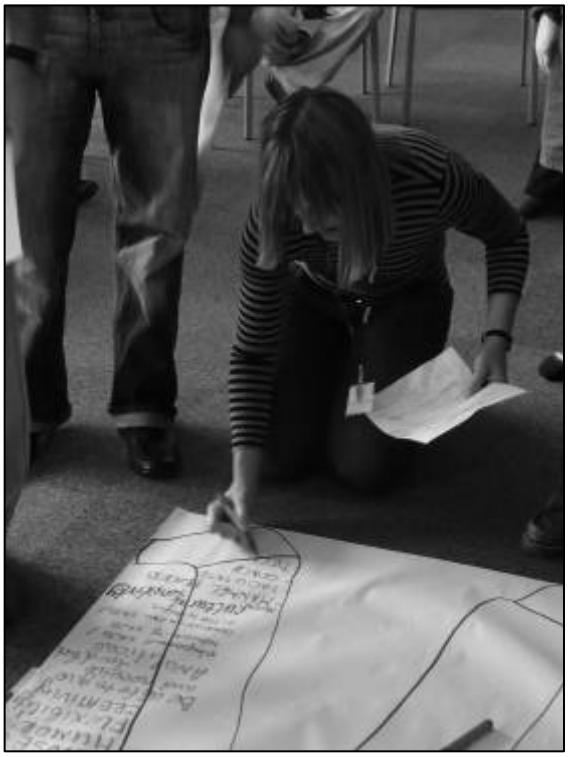
- A variety, I have to change hats and be flexible in response to the situation
- Depends upon target group, team, context, culture
- Facilitator – considering the ideas of others, whilst being focussed on action
- Being insistent – ensuring that the aims of the course are reached
- Depends entirely on the hierarchy that exists within the situation
- Managing your role is difficult, being clear about your position with others is an ongoing task
- The role of observing, analysing all aspect of the learning environment – culture, participants, physical environment.

Contexts and People:

- Teenagers, adults, children, teachers and other professionals (psychologists, counsellors)
- People with disabilities, Parents, young people from different cultures.
- Schools, NGO's, Authorities, Military
  "Being able to adapt to individuals and contexts is a key priority

Trainer Competencies:

Skills
Critical thinker
Sense of humour
Flexibility
Creativity
Be able to give and receive feedback
Analytical
Interpersonal
Networking
Communication skills/active listening
Cultural sensitivity
Able to manage process, facilitate, coach and be decisive but gentle
Self reflector
Debriefing
Mediator
Training techniques
Method and methodology
Communicative – Trainers and PR, voice and body
Animation
Artistic



Attitudes/Values
Sensitive
Ethical
Motivated
Learner Centred
Coherence
Pragmatic
Low/Equal profile
Open minded
Patient
Reflective
Creative
Empathetic
Crazyness
Enthusiastic
Authentic
Team Player
Approachable
Responsive to group needs
Inspired
Pro-active
Non-discriminatory
Respectful
Credible
Integrity
Set example
Self-conscious

Knowledge
Legal instruments and mechanisms – CRC, Commission
Well informed on child psychology and conditions
Target group context,
Debates, dilemmas, arguments and tendencies
Educational and Social support system
Participants backgrounds
HRC documents and history
Pedagogical
Psychological
Sociological
Local realities/legal status

Thursday 16th October:

Session outline	
1. Title + Date+ time	**Preparing the Competence workshops / Discovering methods of Compasito:** Thursday 16th November - 9:15 – 13:00
2. Background	An expected outcome from the session about the competences of the trainer, is a list of the essential competences which pax consider important to develop as trainers working with children on Human Rights. These competences will be taken as the basis for identifying the themes and structuring further workshops. The preparation and further running the workshops are considered as core elements of the entire Training Course. It is expected that part of the group will prepare the workshops to deliver them to the rest of the group. During the workshop preparation time, pax who are not leading a workshop, will take part in Compasito taster sessions (alongside pax from the Ombuds course).
3. Aims	To develop competences of trainers through participation in and preparation of the thematic workshop.
4. Objectives	▪ To experience planning a workshop for its future implementation ▪ To practice teamwork: sharing responsibilities, delegation tasks, sharing experience etc. ▪ To give and receive feedback ▪ To get to know methods from Compasito and to experience these methods.
5. Competences	▪ Preparation of the workshop: planning, designing the workshop, adaptation of methods, working with tools and materials according to the objectives of the workshop ▪ Working in an intercultural team

6. Methodology and methods *(proposed and used)*	Preparation groups will work separately on their topics during the morning using spaces of the centre. It is expected that about half of the group will be willing to prepare the thematic workshops. Each preparation group will be supervised/coached by a team member during the preparation time and lunch-time, if needed. The topics will have been identified already from the session of the 15th October morning and selected during the next days by participants (may be in Compasito Café). Groups of 2-3 people willing to run each session. Some of the workshops can be run by team-members. The part of the group who are not preparing the thematic workshops, will participate in Compasito taster workshops. Small meta-reflection will be done after experiencing each method. After the TCG will have a moment to present their reflections and conclusions about methods of Compasito for the PGs.
7. Programme	**9:15** Ad breaks and announcements **9:25** Programme of the day **9:30** Introduction to the workshops division and slots plan The themes of the workshops are based on the results of the session done on the 15th morning – the themes most requested from the list of essential competences the group wanted to develop, were selected. Participants who volunteered to run the workshops, were asked about their preferences and, based on them, the groups were formed. Each preparatory group has a team-member to coach/support them. **9:40** Participants subscribe for workshops they want to take part in; any necessary redistributions to balance groups will be made. **9:45** Splitting to two groups: Workshop preparation groups and Compasito Taster group. Briefing in each group and instructions for further work. **10:00** Starting the process of preparation and beginning of Compasito workshops (together with Ombuds group). **Around 11:00** Break for coffee **11:30** Preparation and Compasito workshops continue **13:00** Lunch

8. Outcomes	By lunch PGs must have their workshop prepared, outline of their workshop done, material requested and received (if needed). The TCG has tasted various methods of Compasito and has their valuable reflections and conclusions ready to share with the entire group (at that moment notes taken individually).
9. Evaluation	The groups performing after lunch were ready, but almost all the rest of groups continue preparation in the night.
10. Materials needed	Instructions for workshop facilitators' group and Compasito Taster group. All materials relevant for preparation of the workshops, including publications and computers
11. Further reading	
12. Appendices	Briefing paper for Workshop groups Briefing paper for Compasito Taster group Workshop outlines of each Workshop group

Annex I - Competence workshop

BRIEFING of the workshop groups

Child psychology: Keyla, Alina, Damian – 1 h. 45 min. incl. break (Bastian)
Legal documents: Maria, Christine, Khalil – 1 h. 45 min. incl. break (Annette)

Methodology and learning styles: Oshcard, Birute, Guido – 1 h. 15 min (Ljuba)

Programme design: Marios and Givi	1 h.	(Bastian)
Debriefing: Stefano and Adina		(Annette)
Conflict management: Asier and Ola		(Ljuba)

Instructions for your further work:

- Go to your personal learning plan: how can the implementation of this workshop contribute to your learning plan?
- You should prepare your workshop in your small team considering firstly the objectives of your workshop
- Fill in the session outline taking into account that your workshop is a part of the flow of the entire training course (form attached).
- Remember who you are running this workshop for - they are peer trainers who you have been working together with in the past few days.
- You should try to integrate and use Compasito in your workshop
- The session must include a small evaluation for participants
- One of the team-members will coach/support you during the preparation process.
- You can request materials and support literature as well as necessary equipment needed for your workshop.
- After your workshop there will be a meta-reflection, where you will be able to reflect together with the other participants of your workshop and get feedback from them about your performance.

QUESTIONS FOR META REFLECTION
AFTER THE THEMATIC WORKSHOPS

- **Facilitators:**
  How are you feeling?
  What went well?
  What would you do differently?
- **Participants:**
  What went well?
  What they would do differently?
- **Transfer**
  What can be brought to pax realities from this experience?

Annex II - Testing Compasito Activities

Workshop on Compasito

Dear participants,

Today you will have a special opportunity to experience some Compasito activities before using them as trainers. Also, you will work with ombuds staff, which will allow you to learn more about a potential target group of HRE you might deal with in the future.
While participating in the activities, please pay attention to the following (you will be required to give feedback):

- is it good/useful activity?
- objective of the activities, methodology used
- how was the activity facilitated
- how would it be possible to adapt the activity to your local context
- any other comment

Be aware that the ombuds staff are not experienced trainers. HRE is something totally new to most of them. Please be supportive.

Discrimination Workshop

Programme

- Circle of Name
- Exercise: where do you stand?
- Coffee break
- Exercise: Modern Fairy Tale
- Closing

The group was mixed: participants from the ToT Compasito and TC Ombuds

Where do you stand – questions:

- Each child born in a particular country should automatically receive citizenship.
- Schools should provide religion classes to all pupils according to their religion.
- The Roma children don't go to school because education is not part of Roma culture.
- Boys would cry as much as girls if people wouldn't tell them that „boys don't cry"
- Fathers can take care of babies and young children just as well as mothers.
- Heterosexual couples can raise children just as well as homosexual couples.
- Adults deserve respect from children (just because they are grown ups).
- Girls and boys should learn female and male roles.
- There are activities that are appropriate for girls and others for boys.
- I would give up my privileges and share what I have with others if everybody would do the same.
- The world would be a better place if everybody was equal.

Evaluation

The evaluation from the participants was positive. The activity 'Where do you stand' encourages participants to discuss controversial topics, debate opposing view points and explore personal view points and prejudices. As a result of conflicting opinions in this activity, one participant chose to leave the session. After the coffee break the team decided to open the debate with the group on this issue. During the feedback, the participants reflected and debated the use of certain methodologies regarding the target groups, about the responsibility of the trainers, about the need for a trainer to reflect on their own prejudices and stereotypes and about the fact that the trainers should be prepared to respond to such cases. This part of the feedback was mentioned as the most important part of the session because it was real, and therefore provided a tangible opportunity for learning. The outcome was positive as we were able to manage the situation in the best interest of the participant who left.

Thursday, 16th October

Session outline	
1. Title + Date+ time	**Competence workshops:** Thursday 16th October - 14:30 – 17:30 Friday 17th October - 9:15 – 13:00
2. Background	An expected outcome from the session about the competences of the trainer, is a list of the essential competences which pax consider important to develop as trainers working with children on Human Rights. These competences will be taken as the basis for identifying the themes and structuring further workshops. The preparation and further running the workshops are considered as core elements of the entire Training Course. After the session the pax facilitating the workshops should have answered the following: ▪ What have the trainers given our small group as objectives for our workshops and how can I best achieve them with my group of participants? ▪ How can I use COMPASITO to train adults in using it? ▪ How can I adapt activities?
3. Aims	To develop competences of participants as trainers
4. Objectives	**<u>For the pax running the workshops</u>** ▪ To provide space for participants to run the workshops likely the ones they would run in their contexts ▪ To explore their strengths and weaknesses as trainers: reflect on competences they still need to develop ▪ To experience teamwork in running the workshop ▪ To explore the methods of Compasito and how to use and adapt them in training trainers working using Compasito ▪ To give and receive feedback **<u>For the pax taking part in workshops:</u>** ▪ To improve their knowledge skills and attitudes as trainers through participation in workshops prepared by their colleagues ▪ To explore their strengths and weaknesses as trainers: reflect on competences they still need to develop

	▪ To explore the methods of Compasito and how to use and adapt them in training trainers who use Compasito ▪ Giving and receiving feedback
5. Competences	▪ Running the prepared workshop: teamwork, presentation skills, time management, etc. ▪ Working with the group of participants: flexibility, monitoring, stress management, observation, etc. ▪ Developing the specific competences addressed by the proposed workshop. ▪ Giving/Receiving constructive feedback. ▪ Self assessment ▪ Compasito as tool and its possible adaptation.
6. Methodology and methods *(proposed and used)*	Groups of 2-3 people run workshops for the rest of the group of participants. There will be slots of workshops (2-3 workshops simultaneously. Each workshop must include time for short evaluation, after the workshop time will be allocated for meta-reflection (run by team-members). Feedback will address methodology and creative presentations of results of group work. The support/coach team-member of each group will feed-back to: ▪ Individual and group reflection ▪ Those taking part in workshops of the peer-trainers ▪ Meta-reflection - Is done in three levels: first the facilitators' group, then participants, then the part of the transfer (see attached questions).
7. Programme	**<u>16 October</u>** **14:00** Receiving the reimbursement **14:30** Giving and Receiving feedback session **14:45** Simultaneous workshops: Child Psychology and Legal documents on HR and CR. **17:00** Meta reflections **17:30** Daily RG **21:00** Compasito Café **<u>17 October</u>** **9:00** Ad breaks, Programme of the day **9:15** Workshop on Methodologies and learning styles **10:30** Meta reflection **11:00** Coffee break

	11:30 Three simultaneous workshops: Programme Design, Debriefing, Conflict Management **12:30** Meta reflections **13:00** Lunch
8. Outcomes	Many conclusions concerning participants' competences as trainers after actual running of the workshops they prepared. On the other hand meta-reflection about methods proposed by Compasito and how to adapt them in training trainers working with Compasito.
9. Evaluation	The workshops were very successful and evaluated positively with many learning points.
10. Materials needed	Materials requested by PG for their Workshops. Publications and equipment needed for running the workshops
11. Further reading	Training Essentials, T-Kit 6 Compasito, Compass
12. Appendices	Feed-back instructions page Questions for meta-reflection

Annex I – Competence workshop

General Guidelines on Giving and Receiving Feedback

Italic = Participants' input

One of the competences needed as a trainer, is the ability to give and receive feedback. Here are some general guidelines/tips on giving and receiving feedback, however, you have to adapt these to yourself.

Feedback…..

- is a tool which enables a person to find out how others perceive his/her behaviours, what he/she says, and how he/she says it;
- can refer to content as well as to attitudes, process, aspects of a relationship, etc.
- is an important source of information and tool for learning;
- Is a tool to improve communication and cooperation and to avoid misunderstanding;
- *Comments;*
- *Assessment of methodology, identifying strengths and areas for improvement;*
- *An evaluation process;*
- *A meaningfull response.*

Giving Feedback – a few basic rules….

- be descriptive as opposed to judgemental;
- be specific as opposed to general;
- be adequate and fair;
- be useful in the sense that the receiver of the feedback should be able to change his/her behaviour in the future;
- *Criticism;*
- *Judgement;*
- *Blaming, an opportunity to feel powerful.*
-

Feedback should be….

- requested as opposed to forced upon;
- given at the right time;
- correct;
- *An aid to self assessment;*
- *A platform to improve and develop;*
- *An directional aid for betterment.*

Receiving Feedback….

- listen carefully and actively;
- try to remain open to what is being said to you;
- think carefully about the feedback you receive and try to find learning points out of it.

Feedback is an opportunity to learn things about yourself that you do not know

Participants sessions:

Thursday, 16th October

Session outline	
1. Title + Date+ time	**Child Development** Thursday 16th October 14.45
2. Background	Education of Human Rights for Children book – Compasito is designed for children aged seven to thirteen years of age. Childhood is an ideal time to introduce human rights education as it is never too early to begin developing values like respect for others, helping others, empathy, tolerance and other values. This session theme came very naturally as an identified need of a large group of participants, who felt that in order to develop as a competent trainer for HR education for children it is important to improve and deepen knowledge in child development theories, trends and facts. The facilitators of this session also believe that it is important to compare new and existing knowledge, experiences and beliefs in regard to child development. Improving the level of knowledge in child development, will enable participants to better understand how to design and conduct appropriate training sessions that consider particular characteristics of different age groups. The session was developed with a focus on theoretical knowledge rather than skills and attitudes. The session will follow the logic of a cycle starting with the sharing and collection of experiences of participants, putting them into a framework and adding more in depth information to their existing information.

	The session will try to trigger some provocative discussions and raise several questions and dilemmas which could be explored by participants in other sessions.
3. Aims	To increase participants' knowledge of basic facts/ theories in children's developmental psychology.
4. Objectives	▪ To exchange experiences of participants on understanding of some qualities/characteristics of children for three age groups. ▪ To inform participants on main development theories for children.
5. Competences	▪ Knowledge ▪ Reflection ▪ Debriefing ▪ Applying knowledge on theories in practice ▪ Sharing experiences and information ▪ Confrontation with ideas/theories
6. Methodology and methods *(proposed and used)*	The approaches used in this session were mainly focused on three elements: - involving participants in sharing their knowledge on some key characteristics of development of children (3 group ages) - introducing some key characteristics of each stage with the main objective to set their knowledge within a framework. - introducing theories and some key concepts which would help them to add one more layer in the knowledge level. The approach looks like a closed cycle with the above key elements which follow each other but at the same time connect with each other.
7. Programme	14.45 – 14.50 - Energizer (Stand Up if… or sit down if..) 14.50 – 14.55 - Introduction on main aim and objectives of the session. 14.55 – 15.10- Group Exercise. In three circles (shapes), stick in different coloured paper, characteristics/qualities of children according to their group age (6-7;8-10; 11-13 years old). After everybody sits, three participants provide a summary for each of the circles.

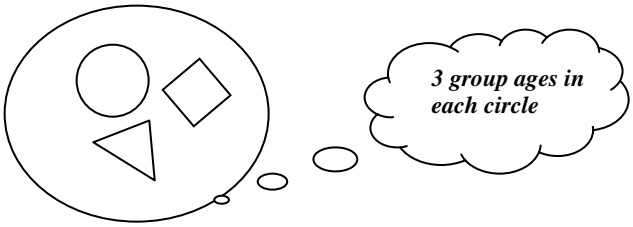
	15.10- 15.40- Interactive Presentation (PPP) of the key characteristics of the three group ages. The facilitator throws to participants some questions. 15.40- 16.00 Coffee Break 16.00- 16.05 Energizer (pick someone in your mind and touch the foot) 16.05 – 16.30 Interactive Presentation (PPP) of the five main theories of development. (again by allowing participants to ask several questions). 16.30 – 16.45 Group exercise: linking all the information together. What does all this information mean to my work as trainer for HR education for children 16.45 – 16.55 Closing and reflection (all the group sits in a circle and say one word which remained in her/ his mind). 16.55- 17.35 Meta reflection and feedback. The timetable as actually used in the session.
8. Outcomes	Flipchart with agenda and objectives Two PowerPoint presentations Letters in circles of group ages
9. Evaluation	Carried out verbally during meta-reflection
10. Materials needed	Some children's toys (musical), decoration of the room in a child friendly way which inspires creativity, flipchart, PowerPoint presentation, music, colour paper, colour pencil
11. Further reading	Handouts supplied to participants
12. Appendices	PowerPoint Presentation on Phases on Child Development PowerPoint Presentation on Theories on Child Development Handout on the main Theories of Child Development with some more in depth information

Participants in the Child Development workshop

Annex I

Session: Child Development

Exercise 1



Purpose:
To gather and share knowledge and experiences of participants on some characteristics (emotional, physical, cognitive, social etc) of children in three group ages (as characterized in COMPASITO book).

Time:
15 minutes (10 minutes for the exercise and 5 minutes for reading experiences of participants).

Number of participants:
10- 15 participants

Methodology:
3 circles or other shapes are drawn on the floor (1 for each group age; 6-7 years old; 8- 10 years old; 11-13 years old).

Materials:
Child music, something to draw shapes on the floor, markers, coloured papers.

Description of the exercise:
The facilitator explains the purpose of the exercise, by emphasizing the focus on their experience as they used to be children and they have experience in working and living with children. Participants are asked to think on some characteristics of children for each group age and stick on the floor. The facilitator asked them to think creatively and write whatever idea that comes in their mind.

At the end, three participants read what is written on the floor loudly so the other participants become aware on the experiences and knowledge from each other.

After the exercise the facilitators direct the session to the presentation of key main characteristics of Child development (referring to Compasito).

Annex II

Child Development Workshop – PowerPoint presentations

DEVELOPMENTAL PHASES OF KIDS from 6-13 years old

COGNITIVE AND EMOTIONAL DEVELOPMENT
6 to 7 years old

- LIKE TO TALK BUT HAVE A SHORT ATTENTION SPAN AND HAVE
- DIFFICULTIES LISTENING TO OTHERS
- ARE VERY CURIOUS
- LEARN BEST THROUGH PHYSICAL EXPERIENCE
- HAVE DIFFICULTIY MAKING DECISION
- ARE HIGHLY IMAGINATIVE AND EASILY BECOME INVOLVED IN ROLE GAMES AND FANTASY PLAYS
- LIKE STORIES ABOUT FRIENDSHIP AND SUPERHEROS
- ENJOY CARTOON HEROS

SOCIAL DEVELOPMENT
6 to 7 years old

- ARE VERY COMPETITIVE
- SOMETIMES FIND COOPERATION DIFFICULT

COGNITIVE AND EMOTIONAL DEVELOPMENT
8 TO 10 YEARS OLD

- LIKE TO LEARN NEW THINGS, BUT NOT NECESSARILY IN-DEPTH
- BECOME MORE AWARE OF DIFFERENCES AND INEQUALITIES AMONG OTHERS
- ENJOY PROBLEM SOLVING
- ENJOY QUESTION-ANSWER GAMES
- CAN BE VERY FRUSTRATED IF THEIR WORK DOES NOT MEET THEIR EXPECTATIONS

SOCIAL DEVELOPMENT
8 to 10 years old

- ENJOY MORE INDEPENDENCE BUT STILL NEED SUPPORT
- LIKE TO TALK AND DISCUSS WITH PEERS
- CAN BE VERY CRITICAL OF BOTH SELF AND OTHERS
- ARE BETTER ABLE TO COOPERATE
- LIKE TO BELONG TO A GROUP
- START TO IDOLIZE REAL HEROS, TV STARS AND SPORT FIGURES INSTEAD OF CARTOON FIGURES

COGNITIVE AND EMOTIONAL DEVELOPMENT
11 TO 13 YEARS OLD

- MATURE GREATLY IN THEIR ABILITY TO THINK IN A MORE ABSTRACT WAY
- ENJOY ARGUING AND DISCUSSING
- FIND SOME GAMES PREDICTABLE AND BORING; PREFER COMPLEX ACTIVITIES THAT INVOLVE CREATING UNIQUE STRATEGIES AND PRODUCTS
- TEND TOWARD PREFECTIONISM IN WHAT THEY DO
- BEGIN TO PERCEIVE THAT A STORY OR EVENT CAN BE SEEN FROM MORE THAT ONE PERSPECTIVE
- SHOW AN INCREASING INTEREST IN SOCIAL AND CURRENT EVENTS

SOCIAL DEVELOPMENT

11 to 13 years old

- HAVE A GROWING INTEREST IN A WIDER SOCIAL AND PHYSICAL ENVIRONMENT
- ENJOY TESTING THE LIMITS OF SELF AND OTHERS
- CAN COMBINE PLAYFULNESS AND SERIOUSNESS AT THE SAME TIME

- GET MORE CONCERNED ABOUT HOW THEY
- APPEAR TO OTHERS
- • LIKE TO LEARN FROM ROLE MODELS
- • START DEVELOPING MORE ADVANCED
- PLAY IN GROUPS AND TEAMS
- • LIKE TO COOPERATE FOR COMMON GOALS
- • ARE STRONGLY INFLUENCED BY
- ATTITUDES AND BEHAVIOUR OF PEERS

Info on Child Development Theories

Freud's Theory
- psychoanalitical development

Personality is mostly established by the age of five. Early experiences play a bigh role in personality development and influence behavior later in life.

The Id
The id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious and includes instinctive and primitive behaviors.

The Ego
The ego is the component of personality that is responsible for dealing with reality. The ego functions in both the conscious, preconscious, and unconscious mind.

The Superego
The last component of personality to develop is the superego. The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society--our sense of right and wrong. The superego and provides guidelines for making judgments.

ERIK ERIKSON THEORY

Erik Erikson proposed a stage theory of development, but his theory encompassed development throughout the human lifespan.

Stage	Basic Conflict	Important Events	Outcome
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Teens needs to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.

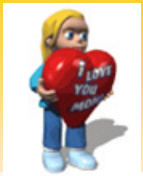
COGNITIVE Theories - Piaget

Jean Piaget suggested that **children think differently** than adults and proposed a stage theory of cognitive development.

Children have an **active role in gaining** knowledge on the world.

Cognitive development involve changes in **cognitive processes and abilities.**

Key Concepts



Schemas – A schema describes both the mental and physical actions involved in understanding and knowing. Schemas are categories of knowledge that help us to interpret and understand the world.

Assimilation – The process of taking in new information into our previously existing schema's is known as assimilation. The process is somewhat subjective, because we tend to modify experience or information somewhat to fit in with our preexisting beliefs.

Accommodation – Another part of adaptation involves changing or altering our existing schemas in light of new information, a process known as accommodation. Accommodation involves altering existing schemas, or ideas, as a result of new information or new experiences. New schemas may also be developed during this process.

Equilibration – Piaget believed that all children try to strike a balance between assimilation and accommodation, which is achieved through a mechanism Piaget called equilibration.

Behavioral Theories (Pavlov/Skinner)

Behavioral theories of child development focus on how ***environmental interaction influences behavior.***

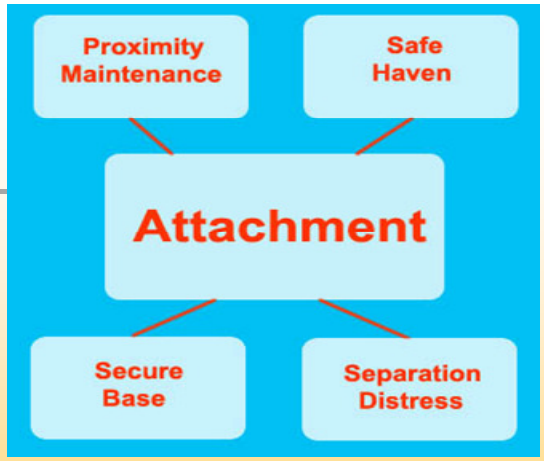
Learning happens through interaction with environment.

-example…
(if the teacher creates a positive environment in the class, it is easy for the child to overcome fear and anxiety).

These theories deal only with observable behaviors. Development is considered a *reaction to rewards, punishments, stimuli, and reinforcement.*

Social Child Development Theories(Bowlby)

- **John Bowbly** proposed one of the earliest theories of social development.
- **Bowlby** believed that early relationships with caregivers play a major role in child development and continue to influence social relationships throughout life.
- Attachment is a key concept –a special emotional relationship that involves an exchange of comfort, care and pleasure.



Proximity Maintenance - The desire to be near the people we are attached to.

Safe Haven - Returning to the attachment figure for comfort and safety in the face of a fear or threat.

Secure Base - The attachment figure acts as a base of security from which the child can explore the surrounding environment.

Separation Distress - Anxiety that occurs in the absence of the attachment figure.

Thursday, 16th October

Session outline	
1. Title + Date+ time	**Discovering International Children's Rights Legal Documents** Thursday 16th October 14.45
2. Background	This session takes place as a response to the participants' needs, as have been expressed throughout the training – to know more about the legal background to children's rights, which they utilize in human rights education with children. The facilitators are using this opportunity to, in a safe environment, test skills learnt in the first part of the training
3. Aims	To develop general knowledge and confidence of the participants of children's rights legal documents
4. Objectives	▪ To increase the knowledge of the participants in international children's rights legal documents ▪ To familiarize the participants with the articles within the Convention on the Rights of the Child ▪ To enhance the skills of the facilitators as Trainers
5. Competences	Participants: ▪ Knowledge of legal documents ▪ Experiencing the Convention on the Rights of the Child Facilitators: ▪ Facilitating a session for peers
6. Methodology and methods *(proposed and used)*	Adaptation of Compasito activities (namely Rabbit's Rights) Giving input and brainstorming Drama, Debriefing, Group work
7. Programme	1. Miming activity – 10 min - Khalil a. Split into 2 groups b. Mime a right 2. Brainstorming on which children's rights and needs should be protected - Maria a. Written on a flipchart – 10 min 3. Split group into 3 groups – 20 min a. Each has a copy of the Convention b. They compare the results from brainstorming with the Convention

	c. They discuss which rights are mentioned in it, which aren't d. They locate the different rights from the brainstorming into the Convention 4. They present to the whole group the differences they discovered – 15 min – Maria 5. Legal input on documents – 10 min 6. Debriefing – question on how to relate this to HRE with children – 5 min – Christine Meta-evaluation – 5 min – Khalil
8. Outcomes	Miming activity – all participants contributed and showed enthusiasm to act out the rights given. In groups, the participants were eager to discuss the rights and needs by brainstorming and working in smaller groups – they went through the CRC and therefore increased their knowledge of what it encompasses. They also engaged in a debate on technical and abstract components of the CRC They discussed the pros and cons of working with original or simplified documents, and how they use the two within their working context.
9. Evaluation	Participants pointed out that their level of knowledge had been improved. Although some issues were pointed out, such as showing objectives at the beginning of the session, these were minor details. Participants got an experience of working with the original text of the document, and how to move on to the easier version, and link the two together.
10. Materials needed	Flip charts Pens / markers Copies of the CRC – 3 Computer / Laptop PowerPoint Presentation Projector
11. Further reading	Convention on the Rights of the Child Compasito
12. Appendices	Instructions for Working Group Convention on the Rights of the Child Compasito

Annex I

Instructions for Working Group

You have 20 minutes
In these 20 minutes you should do the following:

1. Compare the needs mentioned in the Brainstorming session with the rights in the text of the Convention on the Rights of the Child
2. Give the relevant Article to each need on the paper provided
3. Think about a need that is not in the Convention, and why this is the case

Outputs

1. Paper with the needs and corresponding Articles
2. Presentation of one issue that is not in the Convention but that your group feels is important to Children's Rights

Friday 17th October

Session Outline	
1. Title + Date+ time	**Methodology and learning styles** Friday 17th October, 9:30-11:15 (1h 15 min)
2. Background	Participants in the ToT on HR education with children that have been learning together over the previous four days. Pax, expressed a great need to get more knowledge on methods learning techniques and styles.
3. Aims	Contribute into developing capacity of the trainers on methodology and techniques.
4. Objectives	▪ Share the concepts of methodology and methods; ▪ Explore the suitable training method to address a specific target group.
5. Competences	▪ Creativity, listening, ▪ Communication skills, ▪ Adaptability, ▪ Ability to learn by doing
6. Methodology and methods *(proposed and used)*	1. Constructive and participatory approach. 2. Specific methods: • Group discussion; • Role play; • Systematic brainstorming; • Plenary; • Presentation; "New invention by the team" ☺
7. Programme	A detailed version can be found below.
8. Outcomes	Draft of the results of group-work, mind-map (result of the brainstorming).
9. Evaluation	Tell the statements about different parts of the session, about trainers, etc. and ask people to chose one of the smiles on the line.
10. Materials needed	Flip-chart, markers, pens, papers, chairs, prepared posters, power-point presentation.
11. Further reading	Compasito handbook "Preparing to facilitate".
12. Appendices	Programme outline, results of the Mind map activity.

ANNEX I

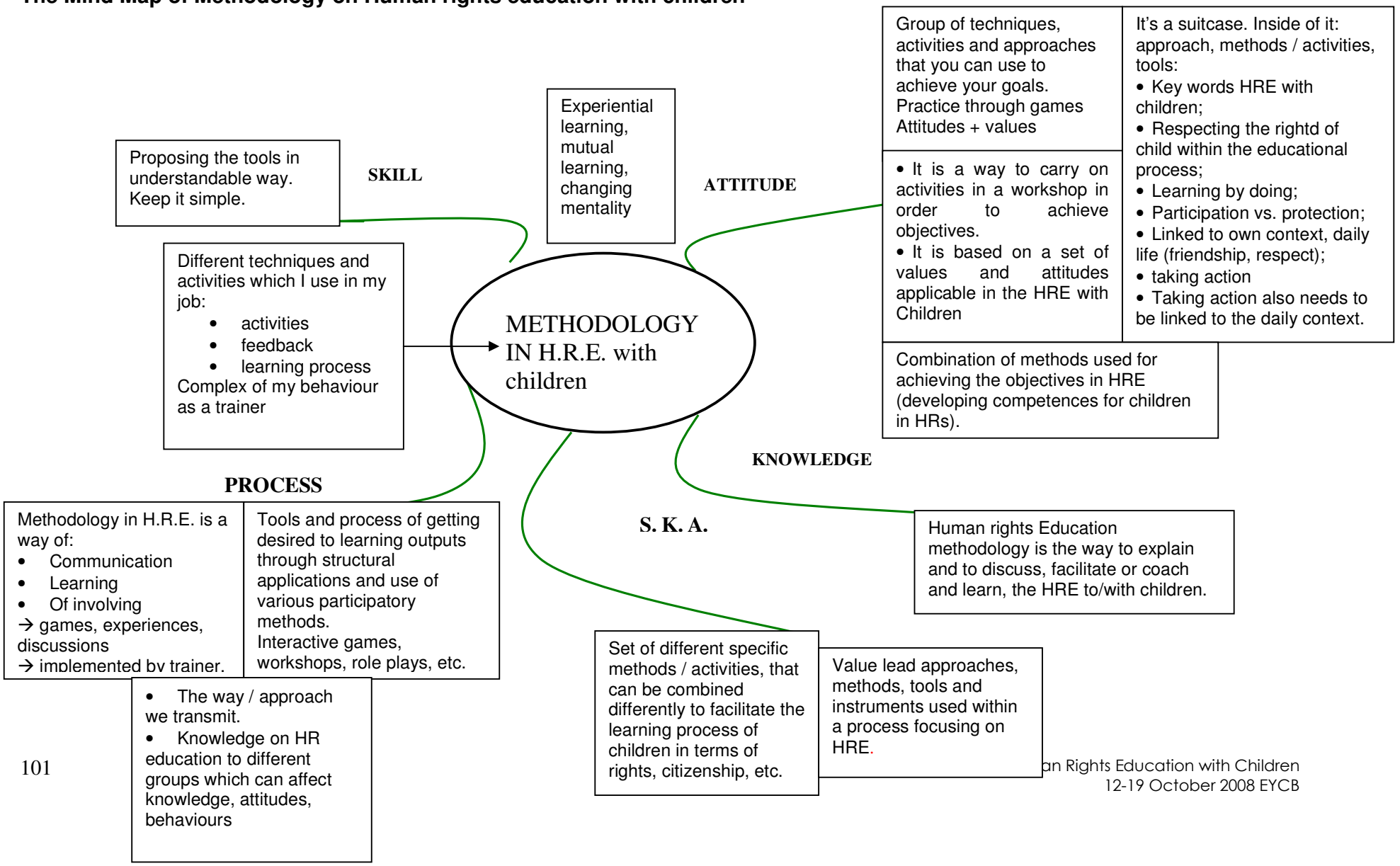
WORKSHOP PROGRAMME: METHODOLOGY AND LEARNING STYLE

1h30 minutes

	time	What we do	Who	What we need
1	Energizer Learning approaches 2 min.	Learning Hungarian - Head – Fei, Hand – Kez, Foot – Láb Create a little song. The facilitator is showing moves and the participants are asked to sing the words and follow the moves of course. Moves: touching head, clapping hands, jumping on the feet. Can be done also in cooperation with others.	Birute	A poster with words in a specific language.
2	Learning styles	Used to explain the reason why concentrating on involving, interactive and participative learning style	Birute	A poster with a quote of the Native American saying. Each line will be covered at the beginning (with a drawing of an eye, lips and hands) Quote: „Tell me, and I'll forget. Show me, and I may not remember. Involve me, and I'll understand. *—Native American saying"*
3	Introduction 5 minutes	Presentation of workshop	Birute	Poster with aims and principles
4	Power-point 2 min.	We have decided to start with the PowerPoint, so please relax, sit down comfortably. Since, by our own admission we are not theoreticians and methodologist, all of our power-points are here: putting the colourful point on the forehead. That's why we decided, we could develop a theory of methodology together with our collective input.	Birute	Colourful dots for all the members to be able to stick them on the forehead.
5	Mind map 15 minutes	Divide in couples, think, share and answer the question: "what is methodology for you in the field of HRE with Children" (10 minutes), then write the answer on a post it and put it on Mind Map	Guido	Flip chart with Mind Map, Post it
6	Role play 2 min.	A call from director of EYC Budapest asking to develop a training session.	Oschard	Mobile phone, Information, Microphone
7	Group work 25 minutes	Divide in 4 groups, write a draft of a training session for a specific target group in a specific setting, using Compasito	Oschard	Information to give participant about: target group aim and objectives of training other information about the context. The description of the task can be found further on.
8	Plenary session 20 minutes	Presentation of the work done (drafts), plenary discussion over it. Debriefing.	Birute	Prepared questions. Making sure it is connected to the understanding of methodology developed during the first part.
9	Evaluation 5 minutes	Using "evaluation line" participants evaluate some aspects of the workshop. (Ev. Questions: how do you feel?: Level of satisfaction content/ flow process/ coherence with expectation)	Guido	List of evaluation questions, emoticons

Annex II

The Mind Map of Methodology on Human rights education with children



Annex III

Group activity:
Taking the mind-map into consideration, develop a draft of a 3 hour training session putting the emphasis on the methods and techniques you will use and explanation - why?
Time of activity: 25 min.

Information to consider:

1. Target group: 20 children, including 10 Roman children and 10 from the Scout's movement.
   Age: 11-13
2. Aim: to spend 3 hours together and improve knowledge of each other through non-discrimination.
3. Use Compasito, chose techniques from it and your own experience.

Annex IV

Methodology session evaluation: Feedback from participants:

What went well?

- All facilitators took an active role within the work shop
- Good cooperation between team members
- Varied styles and good use of space/room – this drew participants' attention to different areas of the room
- Attracted attention of participants in a unique and imaginative way
- The fact that material and tasks were presented in a variety of styles and formats
- Good, interactive session
- The message of the session came through clearly
- The flow and the link between different parts of the session
- The tools appealed to a range of senses
- The team demonstrated sincerity and commitment but came across in a comfortable and relaxed manner

What could be done differently?

- A number of participants questioned the mapping exercise, stating that; the link between the map and the group task could have been made more explicit, and that the facilitators could have been more flexible in there application of the exercise.
- Group exercise could have involved different case studies – with groups at different stages of group development, and with different groups of young people, with variations in sex, age, background, nationality etc. Group members commented that this would have enabled a more complete analysis of methodology, and could have encouraged participants to further consider equality issues.
- Both facilitators and participants should have given feedback on the *rational* for decisions made in session planning, rather than specific details of activities; this would have re-focussed the session to methodology.

Friday, 17th October

Session outline	
1. Title + Date+ time	**Programme Design** Friday 17th October 2008, 11:55-12:55
2. Background	The session links the experience of the participants from the training, with a potential action they will take once they return to their country
3. Aims	To help participants design a training program based on COMPASITO
4. Objectives	▪ To assist the participants to identify potential target groups which might be interested in using COMPASITO ▪ To enable participants to design a plan of activities based on a specific aim ▪ To focus participants attention on the methodology which might be used in the designing of a training programme
5. Competences	▪ to identify target groups ▪ to transform an aim into plan of activities that can be implemented ▪ to reflect upon a designed schedule with a view to improve it
6. Methodology and methods *(proposed and used)*	The session includes presentations, brainstorming, group work, and plenary discussions. A project cycle scheme was adopted for T-KIT no 3 An evaluation instrument from COMPASS (target circles)
7. Programme	Energizer Introduction of the aims, objectives and programme schedule 5' Identifying the target groups who could be interested in using COMPASITO 5' Specifying the target group: Teachers Which should be the main components of a training program for teachers? 10'
	Presenting the aim of the program: "To design a three day training course for teachers, in order to enable them to integrate COMPASITO activities in the school curriculum" a. Design the program b. Prepare a 3 minute presentation 20'

	Presentations 10' Debriefing How did you feel? Compare the work of the three groups? What would you change after observing the presentation of the other groups? What else do you need to make a better work? 5' A flip chart with a project cycle adapted by T-kit on Project Management is presented and participants are asked to notice which parts of the cycle were addressed today References for further study are given Evaluation (post its of different colours on target circles) Three areas: Participation, Improvement, Usefulness 5'
8. Outcomes	List of possible target groups of a training on Compasito three draft programmes for a three day training for teachers
9. Evaluation	The objectives where reached and the session was evaluated positively by the participants. The timing worked as anticipated and at no point was the session rushed. Participants highlighted the 'completeness' of the workshops as it had a logical flow and didn't seem to cut anything essential.
10. Materials needed	Flip charts, projector, post-its, paper, pens, Compasito
11. Further reading	www.hrea.org www.youth-partnership.net
12. Appendices	Include all handouts and supportive material used during the session, such as documents distributed to participants or documents developed by participants, as well as descriptions of methods used if the source is unknown or unpublished.

Friday, 17th October

Session outline	
1. Title + Date+ time	**Conflict Management** Friday 17th October 2008 - 11:30am
2. Background	Compasito TOT trial sessions
3. Aims	Tackling the issue of Conflict management
4. Objectives	▪ To Develop the competencies of the trainers in managing conflicts in Trainings
5. Competences	▪ Managing conflict ▪ Communication ▪ Conflict resolutions techniques
6. Methodology and methods *(proposed and used)*	Energizer Compasito the rain forest Partisan Perceptions Time frame: 10 minutes Activity: Ask everyone to look around the room for a minute and look for everything that is red. After they have done that, ask them to close their eyes. Once their eyes are closed, ask them to think of everything in the room that is yellow(or any other colour that is not the colour they were initially asked to look for). After a minute, ask them to open their eyes again, and ask them how it was for them. Usually people aren't that successful, and are amazed to see how poorly they did at finding the second colour. A few questions to ask at this point: • Why do you think we did this activity? (they usually pick up on this right away…) • Do you think this phenomenon of only seeing what we look for holds true in other areas of life? • What is the implication of this human tendency, particularly in time so conflict or tension?

	Generally people say things such as (or we will build on their comments to reach that): All of us have our own frame of reference, our own lens through which we see the world. Because we are inundated with information and images all the time, we tend to selectively seek evidence that supports our prior views, and to ignore or dismiss information that does not fit with our pre-existing opinions. While this is actually critical to our survival- as it would be hard to re-consider our views all of the time, it can also make us rigid, and make it hard for us to learn. Furthermore in times of conflict or tension it can be dangerous, because it can lead us to focus only on negative things about the "other." Training conflict Case study A story told by our TOT Compasito fellow member – (during an expectation questionnaire) about a conflict that happened in a training she was in . The story has some blame tendencies & trainers difficulty in identifying which role they should play The story : A training was taking place a famous participant was part of it (x) he is known to be a trouble maker the trainers expected him to cause troubles In one day of the training a pax (Y) decided to not participate in a certain activity because she objected to its title the (white mans land) She agrees with the trainer that she will sit aside which she does. The pax (X) then expresses his frustration in the middle of the session for the fact that they are all working and she isn't He gets into a heated argument with the trainers and he ends up leaving the training What went wrong What could have been done differently What could have been done after Divide the group to 3 groups of three ask them to analyse the conflict : Answering the above three questions Plenary and sharing Ask participants to share the key words from their discussions.

	Going to the key words activity, where we will do a quick quiz on the key words asking, where should they go in the order of a conflict management theory? This will form the basis of a theoretical input on conflict management with each key word chosen and placed in the chart wrapping up about the different input that was shared in the session regarding the topic. Energizer ,energy sharing and transformation ,using it to close on the transformation concept Evaluation :hot chair Pax asked to think of what they learned and how they felt. After this reflection time, each Participant will sit on the hot chair and share their thoughts to the rest of the group. The other pax will position themselves in the room according to their level of agreement with the statement (close to the chair signifies strong agreement with the statement).
7. Programme	Energizer . 3m Partisan perception 25 m Key words and concepts 10 Energizer and closer 5 Evaluation 10 (5 m buffer)
8. Outcomes	Key concepts in Conflict management (opportunity, risk, communication, transparency, feelings, hidden needs,…) Basic steps in conflict resolution.
9. Evaluation	They seem to gain an overview of how to manage a conflict in the frameworks of group work (youth work, community work, trainings, etc). Participants demonstrated curiosity about the theme and an awareness of the importance of the conflict management; this particular element of the session was evaluated positively .
10. Materials needed	Flip chart, markers.
11. Further reading	www.crnhq.org very interesting resources and readings.
12. Appendices	Include all handouts and supportive material used during the session, such as documents distributed to participants or documents developed by participants, as well as descriptions of methods used if the source is unknown or unpublished.

Friday, 17th October

Session outline	
1. Title + Date+ time	**Debriefing** Friday 17th October 2008 - 12.00 a.m.
2. Background	The workshop in the frame of workshop on competence activities
3. Aims	Emphasising the importance of debriefing in carrying out educational activities in human rights education with children as core part of experiential learning.
4. Objectives	▪ To further developing debriefing skills ▪ To underline the importance of debriefing in the learning process as a tool for reflection
5. Competences	The workshop is conceived in order to give the chance to develop the following knowledge, skills and attitudes to the participants: ▪ ORID model ▪ Use of Compasito activities as a tool for reflecting on debriefing ▪ Running/leading debriefing session in frame of HRE with children ▪ Facilitation skills
6. Methodology and methods *(proposed and used)*	Methodology: - experiential learning Methods: - Brainstorm - Theoretical Input - Role play (Sailing to a new Land – Compasito, page 152) - Reflection in small groups and presentation of results - Plenary discussion - Round of comments – Evaluation

7. Programme	Detailed Programme:
	- Presentation of the session (objectives) - (5 mins)
	- O.R.I.D. Theoretical input (10 mins)
	- Sailing to Debrief
	  - Sailing to a new Land (15 mins)
	  - Develop their own debriefing questions for the activity (15mins)

	- Link to ORID, Open questions and Conclusions (15 mins) Hot orange (5 mins)
8. Outcomes	The participants identified the workshop as useful for their daily work in terms of knowledge skills and attitudes acquired
9. Evaluation	Carried out verbally during meta-reflection
10. Materials needed	- 2 copies of cards (Sailing to a new land, Compasito page 155) - Handouts of ORID - Coloured papers - Markers
11. Further reading	- Compasito - T-kits (Intercultural learning/Training Essentials) - Educational Pack - Compass
12. Appendices	Detailed program, ORID presentation

Annex I

Workshop Programme – Debriefing (17 October 2008)

- Presentation of the workshop and objectives – **Adina (5 mins)**
- Brainstorming and Presentation on ORID model – **Adina (10 mins)**
- *Sailing to Debriefing* **– Stefano (30 mins)**
  - Sailing to a new land
  - Creating debriefing questions
- Linking to ORID, Open questions – **Adina (15 mins)**
- Evaluation – **Adina (5 mins)**

Linking to ORID and Open questions:

- Was it difficult to create debriefing questions? Why?
- Are the questions you created enough for the debriefing of the activity? Would you add more?
- What do you have to take into consideration when using debriefing with children or with your target group?
- What other shapes can the debriefing have when you're doing it with children? Can we use different ways of making a debriefing?
- What is the link you find with experiential learning cycle?
- How can you apply this workshop to your daily work.

Debriefing

The process of reflecting upon the results of an activity.

Debriefing is a valuable instrument which:

- Conducts the participants' thinking form a superficial to a deeper level of interpretating a subject;
- Builds an efficient communication for every participant to contribute and encourages the respect for all points of view;
- Can be used for groups/ individuals; at the beginning/ end of a session.
- Is used for evaluating the learning process.

Free Template from www.brainybetty.com

Debriefing

- Is based on the functions of the mind starting from simple to complex aspects;
- Allows the pax to become aware of the way their mind can be guided from thinking to acting/action.
- Determines the reflection within a grup and decision making process.

Free Template from www.brainybetty.com

Debriefing is based on a series of questions which :

- Quides the thinking towards decisions;
- Are used in a certain order ;
- Are adaptable in any situation and target group.

Free Template from www.brainybetty.com

ORID QUESTIONS:

- OBJECTIVE
- REFLECTIVE
- INTERPRETATIVE
- DECISIONAL

Free Template from www.brainybetty.com

OBIECTIVE Q :

Data, information, senses

- Illustrate the observable info and data regarding a specific activity/event;
- Usually they are senzorial questions.

Free Template from www.brainybetty.com

REFLECTIVE Q

Emotions, feelings, mental associations;

- Make aware that every pax has a different reaction towards the same experience;
- Evokes a various type of meanings, memories, emotions of the participants;

Free Template from www.brainybetty.com

INTERPRETATIVE Q

Critical thinking, explanations,understandings, importance (so what if ?)

- Meanings that the group give to the learning experience;
- Invites the pax to find/create the significance or importance of a learning experience;
- Provides the group with the opportunity to learn from others' interpretations.

Free Template from www.brainybetty.com

DECISIONAL Q

Implications, new acting directions, future steps (and what do we do from now on?);

- Using the information gathered so far to make conscious decisions.

Deciding upon future actions, plans.

Free Template from www.brainybetty.com

9

Annex II

THE ORID MODEL

This model provides a progression of question types designed to move students from reflecting on the concrete experience to analytical and subjective reasoning. It mirrors the Kolb learning cycle and may be used to create journal or discussion questions and to guide assignments and activity types. The progression may be completed within one assignment and/or over the course of the semester.

Objective:

Begin with questions related to the concrete experience. What did students do, observe, read, and hear? Who was involved, what was said? What happened as a result of their work?

Reflective:

Next introduce questions that address the affective experience. How did the experience feel? What did it remind them of? How did their apprehension change or their confidence grow? Did they feel successful, effective, and knowledgeable?

Interpretive:

Then ask questions that explore their cognitive experience. What did the experience make them think? How did it change their thinking about…? What did they learn? What worked?

Decisional:

Finally, students are prepared to incorporate their experience into a new paradigm. They may have a shift in knowledge, awareness, or understanding that affects how they see things and, ultimately, how they will act. What will they do differently next time? What decisions or opinions have they formed? How will the experience affect their career path, their personal life choices or their use of new information, skills or technology?

Friday, 17th October

Session Outline	
1. Title + Date+ time	**Transfer, Networking and Follow Up** Friday 17th October 14:00 – 18:00 and Saturday 18th October 9:15 – 13:00.
2. Background	The training course is coming close to the end. The participants have just completed participating and/or running competence workshops focusing on knowledge and skills. All participants have developed learning plans at the beginning of the week in order to identify the competences they wanted to develop throughout the training course and some or most of these competences should have been addressed within the competence workshops. The importance of this session lies in what happens after the training course and the future learning of all participants and the projects and activities that they will implement as a follow up.
3. Aims	To effectively multiply and follow up the training course through the transfer of participants' learning, further development of participants competences and the planning of activities and projects.
4. Objectives	▪ to reflect on the individual and group learning process. ▪ to identify competences developed in the area of skills, knowledge, values and attitudes. ▪ to develop learning plans for the future. ▪ to foster networking amongst participants and possible future cooperation and support amongst each other. ▪ to develop proposals on follow up activities and projects.
5. Competences	Reflection on learning process Transfer of learning Presentation skills Project planning Creative expression Self-directed learning
6. Methodology and methods *(proposed and used)*	The participants start in 2 groups. Those which ran workshops and those which experienced 'Compasito Tasters'. In the first group, the participants are given the following questions to reflect upon with by themselves and with their co-facilitators:

	1. How could I describe the role I took in my team? Did I challenge myself? 2. How could I describe the role/s of the other team-member/s? 3. Together identify the factors which made your team-work successful/not successful. Did you lack anything in your team-work? What was it? 4. Tell each other what you learnt from each other? The second group should discuss what they learnt from the 'Compasito Taster' workshop they attended and present their learning outcomes in plenary. There should be a short introduction in plenary about the programme of the week so far, in particular the flow of the week, and a focus be given to what each participant has learnt. Referring to the 'Volcano' that was presented on the first morning – the question that each participant should reflect on is – 'What exploded?' Participants are given 30 – 45 minutes to express the answer to this questions and any other related thoughts they have, creatively, on a large piece of paper, without speaking to each other. Afterwards, participants are given the opportunity to comment on what they see and interpret from the collage. Reflection groups should concentrate on culminating the learning process and identifying what has been learnt and each participant should then create an individual learning plan for after the course. The time can also be used for consultations with the trainers' team. For the networking, participants are given a piece of paper on which is written, what they put in the application form as their ideas to follow up the training course. Participants should then think about how they want to follow the course up and group themselves in categories so they can discuss their follow up plans further. The following day, a presentation in plenary should highlight the possibilities for dissemination and follow up to the training course from the Council of Europe perspective and participants should be given time to further develop their follow up proposals and put them in writing. These ideas and project proposals should be presented in plenary and shared amongst the group.

7. Programme	Friday 17th October 14:00 – Reflecting on the workshops and team work 14:30 – Ad Breaks 14:40 – Presentation on Compasito Tasting Groups 15:00 - Individual Reflection on everything they experienced so far, and on their learning process. 15:45 – Coffee 16:15 – Reflection Groups 17:00 – Individual Working Time 18:00 – Networking Saturday 18th October 9:15 – Ad breaks, programme of day 9:30 – Dissemination of Compasito and HRE with children 10:00 – Follow up 12:00 – Compasito TV 13:00 - Lunch
8. Outcomes	The following learning outcomes were identified from this session: - Team work in international teams can be challenging and provides opportunities to learn about yourself, your competences and others. - Although participants have gone through very individual learning processes throughout the week, they are all connected and there has been a strong group learning process as well. - To be an active learner, it can help to plan your learning in advance. - In order to follow the course up effectively, the planning of such is extremely important.
9. Evaluation	The transfer and follow up were important elements in consolidating the learning that took place in the training course for each participant and relating that to their local reality, their future learning and the projects and activities that they will run as a follow up to the training course. The participants really appreciated the opportunity to reflect on the week and on their learning in a creative way, however, not all participants chose to speak about what they expressed on the paper. The presentation of learning from the 'Compasito Tasters' was important for those people presenting, but did not bring anything new for those who were not involved in the workshops.
	All participants were able to reflect and plan their learning plans for the future and the networking helped a lot in

	participants finding partners which they can cooperate with in their follow up activities. The presentation of the follow up activities was also important in order that all participants could see what other were doing and either support or ask for support from their peers in the future.
10. Materials needed	- Large sheet of paper which 30 people can paint on at the same time, paints, brushes, old magazines, coloured pencils, crayons and markers, coloured paper, string, scissors, glue. - Compasito TV (box)
11. Further reading	
12. Appendices	Individual Learning Plan Guidelines (found in the Compasito Companion). Follow Up Proposal Guidelines (found in the Compasito Companion).

Annex I

PERSONAL LEARNING PLAN

What competence? What learning Objective?	Why?	When?	How to achieve?	Support needed?	How will I know it?

Annex II - FOLLOW-UP PROPOSALS

This follow up proposal belongs to

Title of your follow up

Summary of your follow up proposal (Please explain in a synthetic way what your follow up proposal is about and how it relates to human rights education with children)

Why is this project needed? (Please give details about the problems it addresses, background of the problem, needs that it will respond to)

Who will benefit from it? (Please give details about the target group of your proposal, specific target group, effect in the community, involvement of children)

What is the aim of your follow-up proposal? (Please explain what the overall objective of the project is and how it relates to human rights education with children)

What are the activities included in your proposal? (Please be as specific as possible when describing the activities you propose)

Where and when do you expect this project to take place? Who will carry out the project? (Please refer to your own particular environment and to your timing for this proposal. Give details about the bodies which are supposed to carry out the follow-up, e.g. partnership, organisations…)

What kind of support do you need in order to implement your follow-up proposal? (Please give details about the funding possibilities you envisaged, educational support, etc, and whom will provide it)

Annex III

Participants' Follow Up Plans

Summary of proposals

In the main participants worked together to develop project proposals that involve an element of international cooperation. However, the project proposals were also related to specific local contexts, and are therefore directly relevant to local community settings.

One of the main themes for project proposals centred on the importance of working with multipliers, and those in direct contact with young people such as peer-educators, youth workers, teachers, social workers, parents, guardians.

To this end international, national and local training courses using Compasito as a basis were proposed. These courses will specifically target multipliers, and are proposed as a means of promoting Human Rights education with children, non-formal education methodology and intercultural dialogue. Some participants planned to address specific skills such as planning, implementing and evaluating educational programmes within these training courses.

In addition to training courses, participants intend to use different methodologies as a way of promoting HR education with children these included study visits, round tables, conferences and development of internet sites.

Alongside working with multipliers, the project proposals demonstrated participants' intentions to work directly with a diverse range of children and young people from a wide range of backgrounds in varied contexts, including; orphanages, summer camps, conflict areas, Roma children, children from socially supported and lone parent families, and children aged 10-14.

Some of the proposals were seen as an extension and development of participants current work, and many participants commented on their intention to apply their learning from this course to their daily work. This intention was related to activities, methodology, approaches, values and knowledge and emphasises the long-term impact of the training course.

Why is this project needed?

The majority of proposals aimed to address a perceived deficit in training, knowledge, skills or resources with regard to Human Rights education with children at an individual, institutional and national level.

These deficiencies included; a lack of resources in national language, lack of knowledge amongst children about their rights, lack of knowledge amongst people working with children and young people, absence of Human Rights education within educational curriculum, low levels of competence in regard to skills and methodologies of Human Rights education and non-formal education, lack of international exchange, and the absence of consideration to Human Rights within institutional settings.

The needs were directly related to observation and analysis of local contexts, specifically, reference was made to changing demographics within Malta, children in care settings within Russia, the impact of conflict within Georgia, and the violation of children's rights among Roma population in Romania.

A number of participants stated their intention to carry out further needs analysis upon their return to their local context.

Who will benefit?

Within the proposals, participants' identified individuals and institutions that would benefit directly as a result of follow up plans. Generally, these included, young people, volunteers, educators, parents, guardians, students, social workers, teachers, trainers, youth workers, NGO's, and schools. Specifically, participants stated their intention to target work towards young people in care settings, young people as peer educators, young people who have lived in conflict settings, young people from socially supported families, lone parent families, and children in institutional care, and children from minority backgrounds.

Aim of proposal

In general terms, the aims of each of the follow up proposals focussed on promotion of the skills, knowledge and attitudes required to plan, organise and implement Human Rights education with children, the promotion of Human Rights, or the development of young people's ability to take appropriate and meaningful action to address Human Rights issues

Within these general aims, many participants focussed specifically on the aforementioned target groups, with many highlighting Compasito as a foundation for this work. The aim of promoting Compasito was not restricted to dissemination of the resource, but focussed specifically on dissemination of the methodology, techniques, and approaches central to Human Rights education. Participants highlighted the importance of supporting multipliers to adapt Compasito to their local context and aimed to facilitate the transfer of knowledge. One participant stated the aim of developing a network of young people involved in Human Rights education in order to achieve this.

Activities:
Participants proposed as wide variety of methodology and approaches to achieve their intended aims. These included; creating newspapers, voluntary work, sending articles, reports and suggestions to municipality website, energisers, interactive lectures, three national 5-day trainings, three study visits, creation of an internet portal, a conference, a round table event, workshops, discussions, role-play, presentations, training sessions, sharing of best practice, development of an e-learning course and workshops run by participants.

What kind of support do you need?
Participants identified a range of support that would be required to ensure the implementation of the proposed projects. Some of this support was available through the proposing organisation, however specifically requested support included access to; finance, facilities, the expertise of educational advisors, educational resources and materials - copies of Compasito (language specific), studies, books, and access to promotional material - pens, bags, posters.

Saturday, 18th October

Session Outline	
1. Title + Date+ time	**Final Evaluation and Closing** Saturday, 18th October, 14:30-16:45
2. Background	It should be the last session of the TC and should provide possibility for the participants to give a last feedback for the entire TC to the organizers, go into the closing reflection about their learning as well as contribution to the course, and to share their plans for future activities with the rest of participants.
3. Aims	To "close the circle" of the learning process started in the beginning of the TC, and provide participants with the opportunity to give feedback
4. Objectives	▪ To reflect on what they learned from the whole training course ▪ To share with other participants and the tea with follow-up plans ▪ To realize to what extend were the objectives of the TC met ▪ To find out what parts of the TC were most useful / useless ▪ To assess how were the team in contributing to the learning and how was the group contribution ▪ To close reflection groups
5. Competences	▪ cooperation skills ▪ learning from others ▪ presentational skills ▪ creative skills
6. Methodology and methods	First a trainer guided them through a dream-journey to recapitulate the week with a presentation of pictures and music. The pictures of participants when they are child will be used during this presentation. The participants will receive final evaluation form to fill in individually. When they finished they are invited to have a last re-groups and to prepare an image or small performance about the course to be presented to the others. They should use the photocopy of the cover of Compasito in their presentation. The team of trainers also will present their own performance.
	At the end, the participants will tell the final words and will receive their certificates, a round of thanks will made to everyone involved in the TC and the TC will be formally

	closed.
7. Programme	- 14:30 - 14:50 – Revisiting the week - 14:50 - 15:30 – Formal Evaluation - 15:30 - 16:15 – Creative Evaluation in re-groups - 16:15 - 16:45 – Certificates, final words and closing
8. Outcomes	- Presentation of pictures - Messages for Compasito - Evaluation forms filled out
9. Evaluation	The aims and objectives were met. With the exception of one person, everybody filled out the evaluation form.
10. Materials needed	big sheet of paper, markers, paints, pencils, music, copies of Compasito cover, blank evaluation forms
11. Further reading	none
12. Appendices	Due to IT problems (virus), the film screened for the dream-journey to recapitulate the week was lost forever. Evaluation form.

Annex I

Evaluation Form

My friend! We haven't met before, but I'm a close buddy of your Compasito-Companion. I hope I can help you to reflect on the ToT-Compasito and evaluate it. I talked with the Team of Trainers before, and they told me that they are really, really interested in your views and reflections, so that they also have a chance to learn and constantly make such courses better! That in mind – thank you for your openness and honesty!

So, how are you? How do you feel right now?

I. General

In how far did the course fulfil your expectations? Please explain!

How do you feel about the flow of the programme? Is there anything you would have done differently? Please also comment on the working methodology!

And what about the practicalities? The house, the food, materials, etc.?

How do you evaluate the contribution of the Compasito Café to the course?

Where there advantages in having a parallel Training Course for Ombuds-Staff and Advocates?

II. Learning

What were the most valuable sessions for you? And why?

Which sessions were the least useful for you? And why?

Which competences do you feel you have developed or/and improved during this course?

I have improved:	I still have to improve further:

How do you evaluate your own contribution to your learning and to this course?

How do you evaluate the contribution/role of the group (in its entire composition) in the course?

How do you evaluate the contribution of the team of trainers to the course and your learning?

How do you see yourself as a trainer in Human Rights Education with Children after this course?

You've thought a lot about your learning process in the last week. Is there anything you'd like to add?

In how far do you feel the aims and objectives of this training course were achieved? Please tell us!

1 = not achieved at all - 6 = fully achieved

Aim							**Comments**
To develop the competence of trainers to train others in integrating and developing practices of human rights education with children in non formal and formal educational contexts, using Compasito as a starting point.	**1**	**2**	**3**	**4**	**5**	**6**	

Objectives

to **introduce COMPASITO** as a tool for working on human rights education with children	**1**	**2**	**3**	**4**	**5**	**6**	
to develop participants **knowledge** in key concepts of human rights and human rights education with children	**1**	**2**	**3**	**4**	**5**	**6**	
to familiarise the participants with the approaches and activities of COMPASITO and how to best **use** it and **adapt** it to **formal** and **non formal** educational contexts and realities	**1**	**2**	**3**	**4**	**5**	**6**	
to identify, develop and reflect on the **essential competences** needed for trainers of human rights education with children in non formal education contexts	**1**	**2**	**3**	**4**	**5**	**6**	
to enable participants to **develop activities** and programmes for further working on human rights education with children at local, national and European level	**1**	**2**	**3**	**4**	**5**	**6**	
to prepare activities for **disseminating** COMPASITO	**1**	**2**	**3**	**4**	**5**	**6**	
to contribute to the development of a pan-European network of trainers on human rights education with children	**1**	**2**	**3**	**4**	**5**	**6**	

II. Transfer

How will you transfer what you learnt here to your organisation and/or local reality?

How confident do you feel to use Compasito? Explain!

What is there still left unsaid that you want to get off your chest?

We really appreciate that you took the time to fill this in! If you want you can leave your name, but you don't have to!

Your ToT-COMPASITO team

Annex II

Song Lyrics produced by one of the reflection groups

Trainer
Get up, stand up, children have their rights!!!
Get up, stand up, don't give up the fight!!!

Where are you my friend
Use the Compasito
Within your land
Don't stay incognito

Trainer
Get up, stand up, children have their rights!!!
Get up, stand up, don't give up the fight!!!

Everyday I grow
More and more I know
When we'll come back home
We will spread the word

Trainer
Get up, stand up, children have their rights!!!
Get up, stand up, don't give up the fight!!!

Annex III

Last Reflection group

Yes, it's the last reflection group…and the last mission impossible!
You'll have 20 minutes to prepare a short performance (mime, statues, theatre play, puppets, story tale…) to be presented in plenary.

This performance should:

- Involve all the members of your re-group
- Be about the training course
- Give a message to the others
- Include the 6 photocopies of the cover of Compasito

Good luck and see you in plenary!

Monday, 13th – Friday, 17th October

Session Outline	
1. Title + Date+ time	**On going Reflection and feedback** Monday, Tuesday, Thursday and Friday – 17:30-18:15
2. Background	Re-Groups: During the training course and after a day of intensive learning situations, participants should have a space where they would be able to express their feelings about the day, their opinions on the programme, and to reflect on how far the programme fulfils their needs and expectations. Re-groups serve the role of space for mate-reflection on different issues: elements of the programme, role of trainers, trainers competencies, transfer to their local realities, where I am in learning plan…etc… The re-groups will be connected with the daily visual evaluation for giving immediate feedback and with the Compasito Companion book for self-assessment of the participants. Daily visual evaluation: It will be a space where they will be able to think a moment and evaluate different elements of the daily programme and process. It's an important tool for the team in order to receive immediate feedback from the participants and the given message can be useful to start the discussion in re-groups.
3. Aims	To provide participants with a safe and friendly space in order to enable them to discuss their role of trainers and their competencies in HREwC; to help them to do a continue link with their local realities and to reflect and evaluate of the educational process both on individual and group level.
4. Objectives	▪ To discuss, evaluate and reflect on different elements of the programme ▪ To see and feel the level of satisfaction of the participants ▪ To reflect on participants' needs and expectations ▪ To enable the team to adapt to programme regarding the rhythm and learning process of the participants, if it's necessary ▪ To share experiences of being a trainer in HREwC ▪ To help to connect the learning process experience in the local realities of the participants

5. Competences	▪ Ability to analyse the educational processes ▪ Ability to evaluate the learning processes ▪ Discussion and argumentation skills ▪ Learning to learn ▪ Critical thinking
6. Methodology and methods	Re-groups The participants will meet in fixed groups in which the team will do the composition. The groups will be facilitated by the team members. Discussion on different issues. The daily visual evaluation can be the starting point of the discussion ("which pictures did you choose and why?") The Compasito Companion Book should also be used. Daily visual evaluation Participants will be asked to do an individual evaluation of the day, showing their feelings and opinions sticking a Manga picture on the wall that represents the *Manga Compasito Story.*
7. Programme	Re-groups: Monday 13th October Tuesday 14th Thursday 16th Friday 17th In each session we focus on the evaluation of the day, the learning process and learning plan. Daily Visual Evaluation A tag with the participant's names fixed on the wall in a column. Photocopies of Pictures of Manga Comics with empty bubbles and different expressions. Each day, before the re-groups the participants will choose one Manga regarding their feelings and feedback about the day and will stick it near their name. After one week we'll have the "Manga Compasito Story" of each participant.
8. Outcomes	The Manga Compasito Story Notes from trainers

9. Evaluation	The participants really appreciated the value of the reflection groups, using this special moment of the day in a serious and efficient way. The Manga Wall is not always complete by all the participants but most of them are also using seriously this way of expression.
10. Materials needed	List of participants in each re-groups and working available places A lot of photocopies of Manga Pictures Tags with names of participants in the Manga Compasito Story wall Compasito Companion Book
11. Further reading	www.en.wikipedia.org/wiki/manga
12. Appendices	Compasito Companion Book Photocopies Manga pictures: some albums can be can be downloaded in internet

Examples of Manga

Annex II

Last Reflection group

Yes, it's the last reflection group…and the last mission impossible!
You'll have 20 minutes to prepare a short performance (mime, statues, theatre play, puppets, story tale…) to be presented in plenary.

This performance should:

- Involve all the members of your re-group
- Be about the training course
- Give a message to the others
- Include the 6 photocopies of the cover of Compasito

Good luck and see you in plenary!

Compasito Café

Session Outline

1. Title + Date+ time	**Compasito Café** Every day in the evening
2. Background	The learning process during the training course does not only happen within the formal programme during the day. Participants value informal time that is often used for networking, sharing feelings about the course and exchanging opinions and ideas. Participating in the Café is based on voluntarily basis and is adjusted to participants' needs. The café can offer a lot of possibilities to learn and share informally and in more organised way at the same time. Not only do participants have a chance to network but also to propose a workshop or discussion group in order to get feedback from the other participants on methods they use in their daily practice. Experts invited to the course may join participants' discussions in order to contribute to the reflection of different issues. The Café manager who seeks to involve participants in proposing and running the activities that are happening in the Cafe facilitates the process. It will also a place shared with the other course.
3. Aims	To provide an informal yet organised space where participants can meet and spend their time together socializing and continuing their discussions on different topics and different ways.
4. Objectives	▪ To socialise with the others from the group and from the other course ▪ To present and valorise the participants' artistic and creative skills ▪ To have fun ▪ To share ideas and experiences in HRE, HREwC ▪ To discuss different topics that are of participants' interests ▪ To facilitate networking among participants ▪ To deepen the reflection on different aspects of human rights and human rights education ▪ To associate participants with organising work in the café

5. Competences	▪ Creative skills ▪ Artistic skills ▪ Discussion skills ▪ Social skills ▪ Networking and liaising ▪ Co-operation skills ▪ Organisational skills
6. Methodology and methods	The café is an informal space where participants gather in order to spend the time together playing games and musical instruments, dancing, listening to the music, watching movies, singing, sharing elements of culture, etc… They can also use time to reflect and discuss different issues connected with the training course, youth work practices, ideas of projects. Therefore, the methodology is adjusted to different issues and topics that will be tackled. It will involve discussions, networking and creative work. The programme will change every evening. The Café manager supervises/co-ordinates the activities, seeking to involve participants in the organisation of the programme. The team members also participate in the café.
7. Programme	The Rights Cafe opens daily from 21.00. Drinks and snacks are organised by the café manager in co-operation with participants. The programme should be defined by the café manager in cooperation with the team and participants of the both courses. **Monday 13: Official opening** The aim of the first they is to get the participants to know each other better, and let them understand the concept and atmosphere of Compasito Café, so that they can use their imagination and creativity for proposing new ideas and feel more comfortable for organising the following evenings. A preparation team that consists of the Café manager and a few participants comes together during the lunch break and decides what to do for the official opening. Café atmosphere is organised in advance by the preparation team. The place is decorated with images and colourful materials; drinks, snacks and music are prepared. Compasito King and Compasito Queen that are dressed accordingly open the Café with an official speech. After the first drinks are served, a face painting activity is proposed.

	Participants should pick up someone they don't really know and paint each other's faces. They are encouraged to take photos and share with the others. **Tuesday 14: International night with food and drink** Participants are asked to bring food and drinks from their countries and they are willing to share these fresh. With a larger participation from both courses, the preparation team decides to have an international night where they can share all kinds of cultural items they brought with themselves: food, drinks, music, dance, presentation, publications about their countries and organization etc. Another corner is designed as a post office where participants can prepare their own mailboxes, write letters to each other and leave a message to others. **Thursday 16: Night of stories tale and songs** After having workshops run by the participants, a more relaxing and calm evening is necessary. Café is decorated for story telling and theatrical performance. Musical instruments are also available for the ones who are willing to sing songs from different countries. **Friday 17: Movie session and Bar in Budapest city** Another day passes with workshops run by participants, so some of them are willing to go out. Participants have two options, either to go to a social centre called Szimpla for the evening, or to stay at the EYCB and watch a French cartoon called Kirikou. **Saturday 18: farewell party** The disco is organized for the farewell party. In order not to have a "serious" party, an activity is proposed by the preparation team. The preparation team cut out small papers that have the names of imaginary, fantastic and real characters written on them. Everyone enters the disco should draw a paper from the box and get dressed according to the character they have. Materials for preparing costumes are available. As one of the participants has his birthday, a cake, champagne, and birthday song are ready for the following hours of the party.

8. Outcomes	Compasito Café was a very effective tool for providing an interactive space where the participants from both groups met. It was also an opportunity for them to use their creativity and work together. Forming a preparation team has been useful for meeting in advance, discussing ideas and taking decisions for the activities. Participants from both training groups were approached everyday and encouraged to take part in the Café preparation team, propose new ideas during the coffee breaks and give input for the evenings. The participants from the ToT were more willing to lead and prepare activities for the Compasisto Café, than participants from the Ombud's training. This was probably because ToT participants were more accustomed to managing non-formal and informal learning processes and methodologies, and so felt more comfortable in taking responsibility and took it as an opportunity to use and improve their organisational skills. However, day by day there were more participants from Ombud's group in the team. According to the evaluation forms, some participants from Ombud's training were expecting more HRE-based and HR-focussed activities during the Café but no proposal or suggestion to this effect was made during the preparation team meetings or directly to the Café manager. Almost all of the ideas proposed during the meetings were integrated and realised in the Café. Participants' efforts in decision making, setting up the place and contribution in management of the café were very important. This process helped them to use better this informal session for interaction between two training groups and among the participants themselves.
9. Evaluation	This space was essential for the group building and interaction with the other participants of the other course. Participants were motivated to take part in organising the Café and to be present during the evenings. It was optional to participate in the Café but it had a direct effect on people regardless if they were present during the evenings or not. In a one-week course, having at least one or two trainers' team meetings with Café manager could be very helpful for increasing the quality of the Café.

	Participants mentioned that the Café provided the necessary space to meet the participants from the other training course and also helped them to get to know the people from their own group. Informal moments of the Café acted as an atmosphere for networking and building group sense.
10. Materials needed	All kind of materials available in the centre for motivating to be creative and imaginative.
11. Further reading	Reports from "Training for Trainers in Human Rights Education" 2003, 2004 - CoE
12. Appendices	Kirikou: http://www.imdb.com/title/tt0181627/

Annex I

Energisers:

1. **Kick punch**
   Punch L X8, RX8, Kick LX8, Kick RX8
   Punch L X4, RX4, Kick LX4, Kick RX4
   Punch L X2, RX2, Kick LX2, Kick RX2
   Punch L X1, RX1, Kick LX1, Kick RX1

2. **Mazinga**
   Participants in a circle, all take three slow, deep breaths. First person says, MA, second joins, etc. until last person then everyone together ZINGA. (do is quietly first then loud second time)

3. **Aaaram, sam, sam & Versions:**
   Introduce each line of the song
   Give each line a movement – e.g. Clap thighs, hands up, tickle the chin of the person next to you

   Aaa ram sam sam, Aaa ram sam sam
   Gooli, gooli, gooli gooli gooli, gooli
   Haarami, Harami
   Gooli, gooli, gooli gooli gooli, gooli
   Ram sam sam
   Haarami, Harami
   Gooli, gooli, gooli gooli gooli, gooli
   Ram sam sam

   A Britney Spears
   A Britney Spears
   Christina Aguilera and a Britney Spears (repeat)
   Limp Bizkit, Limp Bizkit
   Christina Aguilera and a Britney Spears (repeat)

   A Ford Escort
   A Ford Escort
   Mini Mini Mini Mini and a Ford Escort (repeat)
   Ferrari, Ferrari
   Mini Mini Mini Mini and a Ford Escort (repeat)

   A Pizza Hut
   A Pizza Hut
   Kentucky Fried Chicken and a Pizza Hut (repeat)
   Mc Donald's Mc Donald's
   Kentucky Fried Chicken and a Pizza Hut (repeat)

4. **What is it:**
   Random item, participants have to mime something other than the intended use of the item

5. **Spelling 'Compasito' with your body**

6. **Pick someone in the group and try and touch his/her heel.**

7. **Pick someone in the group, run around them three times and then sit-down**

8. **Hi, my name is Johnny**
   Hi, my name is Johnny
   I have a wife, four kids
   And work all day in a shoe factory.
   One day my boss, she came to me
   And said: "Johnny, are you busy"
   I said: "No!"
   So turn it up with your 1. right hand 2. left hand 3. right leg 4. left leg 5. head 6. tongue
   After all this the answer to the question "Johnny, are you busy" is " I said: YES!!!".

Participants

ALBANIA	
Enkelejda Bregu Lopari	Organisation's name: **World Vision Albania** Address: Rruga. Nikolla Tupe; nr 17 PO Box. 1725 Tirana Albania Tel: + 355 4 258 332 E-mail: enkeleda_lopari@wvi.org Internet address: www.worldvision.org
ARMENIA	
Varuzhan Geghamyan	Organisation's name: **Armenian Young Women's Association(AYWA)** Address: Abovyan 37-9,Yerevan,0001, Republic of Armenia Tel: (+37410)542085 E-mail: info@aywa.am Internet address: www.aywa.am
AZERBAIJAN	
Alina Mahdiyeva	Organisation's name: **Secondary School N 193 Baku State University** Address: Zalil Halilov, 23 Baku Tel: + 994124683391 E-mail: info@bsu.az
Ibrahim Ismayilov	Organisation's name: **Association of Scouts of Azerbaijan** Address: 4 Olimpia street, Baku city, AZ-1072, Azerbaijan Tel: 994125658415 E-mail: scoutsazeri@rambler.ru Internet address: http://www.scout.org
BELGIUM	
Birute Sabatauskaite	Organisation's name: **International Falcon Movement-Socialist Educational International (IFM-SEI)** Address:Rue du Trone, 98, 1050 Ixelles,Bruxelles, Belgium Tel: + 3222157927 Fax: + 3222450083 Email: contact@ifm-sei.org Internet address: www.ifm-sei.org

BOSNIA HERZEGOVINA	
Valerija Tisma	Organisation's name: **Organization for Security and Cooperation in Europe-OSCE Mission to BiH Education Department** Address: Kneza Milosa 15 78 ooo Banjaluka Bosnia and Herzegovina Tel: + 387 51 344 800 Fax:+ 387 51 318 478 Email: valerija.tisma@osce.org Internet address: www.oscebih.org
BULGARIA	
Elena Traykova Traykova	Organisation's name: **Gender Education Research & Technologies Foundation** Address: Rakovski Str. 187A, Sofia 1000 P.O.B.963 Tel: 359 - 2 - 988 - 78 - 55 Fax: 359 - 2 - 988 - 78 - 56 Email: gert@mbox.contact.bg Internet address: www.gert.ngo-bg.org
IVORY COAST	
Kouadio Kouassi Oshcard	Organisation's name: **UNOCI(United NationsOperations in Cote d'Ivoire)** Address: Ancien Hotel Sebroko, Boulevard de la Paix, 19 Attecouba Abidjan, 08 BP 588 Abidjan 08 Cote d'Ivoire Tel: +225 20234625 E-mail: unoci@un.org Internetaddress: http://intranet.dpko.un.org/dpko/unoci
CYPRUS	
Marios Epaminondas	Organisation's name: **Cyprus Youth Council** Address: P.O. Box 22774, Nicosia 1524 Tel: + 357-22878316 Fax: + 357-22878317 E-mail: cy.youthcouncil@cytanet.com.cy Internet address: www.cyc.org.cy

EGYPT	
Ola Shabba	Organisation's name: **Misryati** Address: Mahmoud bassiouny street talat harb Cairo, Egypt Tel: + 25155517
FINLAND	
Hanna Kuuluvainen	Organisation's name: **Global school -project run by Educators for peace - organisation together with finnish NGO´s, Oulu university and Oulu community** Address: Oulun kaupungin opetustoimi,Taka- Lyatyn katu 4, PL 17, 90100 Oulu Tel: + 358 45 139 72 28 E-mail: johanna.lampinen@ihmisoikeudet.net Internet address : http://www.maailmankoulu.fi
FRANCE	
Raihani Khalil	Organisation's name: **Association des Jeunes du Guirbaden A.J.G. Espace Jeunesse Bischheim.** Address: 12 Rue Du Guirbaden 678000 Bischeim France Tel: + 33611798370 Email: ajg.association@yahoo.fr
Nizar Yaiche	Organisation's name : **Eclaireuses et Eclaireurs de France** 12 Place George Pompidou, 93167 Noisy le Grance Tel : +33 01.48.15.17.66 Fax: +33 01.48.15.17.60 E-mail: national@eedf.asso.fr Internet address : http://www.eedf.fr

GEORGIA	
Givi Mikanadze	Organisation's name: **Human Rights Education Centre (HREC)** Address: 77b, Nutsubidze Street, Tbilisi, 0177, Georgia Tel: +995 32 39-54-45 Fax:+995 32 39-54-45 E-mail: hrecgeo@yahoo.com
Giorgi Kikalishvili	Organisation's name: **Youth Association DRONI** Address: 76 Tabukashvili str. Zugdidi 2100, Georgia Tel: + 99532997286 E-mail: association_droni@yahoo.com Internet address: www.droni.org.ge
GERMANY	
Caroline Gebara	Organisation's name: **Development Education and Information Centre** Address: Schillerstr. 59, 10627 Berlin, Germany Tel: + 49(0)30-69598504 E-mail: gebara@epiz-berlin.de Internet address: www.epizberlin.de
ITALY	
Stefano Marrani	Organisation's name: **Arciragazzi Firenze** via Gran Bretagna 48 50127 - Firenze Italy Tel: + 390556810811 Fax:+ 390553909960 E-mail: arciragazzifi@tiscali.it Internet address: www.arciragazzifi.it National network: www.arciragazzi.it
Guido Antonelli Costaggini	Organisation's name : **Save the Children-Italia ONLUS** Via Volturno n.58, cap.00185 Roma, Italy Tel: (+39) 064807001 Fax: (+39) 0648070039 E-mail: info@savethechildren.it Internet address : www.savethechildren.it

MALTA	
Christine Cassar	Organisation's name: **The People for Change Foundation** Address: 176, St. Julians Road, SGN2803, Malta Tel:+ 35627445954 E-mail: info@pfcmalta.org Internet address: www.pfcmalta.org/teachtheworld.html
MOLDOVA	
Petru Vasile	Organisation's name: **Center for Educational Innovations National NGO.** Address: Bl. Stefan cel Mare 180, of 1110, Chisinau, 2004, Republic of Moldova Tel: +373 22 29 27 64 Fax: +373 22 22 73 63 E-mail: inovatii.edu@gmail.com Internet address: www.e-cie.org
POLAND	
Damian Dudala	Organisation's name: **1) Polish Association for Human Rights Education COMPASS** Address: Stanislawskiego 28/4, 51-638 Wroclaw, Poland Tel: + 48717591626 Fax:+ 48717591626 E-mail: kompas@wp.eu Internet address: http://www.e-kompas.org **2) University of Lower Silesia** Woyanowa 6, 53-609, Wroclaw, Poland
ROMANIA	
Adina Nicoleta Enache	Organisation's name: **The Orthodox Students Associaton** Address: Strada Matei Basarab nr. 17 Bis Craiova, Romania Tel: +40 743162621 E-mail: ascorcv@yahoo.com Internet address: www.ascorcraiova.ro

RUSSIAN FEDERATION	
Elena Knyazeva	Organisation's name: **Krasnoyarsk Regional Human Rights Informational Center** Address: Akademgorodok, 15-25 Krasnoyarsk 660036 Russia Tel: + 73912494854 E-mail: humanrightscentr@bk.ru
Olga Zharova	Organisation's name: **NGO "WINGS" under aegis of the Moscow School of Human Rights** Address: Room 10, building 4, Miusskaya sq. 6, Moscow Russia Tel:+ 8-903-290-32-93 E-mail: krilya.moy@mail.ru Internet address: www.krilya.moy.su
Maxim Burmitskiy	Organisation's name: **Youth Agency of Citizens' Education** Address: 7121, Novokuznetsk, 654000 Russia Tel:+ 007 3843 33 00 23 Fax:+ 007 3843 46 06 60 E-mail: kagp@list.ru
TURKEY	
Gozde Durmus	Organisation's name: **Istanbul Bilgi University Children's Studies Unit** Address: Kazim Karabekir Cad. No:1 santralistanbul EYUP - Istanbul Tel: +90 212 311 75 67 E-mail: gdurmus@bilgi.edu.tr Internet address : http://cocukcalismalari.bilgi.edu.tr
UNITED KINGDOM	
Asier Carrasco Gonzalez	Organisation's name: **Muirhouse Youth Development Group** Address: Craigroyston Community High School Pennywell Road Edinburgh EH4 4QP Tel: +1314767237 Fax: 7864910 E-mail: asier@mydg.org.com Internet address : www.mydg.org.com

Nuno Ferreira	Organisation's name: **EFIL - European Federation for Intercultural Learning** Address: Avenue Emile Max, 150, 1030 Brussels, Belgium Tel: +3225145250 Fax: +3225142929 E-mail: info@efil.be Internet address: http://efil.afs.org/efi_en/home
UKRAINE	
Mariya Yasenovska	Organisation's name: **Kharkiv Regional Foundation "Public Alternative"** Address: Lenin Avenue, 72/48, Kharkiv, 61103, Ukraine Tel: + 38 057 345 07 07 Fax: + 38 057 345 07 07 E-mail: public.alternative@gmail.com
THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA	
Borce Bejkovski	Organisation's name: **Centre for Human Rights â€œAmosâ€ Bitola** Address: Skoevska 114, 7000 Bitola Republic of Macedonia Tel/: +38947252307 Fax: +38947252307 Email: amos@amos.org.mk Internet address: www.amos.org.mk
Documentalist:	
John Muir **Trainee**	
Facilitator:	
Ragip Zik **Consultant trainer**	

Team of trainers:

Annette Schneider
Educational Advisor
European Youth Centre Budapest
H-1024 Budapest, Zivatar u.1-3.
Tel: + 36 1 438 1032
Fax: +36 1 212 4076

Laura de Witte
Consultant trainer

Bastian Kuntzel
Consultant trainer

Ljubov Lissina
Consultant trainer

Veronika Juhasz
Consultant trainer

Secretariat:

European Youth Centre Budapest
H-1024 Budapest, Zivatar u.1-3.
Tel: + 36 1 212 1030
Fax: +36 1 212 4076

Katalin Lerch
Accountant

Nicoleta Dumitru
Programme Assistant