

COMPANION

*A campaign guide about education and learning for change in
Diversity, Human Rights and Participation.*

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Council of Europe
The Secretary General

In 2005, the Heads of State and Government of the Council of Europe decided to launch a Europe-wide youth campaign to promote diversity, human rights and participation in society because they understood that working with young people is essential if we want to uphold and extend the values of the Council of Europe: democracy, human rights and the rule of law.

The aim of the European Youth Campaign is to involve young people in building peaceful societies based on diversity, inclusion, mutual respect and human rights.

This is not a campaign *for* young people. It is a campaign *by* young people. The slogan of the campaign “All different, All equal” combines the freedom of diversity and the equality of rights, and it reflects the Council of Europe philosophy in tackling all forms of discrimination and exclusion.

The campaign draws its strength from the actions of thousands of activists across our 46 member states, young people who care for the present and future of our societies, who work hard to raise awareness and mobilise for change, and who denounce violations and abuse of human rights.

In the Council of Europe, values are neither advertised nor imposed. The only way to make a real difference is to embrace these values. The key is education, and that is also a central dimension of this campaign.

This manual was designed to help those involved in learning for democracy and learning for change. The issues it raises and the methods which are proposed have been developed as a part of the campaign, but the manual can and should be used after the formal end of the campaign. I hope that this manual will help all those interested in reinforcing the values of diversity, human rights, and participation in Europe today – and in the Europe of tomorrow.

Terry Davis
Secretary General

Acknowledgements

This guide is the result of the work and contributions of several experts to which Ellie Keen has given consistency and a common soul.

Educational manuals are rarely the fruit of one person only. In addition to the authors, we would like to acknowledge, among others, the contributions and feed-back of Iris Bawidamann, Florian Cescon, Gisèle Evrard (European Youth Forum), Nadine Lyamouri, Michael Raphael, Annette Schneider, Simon Stevens (Enable Entreprises) and participants of the Advanced *Compass* Training in Human Rights Education.

European Youth Centre Budapest
March 2007

WELCOME TO COMPANION!

The Campaigner's Guide to the 'All Different – All Equal' Campaign

Companion – a Campaign compass - has been produced to help you understand what is what in the 'All Different – All Equal Campaign', how you can use it, and where to go for more. If you are a campaigner, an activist, an educator or just a concerned citizen of the 21st century, look around, take your bearings, read on – and help us bring to life the campaign slogan: *all different – all equal*.

A Campaign for Diversity, Human Rights and Participation

At the Warsaw Summit in May 2005, the 46 Member States of the Council of Europe agreed to 'intensify our efforts to empower young people to actively participate in democratic processes so that they can contribute to the promotion of our core values'. To this end, it was decided to launch a Europe-wide youth campaign in the spirit of the 1995 'European Youth Campaign against racism, xenophobia, anti-Semitism and intolerance', and with the aim of promoting diversity, inclusion and participation in society. The Summit's Action Plan saw the Council of Europe Youth Centres and the European Youth Foundation as important instruments in bringing about these aims.

In June 2006, the 'All Different – All Equal' Campaign was launched by the Council of Europe, in cooperation with the European Youth Forum and the European Commission. The campaign runs until September 2007 and is coordinated at European level by a Campaign Secretariat and a European Steering Group, and at national level by National Campaign Committees. At the time of going to press, numerous workshops, symposia, youth actions, competitions, international gatherings, training courses and other events have been organised or are planned around Europe within the framework of the campaign.

You can find more information on these events, and on other details of the campaign, both in the pages of this guide and on the campaign website, at <http://alldifferent-allequal.info>

An educational campaign

Companion concentrates on the educational dimension of this campaign, and is designed to help you plan and organise events which will contribute to the campaign aims. The campaign itself, while it lasts, can provide an essential stimulus for common action and can help to attract attention both to issues which need to be addressed and efforts to address them. That is vital if we are to establish a strong public movement throughout the European states supporting the values of diversity, participation and human rights.

However, in order that this support continues beyond the end of the campaign, and in order that it is reflected at the level of actions and behaviour and not just at the level of words, the campaign needs to begin to tackle the root causes of the problems themselves. Racist attitudes, social exclusion, disempowered minorities and a lack of partici-

**all different
all equal**

Companion is...

- for education and for action
- for building the events which will build the 'All Different – All Equal' campaign
- for making change happen
- for youth workers, activists, campaigners, trainers, young people...

And, of course - for **human rights, diversity, participation**.

So if you're for all of those - then *Companion* is for you! Campaigns need building: they need the gradual work on the ground that you can carry out, at hundreds of points around Europe, with tens of thousands of people who share your aims and share the values at the heart of the campaign. *Companion* can help you to build up the campaign.

all different all equal

The aims of the 'All Different – All Equal' campaign are to promote and celebrate human rights, diversity and participation around Europe – and particularly among young people.

pation – to name just a few of those problems – are not issues that can be solved overnight, nor by a single campaign. These problems need sustained, long-term efforts which try to address basic attitudes, redress structural injustices, heal long-standing grievances, empower the socially excluded and enable properly functioning democratic mechanisms. Again – to name but a few.

It is here that education can play a part; and it is for this reason that education needs to be at centre stage throughout the course of the campaign. *Companion* is meant to help you get that process going, and to point you towards resources which will keep it moving even after the campaign has ended.

Introducing Companion

We hope that the chapters that follow are self-explanatory, and that each one is more or less self-standing. We realise that users will come from various backgrounds and with differing experiences of running educational events – and for that reason we have tried to make the chapters interlink, and yet be relatively independent of each other.

- In **Chapter 1** the basic details of the campaign are described. Here you will find a brief discussion of the campaign themes, the campaign slogan and what the campaign aims to do – with your help.
- In **Chapter 2** there are 9 activities on issues closely connected to the campaign themes, which you can use to organise campaign events with young people. Every step is set out in these activities and there are also suggestions for follow-up and for actions connected to the topics discussed.
- **Chapter 3** offers some suggestions on how to combine activities both from this guide, and from other sources, to build campaign events. Here you will find 5 workshop 'modules' on the campaign themes and numerous suggestions on additional activities and resources that you may find useful.
- **Chapter 4** provides you with a list of additional resources – including useful websites, publications and the contact details for the National Campaign Committees, with which you should make contact if you are planning anything under the campaign.
- **The appendices** provide summaries of three key international human rights documents: the Universal Declaration of Human Rights, the European Convention on Human Rights and the European Social Charter. Some of the activities in Chapter 2 make use of these documents. Read them – if you have not done so already – and see what your governments have signed up to!

Other Campaign Resources

Throughout this guide you will find numerous references to *COMPASS*, the manual on human rights education with young people produced by the Council of Europe in 2002. For those of you who have got as far as reading *Companion*, but not already familiar with *COMPASS* – you are warmly recommended to look at the online version, which you can find at www.coe.int/compass. It contains an enormous variety of rich resources which will

certainly help you in making your events more interesting and more effective. In particular, there are further activities and substantial background information on the campaign themes and on the education approach embodied in the manual and in this guide.

For those of you already familiar with *COMPASS*, you may notice certain similarities between the manual and this guide. The two are indeed closely connected! Some members of the production team worked on both publications, and *Companion* has drawn on the style and methodology of *COMPASS* while also trying to extend its range to cover today's specific context.

Three activities which were in *COMPASS* have been reproduced in *Companion*, and the six new activities which you will find ahead of you in Chapter 2 will also be available – together with the rest of *Companion* - on a newly updated *COMPASS* website. Also on the website will be a further 15 new activities developed under the campaign, and new background material on 7 related themes:

- **Participation**
- **Diversity**
- **Religion**
- **Intercultural Dialogue**
- **Disablism**
- **Terrorism**
- **Remembrance**

The *COMPASS* website also contains other educational resources which you can make use of in this campaign. The *Education Pack* 'All Different – All Equal', *Alien 93* and *DOmino* were all produced under the 1995 'All Different – All Equal' campaign, and remain excellent resources for work with young people. Many of the activities from these publications are suggested in the workshop modules which you can find in Chapter 3 of this guide. Chapter 4 points you towards still more resources – including the innovative Living Library Guide, which describes a different form of educational activity from those suggested here, and which could easily be incorporated into a programme of events for the campaign.

How to use the Companion

Companion is meant to be one tool or source of inspiration for campaign events. You should find that the educational activities which are included or referred to in these pages can be used in numerous different contexts and at different types of events. Use the suggestions and the links to other resources as they are most useful to you, your way of working and any plans that you have made already. Chapter 1, in particular, makes some suggestions on how you can build the activities into your plans for the campaign, and Chapter 3 provides more detailed outlines of possible programmes you could put together.

Dip in: look at the sections where you feel you need more information and skip over those where you already feel you know enough. This is meant to be *your campaign companion*.



Compass is an invaluable resource for the human rights educator – both experienced and inexperienced. It contains activities for young people as well as substantial background information, advice and commentary on human rights, human rights education, and numerous related issues. The online version has been updated for the campaign and will contain new themes and new activities. www.coe.int/compass

The Production Process

The process of putting together the *Companion* has included several stages and numerous different actors. The original idea was a product of the “All Different – All Equal” campaign preparatory symposium, held in October 2005. Since then, discussions on the content, style and general approach of this guide have taken place at various different levels and with different actors. Contributions have been received both verbally and in writing: in particular, the ‘UNZIP the Campaign’ guide provided a useful compilation of different resources, many of which have been incorporated into *Companion*. Invaluable comments, feedback and suggestions from representatives of the European Youth Forum have been a key factor in influencing the final version, so too have discussions between different members of the production team. Further useful input was received from participants in the Advanced Compass Training on Human Rights Education.

Inevitably, with so many contributions, many could not make it into the final product in quite the form that those proposing had suggested. For all of the suggestions, whether you find them here or not, we offer our heartfelt thanks.

I. UNDERSTANDING THE CAMPAIGN

all different
all equal

The 'All Different – All Equal' Campaign stands on 3 pillars: *diversity, human rights and participation.*

The *aim* of the Campaign is to encourage and enable young people to participate in building peaceful societies based on diversity, human rights and inclusion, in a spirit of respect, tolerance, and mutual understanding.

'All Different – All Equal' is a *youth campaign* - a campaign to be built by young people, for young people, with young people.

Education needs to play a central role in the campaign: education *about, through and for* **human rights, diversity and participation.**

The Campaign was launched in *June 2006* and goes on until *September 2007* – so there's plenty of time to build it!

And its success depends on you!

DIVERSITY

HUMAN RIGHTS

PARTICIPATION

I.1 What does the Campaign Slogan: 'All Different - All Equal' mean?

It means that no matter...

- what we believe
- where we come from
- how we like to dress
- who we hang around with
- what we like to eat, and
- why we do *this* and not *that*

...we *ALL* have equal rights. No-one is any more or any less entitled to be treated as a valuable human being than the Queen of Sheba (or the King of anywhere else).

But the slogan says something else as well: it doesn't just say that we are all equal - it also says THANK GOODNESS we are not the same.

Thank goodness we don't ...

- ... all look identical
- ... think the same thoughts
- ... have the same ideas

Have a look under the human rights section for more on this idea.

all different all equal

- ... like the same things
- ... fall in love with the same person

What an incredibly dull (and difficult) world that would be.
This brings us nicely on to...

1.2 The Campaign Themes

What is Diversity?

...and how is it different from ‘difference’?

Diversity is used to talk about the differences that exist within a group or community. It is the opposite of monotony or uniformity: it suggests colour, variety, richness...

So why on earth might we need a campaign against monotony - a campaign to promote the value of colour, variety and richness!?

Perhaps because throughout Europe - and throughout the world - there are far too many who still seem resolutely blind to the beauties of a diverse world. Perhaps because there are far too many on the wrong side of that blindness - people who are abused, disrespected or simply ignored - just because of the way that they are assumed to be by others. Or perhaps because comments like the following are still so far from being the exception:



Diversity



Monotony

“Someday I hope people accept me for the person I am. I’m not a pervert, or strange in any way; I’m just a person who wants to be happy.”

“The last thing I heard from him was that I was a gay nigger with no right to exist. I will never forget this, but one thing is for sure: nobody can take my dignity away from me.”

“The word ‘Jew’ or ‘Gipsy’ was generally used as a four-letter word. Teachers did nothing about this issue.”

“I often wonder if the person who stabbed me ever realised what he did that night.”

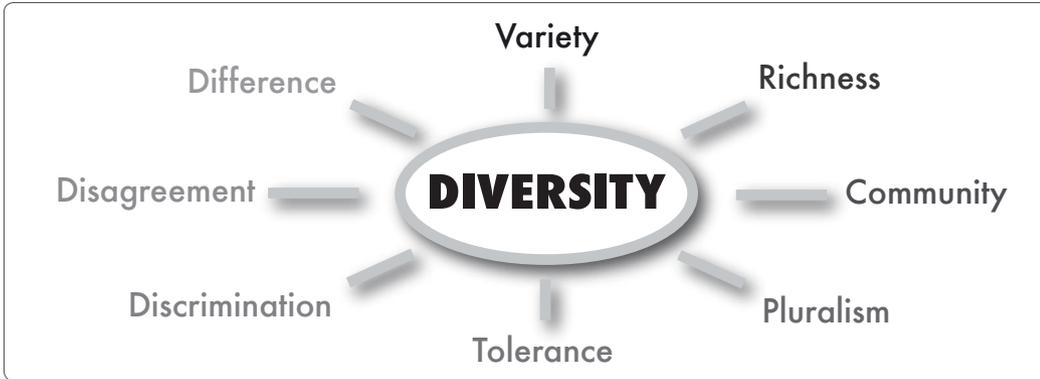
So the *Diversity* theme has two sides to it: on the one hand the campaign is against discrimination and aims to draw attention to the continuing inequalities which exist in Europe and in the world; on the other hand it reminds us of the multi-cultural, multi-ethnic, multi-coloured world that Europe is today. The campaign asks us to thank goodness for that - and to celebrate it!

What does Diversity signify for you?

If you are going to be working on the campaign, then mapping the concept - as well as those for the other campaign themes - can be a useful place to start. You can even do this as an activity with young people in order to gain a picture of their understanding of these issues, and to identify areas to work on.

The diagram below provides some associations... but you should add in others that the word has for you, and go wider: move outwards along the different branches, and see where you end up.

all different
all equal



“May people be much more open-minded to foreigners and their way of life: that’s my wish!”
Melanie, 21, Switzerland
[DOMINO]

Did you know...? Over 600 million people, or approximately 10 per cent of the world’s population, have a disability of one form or another.

What is Participation?

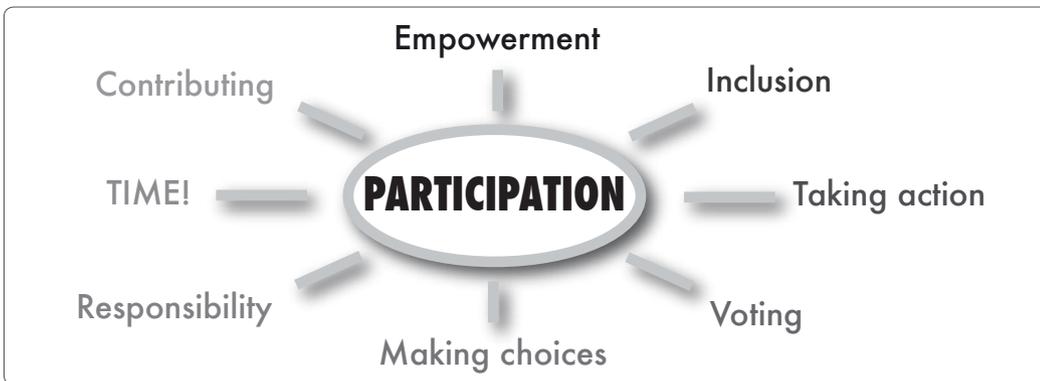
Taking part... being involved...contributing...

The campaign wants to get people taking part, involved, contributing - and in particular, young people. Young people are as much a part of our society as people who are not-so-young, and yet their voice is heard less frequently, and is often thought to be less ‘valuable’ than that of people who have more experience.

Experience is good, but experience needs fresh ideas, new challenges, and it needs rejuvenation or it becomes irrelevant and stale.

So we need to get young people involved both because they have a *right* to be involved, and because society *needs their contribution*. Above all, we need to get marginalized or excluded groups involved in the campaign, because their contribution and their rights have been ignored for too long.

What does *participation* mean for you? Try mapping it - see where you end up!



What are Human Rights?

Human rights are fundamental values which have been set down in international law, and have been signed up to by every nation in the world - and certainly by all the governments of Europe! Human rights belong to every individual, no matter what that individual does, or thinks,

all different
all equal

or likes - or looks like. They guarantee - at least in theory - that every individual can live a life of dignity, with all their basic human needs respected.



In practice...

- There are people in Europe unable to speak out publicly about what they believe.
- There are people homeless on European streets.
- There are Europeans who can't find work because of the way they look.
- There are European children without enough to eat.
- There are European minorities whose children have no access to education.
- There are European minorities targeted by neo-Nazis.
- There are neo-Nazi groups whose crimes are never investigated.
- There are people being tortured in European prisons.
- And there are people in nearly every town of every European country who are made to feel inferior because of something - anything - that someone else can't tolerate.

Why?

There are no easy answers - and no-one would pretend that the campaign will supply them all. But campaigns can help, and the more people that become involved, the more successful this campaign will be.

What can the Campaign do?

- It can help to bring to light the fact that people have these rights:
We need to let people know, and let others know they know.
- The campaign can help to show up governments which do not honour their obligations under international law:
We need to publicise the cases where rights are being violated.
- The campaign can help to show that people care about these values:
We need to show that we won't tolerate disrespect for human rights.
- The campaign can build a body of support, a European movement which is big enough for no-one to ignore:
We need to go out and draw people in - as many as we can!

- The campaign can help to educate young people:
We need to make sure that they...
 - know their rights
 - believe in and respect human rights
 - value every member of society as a human being
 - feel valued themselves as human beings
 - feel able to contribute to the life of the society in which they find themselves
 - become involved, participate and actively contribute!

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

Universal Declaration of Human Rights, Article 1

1.3 What can YOU do?

Without you, the campaign is nothing. All of the above will only come about, and can only be effective, if YOU and tens or hundreds of thousands of people like you can help to make it happen. The rest of this guide contains recipes, ready-made activities and plans for workshops so that you can use them with groups of young people to spread the news of the campaign, and spread the values of human rights, diversity and participation.

Where can you use them?

The activities range from 10 minute energisers or warm-up activities to all-day events. They are all activities that young people will enjoy and be interested to use - so you can try them out at almost any event and in almost any environment. Here are just a few suggestions; there are obviously numerous other combinations depending on your interest, availability and energy!

- Organise an hour-long activity for a group of 15 - 20 young people to whet their appetite for the campaign. You could use the activity "Where Do You Stand" from *Compass* and the statements at the end of this chapter.
- Run a half-day event within a longer workshop: start by mapping out one of the campaign themes in detail - for example, human rights. Follow it up with the activity "Chahal vs UK" which can be found in the online version of *Compass* and which looks at a real case at the European Court of Human Rights.
- Plan a summer camp and use various combinations of activities from Chapter 3 of this guide. Use one of the days to...
- Organise a day-long event to develop a plan of action on one of the campaign themes using *Taking Action* in Chapter 3 of *Compass*
- Or use the activity "Dosta!" in the online version of *Compass* to work specifically on Roma issues and draw up a plan of action
- Run a day-long event for disadvantaged groups in your community using *How We Would Like to be Seen* and *Take a Step Upwards* from this guide. Then use "Garden in a Night" from *Compass* to get them working on a real plan for their community

...and so on!

“Where should I start? “

A few ideas...

- Go to the Campaign website at www.alldifferent-allegal.info and see what's going on
- Contact the National Campaign Committee in your country: ask what's already being organised
- Try out one of the activities in the next chapter with a local youth group or make contact with your local school
- Try out one of the ready-made workshops in the chapter after that, or plan a longer event including them all
- Have a look at the new sections in *Compass* online dealing with participation, diversity, terrorism, remembrance, disabilism, intercultural dialogue and religion. Then build an event of your own.
- Ask yourself the following questions... or better still, run this as an activity with a group of young people, using the instructions from “Where do You Stand” in *Compass* (www.coe.int/compass)

Where do you stand?

No-one listens to young people
People don't participate because they don't know how to
Equality means no special treatment - for anyone!
Equality means helping people to overcome obstacles that have been put in their way
A campaign can't change anything
A society should be judged by how it treats people who do not feel a part of it
There would be fewer problems if immigrants returned to their own countries
We mostly respect human rights in this country
I don't judge people by the way they look
Some human beings are more valuable than others
Security is more important than the human rights of a few individuals
I can make a difference!

Read on - and start building your events!

2. READY-TO-GO ACTIVITIES

all different
all equal

This chapter is really the campaigning best education companion: it contains the activities that you can run with young people to introduce them to the issues, get them interested, and get them participating.

What's in here?

- 9 activities which relate to the campaign themes – 6 of which have been developed specially for the campaign
- Detailed instructions on how to run them – including tips and advice on things to look out for
- Ideas for follow up and for action – including references to other activities
- Background information, where this is necessary to run the activity

All of these activities can be introduced as 'starters': they are simple to run and do not require any particular knowledge either from yourself or from participants. They can also be run either as stand-alone activities, or as part of longer workshops – for example, those proposed in Chapter 3.

If you want more...

You may be one of those people who always wants more. More background information on the issues... more advice on running the activities... more activities, more ideas, more theory. Or just – *more*.

Well - there is more! All of these activities have been taken from *Compass*, a manual which was developed for the Human Rights Education Youth Programme of the Council of Europe and which has been updated for the purposes of the campaign. *Compass* is packed full of every kind of 'more' you could possibly ask for (including everything listed above). Have a look at Chapter 4 of this guide for a brief outline of the contents, or go straight to the *Compass* website at www.coe.int/compass where you can find many other ideas to educate for human rights.

Index of Activities

Title	Themes	Description	Complexity	Time	Page
A Mosque in Sleepyville	Diversity Religion Discrimination	Simulation The Town Council meets to decide the fate of the Mosque!	Moderately easy (Level 2)	2 hrs	19
Draw the Word!	Human rights Citizenship Media	Creative drawing Useful activity for familiarising participants with the UDHR	Very easy (Level 1)	45 mins	25
Memory Tags	Human rights Remembrance Peace and violence	Visual mapping To look at the myths we create around wars	Very easy (Level 1)	1 hr	28
Take a Step Forward	Human rights Discrimination Poverty	Simplified Role Play On social/economic rights & equality of opportunity	Moderately easy (Level 2)	1 hr	32
Take a Step Upwards	Participation Citizenship Democracy	Reflection and Discussion Empowering young people to become involved	Moderately easy (Level 2)	1 hr	37
What is It?	Human rights Terrorism Poverty	Decision Cards A discussion-based activity: what counts as terrorism?	Moderately easy (Level 2)	1 hr	41
Young and Beautiful?	Participation Democracy Discrimination	Activity with images - What are the stereotypes about young people?	Very easy (Level 1)	1 ½ hrs	46
Young and Disabled	Diversity Disablism Discrimination	Creative Activity Activity with a twist! Participants all assume a different disability	Moderately easy (Level 2)	2 hrs	49
Human Rights Calendar	All	Use International Days for campaigning			54

Icons being used for themes



Citizenship



Democracy



Disablism



Discrimination and xenophobia



Diversity



Human rights



Human security



Intercultural dialogue



Media



Participation



Peace and violence



Poverty



Religion



Remembrance



Terrorism

A Mosque in Sleepyville

Wake up to Europe in the 21st Century!

Themes	Diversity, Intercultural dialogue, Religion
Group size	15-30
Complexity	Level 2
Time	2 – 2½ hours
Overview	<i>This activity simulates a dispute over the building of a new mosque in a traditionally Christian area.</i>
Related rights	Right to non-discrimination, the right to religion, freedom of conscience, freedom of expression.
Objectives	<ul style="list-style-type: none">• To experience real conflicts that can arise in meeting the needs of diverse communities• To explore the right to religion• To develop skills of debate and analysis
Materials	Sheets of paper for name-tags, flip chart paper, a watch or clock and small bell for the Mayor
Preparation	<ul style="list-style-type: none">• Photocopy the role-cards on page 23, the description of the problem and the rules of debate (optional).• Prepare name-tags for the different parties / groups that will be represented at the meeting.• List the different roles on a flip chart so that everyone can see them.• Make sure you have a space for the ‘Council Meeting’ and separate spaces for the different groups, so that they can discuss their position beforehand or meet with others.

Introduction

1. Read out the description of the problem in the handout on page 22. Explain that all participants are members of Sleepyville and all are troubled by the problem of whether a new mosque should be built on a piece of derelict council land.
2. Show participants the list of different roles and ask everyone to select one for themselves. Hand out the role-cards and the description of the problem and indicate where people and groups can meet up beforehand, and where the ‘Council Meeting’ will take place later on.
3. Explain the rules of debate that will be used during the meeting. You can find these on page 22.
4. Explain that there will be 30 minutes before the actual meeting so that people can meet other citizens, prepare what they want to say and decide how they want to vote! Tell them that the Town Council meeting will last 40 minutes, and that there may be

all different
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15-30
PERSON

LEVEL
2

2-2½
HOURS

Key date
21 June
International Peace
Prayer Day

- very little time for actual speeches because of the number of people attending. For that reason, they should try to prepare just one or two points that they want to make.
5. Use the preparation phase to set up the space for the Council Meeting. Ideally people should sit in a semi-circle or horseshoe shape, with the Mayor at the front, in a slightly elevated position. Parties or groups should be able to sit together, and you should place their name-tags on the tables in front.
 6. After 30 minutes, call the citizens for the meeting (or ask the Mayor to do so). He/ she should remind people of the basic rules of debate and give a short speech to introduce the meeting.
 7. At the end of the meeting, after 40 minutes, the Mayor should call for a vote. When the votes have been counted and the result declared, you should announce the end of the activity, and invite people to bring their chairs into a circle for the debriefing.

Debriefing and Evaluation

Start the feedback round by greeting everybody by their real names. This is important to allow the participants to give up the roles they had assumed during the simulation.

Ask the participants what they feel about the process they have just been through:

- Were you surprised by the result of the vote, and did it reflect the position of the person you were playing?
- How much influence do you think you (in your role) had on the result?
- Did interaction with other people or groups make you alter your approach or your attitude towards the problem?
- How easy was it to identify with your role?
- Do you think that this situation could arise in real life? Can you think of any similar cases?
- How would you react if this case arose in your town / place of residence? Did the activity alter your attitude at all?
- What do you understand by the right to freedom of thought, conscience and religion? Do you know of any cases in history (or today) when this right has been denied?
- Why do you think that religious freedom should be considered to be a fundamental human right?
- To what extent do you think this right is observed in your community?

Tips for facilitators

- If possible, you should run this activity together with another trainer in order to be able to answer questions and co-ordinate each step of the activity at the same time.
- The activity could benefit from having more time available, particularly during the actual meeting, in order that people have the chance to respond to comments made by others. You may also allocate the roles beforehand in order to save time during the session.
- During the preparation phase, it may be useful to check that people are using the time to meet others or to plan what they are going to say during the meeting.

- When assigning the roles, note that the role of the mayor is a very demanding one, and that the person playing it will need to feel confident about facilitating the meeting and – if necessary – cutting people short in order to allow everyone to speak. You will need to go through the task with the participant playing the mayor before the actual simulation.
- It is highly desirable that after that, you try to leave facilitation entirely to the person playing the Mayor, both in order that he/she feels your trust and in order that other participants respect his/her decisions rather than looking to you. Of course, if difficulties arise, you may find it necessary to intervene in the course of the simulation. You should, however, try to do this without undermining the authority of the participant playing the Mayor.
- If the simulation gets out of control – for example, because people stray off the topic or new pieces of information are invented – or if the Council gets caught in a deadlock and cannot come to an agreement, point out that this can reflect a result in real life, and does not indicate that the activity has failed. You can use this in the debriefing at the end to discuss the difficulty of reaching agreement on issues such as these.
- During the debriefing, it is very important to try to avoid repeating the simulation. People need to try to detach themselves from the role they played in the activity in order to be able to reflect properly on what they have been through. You should help them to look back on the simulation with their normal ‘hats’ on rather than in their assumed roles.

Variations

Depending on the context you are working in, it may be more appropriate to build the activity around ‘A Church in Sleepyville’, or ‘A Temple in Sleepyville’ and to situate it, for example, in a predominantly Muslim area. Or you may prefer some other combination. You can add news reporters to the activity in order to get a view on the process which is slightly detached; this, however, can add to the time, if you are to discuss the reports with the group (see below for suggestions).

Suggestions for follow-up

If you have reporters taking part, you could use their analysis of the process in a separate session. In particular, it would be useful to look at any differences between the reports in order to raise questions about the role and impact of the media. The activity ‘Front Page’ in *Compass* could also follow on from this.

Ideas for Action

Encourage participants to look at their own surroundings and explore the extent to which different religious communities have their rights respected. Try to arrange meetings with representatives of some of these communities and get them to speak about whether they feel their rights are being respected.

A Mosque in Sleepyville

You live in the picturesque town of Sleepyville, a town of about 80,000 people. In the last 60 years the population has changed radically, partly because young people mostly try to move to larger cities as job opportunities there are better, but also because the region has seen the arrival of a large number of immigrant families, many from Muslim countries. Some of these families have been here for 3 generations, but they are still treated with suspicion as 'newcomers' by many people in the town. They now make up almost 15% of the total population.

The issue that is now dividing the town is the desire of Muslims in Sleepyville to have a Mosque built on a piece of derelict land belonging to the council. This land has been undeveloped and has been a source of complaints to the council for years: it is near the main shopping street and is an area where vandalism and drug-taking have been a regular problem.

So when a rich businessman offered to take the problem off the Council's hands, the Mayor thought his lucky day had come! The Council readily agreed to give up the land and to fund 20% of the construction costs for a new mosque on the site. The remaining 10% of the building costs, which the businessman could not cover, were to be found from among the Muslim community.

Building was meant to start this week... but the Council has been flooded with complaints from angry residents who object to the project. They have called a special meeting, to which all are invited, to resolve this issue. The meeting will take place in 30 minutes and will be covered by the press.



Try to keep the numbers balanced

by having the same number of representatives for each political party, and the same number in each of the citizen's groups. You can have as many 'ordinary citizens' as you like.

List of participants

- The Mayor of Sleepyville
- Town Council Members: 3 parties should be represented. You can have 1 or 2 people in each party
- "Young Sleepies for Human Rights!": 1 or 2 representatives
- "Past and Present Association": 1 or 2 representatives
- "Muslim Association of Sleepyville": 1 or 2 representatives
- Ordinary Citizens: as many as you need
- Optional: 1 or 2 journalists who will report on the meeting



You may wish to alter these rules ac-

cording to the size of your group and the time you have available.

Rules of Debate

- The meeting will be chaired by the Mayor, and his/her decision on all matters is final.
- If you wish to speak, you should raise your hand and obtain permission from the Mayor.
- Comments should be brief, and should not exceed 2 minutes.
- The meeting will close after 40 minutes, with a vote on whether or not the Mosque should be built.
- Anyone attending the meeting is entitled to speak in the debate and to vote at the end.

ROLE CARDS

all different
all equal

The Mayor of Sleepyville

You are the Chair of the assembly and it will be your role, once the meeting starts, to welcome the participants and remind them of the rules of debate. During the meeting, you should try to give everyone the opportunity to speak - and should not allow anyone to speak for too long! You are very worried about the bad publicity that this case has been attracting and you plan to try, before the meeting, to speak to some of the groups to try to persuade them to soften their position.

Town Council member: Traditionalist Party (1 or 2 people)

You represent the Traditionalist Party on the Town Council, and you are strongly opposed to the Mosque. You do not think it is right that council land and council resources should be spent on a place of worship that does not respect the traditions of this country and this town. You feel that immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles on a country where they are guests. You are also worried that the Mosque could become a meeting area for recruiting terrorists.

Town Council member: Populist Party (1 or 2 people)

You represent the Populist Party on the Town Council. You supported the original decision to have the Mosque built on the land, partly because you realise that the Muslim community has been very good for the economy of the town and you do not want to alienate them. But you have been very worried by complaints from residents and do not want to create an unnecessary conflict in the community. You are also concerned about your seat in the next council elections, so you will probably support whichever option appears to be least controversial.

Town Council member: Diversity Party (1 or 2 people)

You represent the Diversity Party on the Town Council. You believe that the relatively large proportion of people from different parts of the world has added to the culture and interest of Sleepyville and you have felt it unfair that the town has deprived many of these people of the opportunity to practise their religion for so long. You can also see that the derelict land is causing social problems in the town and that the Council does not at the moment have the money to develop it themselves.

Members of the "Past and Present" Association of Sleepyville (2-4 people)

You are one of the main groups opposed to this mosque. Your members are from traditional (non-Muslim) communities in Sleepyville, and you think it is very important to keep the ancient character of the town, where most of you have lived all your lives. The site that is proposed for the Mosque is very central and it would be visible from most places in the town centre. In particular, the Mosque could block out the view of the main church from the town square. You feel that the character of your hometown is being completely changed by a community that arrived here only recently. You do not see why people who arrived in this country from somewhere else should not live by the same rules as you have here.

Members of the Youth Action Group "Young Sleepies for Human Rights!" (2-4 people)

Your group was set up to address some of the worst problems for young people today in Sleepyville. You see the building of the Mosque as a solution both to the Muslim community's need for a place of worship, and as a solution to the numerous social problems which have been a result of the land being left derelict for so long. You support the building of this Mosque but you are concerned that other social problems may be neglected by the Council if they have to contribute to the building. In particular, the youth budget over the past 5 years has been cut to a level where it cannot begin to meet the needs in the town.

Members of the “Muslim Association of Sleepyville” (2-4 people)

You have been asking the Council for years to provide a place of worship for the Muslim community, but it has always been refused on financial grounds. You feel that it is unfair that the Muslim community is being asked to find 10% of the building costs, when economic conditions are so harsh for most people, and when the Christian community has 11 different places of worship and these are used by far fewer people than the mosque would be. You feel that the contribution that your community has made to the town is not appreciated, that people in your community are unfairly discriminated against in various aspects of their life, and that in refusing to allow this Mosque, the council is denying members of your community their fundamental right to religious worship.

Citizens of Sleepyville

You are worried about the conflict that seems to have taken over the town of Sleepyville and you want to go to the meeting of the Town Council in order to vote. At the moment you do not know what you will vote for: you need to speak to as many different groups as you can and then you plan to make up your mind.

Further Information

The Right to Religion in International Human Rights Law

You may want to copy the information below for people in the *Muslim Association of Sleepyville* and in the group *Young Sleepies for Human Rights!*

European Convention on Human Rights, Article 9:

1. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.
2. Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.

Universal Declaration of Human Rights, Article 18:

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance (...)

Convention on the Rights of the Child, Article 30:

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

This activity was inspired by Susanne Ulrich. 2000. *Achtung (+) Toleranz - Wege demokratischer Konfliktlösung*. Verlag Bertelsmann Stiftung

“Draw-the-word” game

Non-artists have rights too!

Themes	General human rights, Media, Citizenship_
Group size	8+
Complexity:	Level I
Time:	45 minutes
Overview	<i>This is a team game in which people have to draw creatively to depict a word relating to human rights.</i>
Related rights	<ul style="list-style-type: none">• The right to freedom of opinion and expression• The right to freedom of thought• Equality in dignity and rights
Objectives	<ul style="list-style-type: none">• To develop knowledge of the Universal Declaration of Human Rights (UDHR)• To develop team-building and creative thinking, and an awareness of how we use images• To promote solidarity and respect for diversity
Materials	<ul style="list-style-type: none">• A wall chart which lists the articles of the UDHR.• A large sheet of paper or flipchart paper and a marker to record the scores• Sheets of paper (A4 size) - one sheet per team per round of the game - and pens for the group drawings• Sticky tape or pins to display the drawings
Preparation	<ul style="list-style-type: none">• Refer to the abridged version of the UDHR and copy it onto a large sheet of paper.• Select the rights you want the group to work with and make a list for use in the game.

Instructions

- Ask participants to get into small groups of 4 - 5 people and to choose a name for their team.
- Explain that in the activity they will be working in teams. You will give one person in each team an Article from the UDHR to draw. The others in the team have to guess which right it is. The team that guesses first scores a point. The team with the most points at the end wins.
- Tell the teams to collect several sheets of paper and a pencil and to find somewhere to sit around the room. The teams should be spread out so they do not overhear each other.
- Call up one member from each team. Give them one of the rights on your list, for example, ‘freedom from torture’ or ‘the right to life’.

all different
all equal



8 <
PERSON

LEVEL
I

3/4
HOUR

This activity was originally published in *Compass*

Key date
10 December
Human Rights Day

- Tell them to return to their groups and to make a drawing to represent the right while their teammates try to guess what it is. They may only draw images; no numbers or words may be used. No speaking is allowed except to confirm the correct answer.
- The rest of the team may only say their guesses; they may not ask questions.
- After each round, ask all the drawers to write on their picture what the right was, whether they finished it or not, and to put the paper to one side.
- Do a second round; call new people to be the drawers and give them a different right. Do 7 or 8 rounds. A different person should draw in each round. Try to ensure that everyone has the opportunity to draw at least once.
- At the end, ask the groups to pin up their pictures so that the different interpretations and images of the different rights can be compared and discussed.

Debriefing and evaluation

Begin by reviewing the activity itself and then go on to talk about what people know about human rights.

- Was it easier or harder than people had expected to depict human rights?
- How did people choose how to depict a particular right? Where did they get their ideas for the images from?
- How do the different images of each right compare? How many different ways were there to depict and interpret the same concept?
- After all the pictures have been reviewed, ask how much - or how little - participants discovered they knew about human rights.
- Do they think human rights have any relevance to their own lives? Which ones?

Tips for facilitators

- Before you do this activity you should read through the UDHR (page 78) and be familiar with what is meant by human rights; for example, that they are internationally guaranteed, they are legally protected, they focus on the dignity of the human being, they protect both individuals and groups, they cannot be taken away, they are equal and interdependent and they are universal.
- You will need to decide how to use the wall chart. If participants have very little knowledge of the UDHR you may like to use the chart before you start the activity, so people have some clues as to what they should be guessing! If participants have more knowledge, then use the chart at the end to stimulate discussion about the rights that were not drawn.
- Be aware that people who consider themselves poor artists may think this will be too difficult for them. Reassure them that you are not looking for works of art and encourage everyone to have a go. They may be surprised!
- Use the abridged version of the UDHR for finding rights for drawing. Some suggestions are: the right to life, freedom from torture, the right to a fair trial,

freedom from discrimination, the right to privacy, the right to education, freedom from slavery, freedom of association, freedom of expression, the right to a nationality, freedom of thought and religion, the right to vote, the right to work, the right to health, the right to own property, the right to marry and found a family and the right to choose who to marry.

all different
all equal

Variations

If you have a small group of less than 8 people you can play as one group; ask one person to draw in the first round, and whoever guesses draws in the next round, etc.

Suggestions for follow-up

The group may like to go on to explore some of the issues relating to the rights of disabled people – either using ‘Young and Disabled’ (page 40), or ‘Let’s Campaign on Disability’, which will be available in the online version of *Compass* (www.coe.int/compass).

If the group enjoy puzzles and are curious about other peoples’ culture, music and language, then they may enjoy guessing where the different stories come from in ‘*Tales of the world*’ in the ‘All Different - All Equal’ education pack.



10-15
PERSON

LEVEL
I

2-2½
HOURS

Memory Tags

Should our memorials help us to remember or to forget?

Themes	Remembrance, Peace and violence, Human security
Group size	10-15
Complexity	Level I
Time	2-2½ hours
Overview	<i>Participants create a visual 'tag cloud' to represent the memories evoked in each of them by public memorials.</i>
Related rights	Right to life, liberty and security of person, right to peace
Objectives	<ul style="list-style-type: none">• To explore national myths about war built into existing public memorials• To create a visual image of the way the group thinks the Second World War should be remembered• To reflect on the use of memorials in sustaining or creating memories of the past
Materials	<ul style="list-style-type: none">• Large sheets of paper – between 4 and 8, depending on the size of the group• Plenty of coloured markers• Photographs of war memorials (optional)• Printouts of tag clouds (optional) or access to the Internet
Preparation	Make a large piece of paper by sticking together several pages of flipchart paper. It needs to be big enough for all members of the group to be able to find a place around it. Draw a faint line down the middle of the paper

Instructions

1. Ask if someone can explain the concept of a 'tag cloud', or explain yourself that it has grown out of the idea of 'tagging' sites or items on the Internet, and is a way of collecting and representing visually a group of word associations, normally from different people. You may want to show some examples.
2. Explain that the group will be creating a non-electronic tag cloud to illustrate the associations or memories which are evoked in them by public war memorials. Ask people individually to think for a couple of minutes about a war memorial that they have seen. They should try to identify the feelings or ideas – both positive and negative - which that memorial evokes in them.
3. Invite everyone to take a coloured marker and find a place around the paper. Still working individually, they will now put their 'tags' onto the sheet of paper according to the following general principles:
 - Tags are entirely individual: they are simply how *you* perceive a certain object.

Key date

27 January

International Holocaust
Remembrance Day

- Negative associations should be written to the left hand side of the line down the middle; the more negative they are, the further they should be to the left edge of the paper.
 - Positive feelings should be written on the right hand side of the page; the more positive they are, the further they should be to the right edge of the paper.
 - Feelings that are strongly evoked by the memorial should be written in larger (stronger) text than feelings that are only weakly evoked.
4. When people have recorded their main associations, ask them to sit back and look at it. Run a short debriefing session in order to get people to view the whole picture:
 - Are there any strong messages or patterns in the 'cloud'?
 - Are they surprised by anyone else's tags?
 - Are there more positive than negative feelings evoked, or vice versa?
 - Which tend to be the strongest feelings evoked?
 - Is this the way you think the war should be remembered by future generations? What is missing – or where does the balance need to be redressed?
 5. Now invite people to take up the markers again. This time they should think not about the real memorials, but about an imaginary memorial that would send – for each of them – the message they think is most important about this war. They should repeat the process of tagging that they went through before, again acting individually in placing their tags. Explain that the first tag cloud is now a public space and cannot be erased, so the new tags should be placed on top of the first drawing.
 6. When the 'cloud' is complete, invite them again to look at the whole picture; then run the debriefing.

Debriefing and evaluation

- How different is the new cloud from the first one and what are the main messages?
- Does this represent more closely the messages you think future generations should take about the Second World War? Does it represent it less closely for anyone?
- Why do you think that official memorials tend to 'glorify' war? Do you think that war should be glorified?
- Are you aware that even during a war, there are certain minimum standards which are supposed to govern the actions of the fighting sides? Can you list any of these?
- You can use the brief information on International Humanitarian Law at the end of the activity 'What is it?' to look at some of these minimum standards. More detailed information can be found in the background material on Terrorism, which will shortly be available in the online version of *Compass*.
- Do you think it is right that soldiers effectively lose their right to life in times of war?
- What message do official memorials give about the other side, 'the enemy'? How should we understand this message today?
- How easy was it for you to imagine a different type of memorial? What did you think was important, and what did you find most difficult?
- Could a memorial ever really remind us of the horrors of war? Do you think that they should try to?

- How do you think that those who lived through the war, or who died fighting it, would want that period in history to be remembered? Would their 'tag cloud' differ from yours?
- If you had lost someone close in a war, how would you want that person remembered, and what would you want to tell the next generation about war?
- How much 'power' did you feel able to exert over the shape of the final cloud? Were you frustrated by other messages coming out more strongly than those you wished to promote?
- Did you act individually in the case of the second cloud, or were you tempted either to discuss ideas with other people, or to combine forces in the act of 'tagging'?
- To what extent were you influenced either by other people's tags, or by the ones already on the page?

Tips for facilitators

- You can find an example of a tag cloud at the end of this activity, and others can be seen at the following sites (among many):
<http://del.icio.us/tag>, <http://www.flickr.com/photos/tags>
<http://ima-digital.org/steve/lib/tagcloud.php>
- You may wish to play about with colours in creating the group's tag cloud: for example, you could suggest that all 'negative' associations are written in black and all positive ones in another colour; or you could use darker and lighter shades moving from one side of the cloud to the other; or if you wanted the second cloud to stand out from the first, you could request that all tags for the first cloud be written in one colour, and all tags from the second in a different one.
- If there is a public memorial to the war in your hometown, you may find it more effective to ask participants to complete the first tagging stage from memory, rather than supplying them with photographs. This will really test which messages are most persistent!
- If you are running the activity in one session, the first debriefing (at point 4) should not be too detailed nor take too long. Use it to try to bring out different ideas relating to the way the past is remembered and to stimulate creative thinking on alternative types of memorials. If people feel that the first cloud accurately represents the way they would like the events to be remembered, try using some of the ideas in the background material to stimulate new thinking.
- Allow them freedom during the second tagging stage to adapt or alter the existing cloud as they wish and to discuss ideas with other people - even if their work should ultimately be individual. They may wish, for example, to go over old tags and make them stronger; or to group all similar tags together in one place by inviting others to join them; or they may use colours or different styles creatively.

Variations

You can use other events in history if this seems more appropriate than the Second World War – for example, the Holocaust or the First World War. The only important

thing is that these events should be *commemorated* in some way.

It would be interesting for the young people to compare their perceptions of the War with those who lived through it. You could break the activity after the first tag cloud and then suggest that participants speak to members of the older generation, raising some of the issues addressed so far. In particular, they could interview them about how they would like this period of history to be remembered by future generations, and whether existing war memorials are satisfactory in this task. In the next activity, participants could add their new tags in the light of what those who lived through the war had desired. They could even add the pensioners' tags to the drawing!

Suggestions for follow-up

The activity 'Dosta!' looks at the Roma victims of the Holocaust who have not, as a rule, made it into the history books and are not represented in most of the memorials to this era. Alternatively, if you would like to look at an activity which looks forward rather than backwards, you could use 'Our Futures' to explore ideas about community action and building a common future. Both are available at www.coe.int/compass

Ideas for action

Even if you run the activity as one session, the young people could still be encouraged to speak to people of the older generation. You could organize a Living Bookshelf, on the model of the Living Library, with Books about memories of the Second World War.

HANDOUT: A Tag Cloud





10-30
PERSON

LEVEL
2

1
HOUR

Take a step forward

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

- Themes** Discrimination, Poverty, General human rights
- Group size** 10 - 30
- Complexity:** Level 2
- Time:** 60 minutes
- Overview** *We are all equal, but some are more equal than others. In this activity participants experience what it is like to be someone else in their society. The issues addressed include:*
- *Social inequality being often a source of discrimination and exclusion*
 - *Empathy and its limits.*
- Related rights** Social and economic rights, the right to non-discrimination
- Objectives**
- To promote empathy with others who are different
 - To raise awareness about the inequality of opportunities in society
 - To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups
- Materials**
- Role cards
 - An open space (a corridor, large room or outdoors)
 - Tape or CD player and soft/relaxing music
- Preparation**
- Read the activity carefully. Review the list of ‘situations and events’ and adapt it to the group that you are working with.
 - Make the role cards, one per participant. Copy the (adapted) sheet either by hand or on a photocopier; cut out the strips and fold them over.

Instructions

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read their role card.
4. Now ask them to start getting into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

This activity was originally published in *Compass*

Key date

8 April

World Roma Day

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
 - What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
 - What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?
 - What excites you and what are you afraid of?
5. Now ask people to remain absolutely silent, and to line up beside each other (like on a starting line).
 6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
 7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
 8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

Debriefing and evaluation

Start by asking participants about what happened and how they feel about the activity, and then go on to talk about the issues raised and what they learnt.

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

Tips for facilitators

- If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements.
- In the imagining phase at the beginning, it is possible that some participants may

say that they know little about the life of the person they have to role-play. Tell them that this does not especially matter, and that they should use their imagination and do as best as they can.

- The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those who stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants' own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes"). This also applies if you have a large group and have to devise more roles.
- During the debriefing and evaluation it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes)? Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice operate.
- This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights, although the latter also exists for refugees and asylum-seekers, for example. The problem is very often a matter of effective access to those rights.

Variations

One way to get more ideas on the table and to deepen participants' understanding is to work first in small groups and then to get them to share their ideas in plenary. Having co-facilitators is almost essential if you do this. Try this method by taking the second part of the debriefing - after each role has been revealed - in smaller groups. Ask people to explore who in their society has fewer, and who has more, chances or opportunities, and what first steps can and should be taken to address the inequalities. Alternatively, ask people to take one of the characters and ask what could be done, i.e. what duties and responsibilities they themselves, the community and the government have towards this person.

Suggestions for follow-up

- Depending on the social context you work in, you may want to invite representatives from advocacy groups for certain cultural or social minorities to talk to the group. Find out from them what issues they are currently fighting for and how you and young people can help. Such a face-to-face meeting would also be an opportunity to address or review some of the prejudices or stereotyping that came out during the discussion.
- The group may like to take more time to consider the stereotypic images they have of the people represented in 'Take a step forward'. You could use the ac-

tivity, 'Euro-rail à la carte' in the 'All Different - All Equal' education pack to ask which people they would most like to share a railway carriage with, and which people they would least like to share with.

- If the group would like to find out more about the issues relating to inequalities in education provision worldwide and the measures that are being taken to address the problems, you may wish to look at the activity 'Education for all'.

Ideas for action

Take up the ideas from the follow-up. Follow through how you and young people can help groups and organisations working with cultural or social minorities, and turn the ideas into practice.

HANDOUT: Role cards

You are an unemployed single mother.	You are a fashion model of African origin.
You are the daughter of the local bank manager. You study economics at university.	You are the daughter of the American ambassador to the country where you are now living.
You are an Arab Muslim girl living with your parents who are devoutly religious people.	You are a 27-year-old, homeless young man.
You are the girlfriend of a young artist who is addicted to heroin.	You are a 24-year-old refugee from Afghanistan.
You are the owner of a successful import-export company.	You are a retired worker from a factory that makes shoes.
You are the son of a Chinese immigrant who runs a successful fast food business.	You are the 19-year-old son of a farmer in a remote village in the mountains.
You are an illegal immigrant from Mali.	You are a 22-year-old lesbian.
You are a 17-year-old Roma girl who never finished primary school.	You are an HIV positive, middle-aged prostitute.
You are an unemployed schoolteacher in a country whose new official language you are not fluent in.	You are the president of a party-political youth organisation (whose 'mother' party is now in power).
You are a soldier in the army, doing compulsory military service.	You are a disabled young man who can only move in a wheelchair.

SITUATIONS AND EVENTS

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone line and television.
- You feel that your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters, and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that you are appreciated and respected in the society where you live.
- You can use and benefit from the Internet.

Take a step upwards

How much depends on you?

Themes	Participation, Democracy, Citizenship
Group size	Up to 30
Complexity	Level 2
Time	1½ hours
Overview	<i>The group reflects on and discusses ways of increasing their own participation in the local community.</i>
Related rights	Right to participation, freedom of expression, freedom of conscience
Objectives	To consider different degrees of involvement and participation <ul style="list-style-type: none">• To reflect on factors which impede or facilitate youth participation• To empower young people to participate more actively in local life
Materials	The Ladder of Participation (page 40), paper and markers
Preparation	Make copies of the Ladder of Participation and invite 6 pairs (or small groups) to prepare a short role-play (2-3 minutes) before the session, each one based on one of the levels of participation.

Instructions

1. Remind participants that one of the aims of the 'All Different - All Equal' campaign is to encourage participation. Ask the group to think about why they think this is thought to be a problem: what do they consider to be the symptoms of low participation, particularly in relation to young people? Write their suggestions on a flipchart.
2. Introduce the 'Ladder of Participation' briefly, for any participants who have not been involved in the preparation, and explain that this is one model for thinking about different levels of participation. Then invite the six pairs to present their role-play in turn. Allow questions or time for comments between the different role-plays if people want.
3. Make sure that the ladder is visible to everyone and that the different levels are understandable.
4. Ask people to work individually for 5 minutes, trying to find examples in their own lives for as many of the 6 levels as they can. Tell them to think about all aspects of their lives – home, school, work, family, friends, etc.
5. Invite participants to share their ladders in small groups of 4 - 5 people. Ask each small group to try to come up with 2 general lists:

all different
all equal



< 30
PERSON

LEVEL
2

1½
HOURS

Key date

12 August

International Youth Day

- **Obstacles** (things that stop me from moving up the ladder)
 - **Enabling** factors (things that help me to move up the ladder)
6. Bring the groups back together and use the feedback to create one list of obstacles and one list of enabling factors for the whole group.
 7. Go through the general list with participants and get them to mark those items that depend on themselves, as opposed to external factors that are felt to be out of their control. Help them to bring as many items as possible within the first category (dependence on themselves).
- Return to the flipchart created under point 1, and discuss whether there are things the group could do to increase its own participation in local life.
8. Proceed to the evaluation and debriefing.

Debriefing and evaluation

- Did the activity help you to reflect on or clarify your own contributions during a participative process? Did it help with any other issues?
- Why does it matter whether young people participate actively or not?
- Would people in the group like to be able to participate at a higher 'rung' than they do at the moment?
- What are the reasons for doing so, and what are the reasons against?
- How do people feel when they are able to participate in a genuine sense – in other words, when their participation is not just tokenistic?
- Do they regard low participation as a result mostly of internal (psychological) factors, or mostly as a result of external factors?
- How many people feel they could participate more than they do at present, and how many feel that they *will* do so?

Tips for facilitators

- You may want to make sure that all participants are involved in one of the role-plays, or you could simply invite 6 pairs to do so. If you do not involve everyone in the preparation stage, you should be aware that some people will require more of an introduction to the Ladder because they will not have had the opportunity to think about it beforehand. Ask the pairs to try to make sure they do not stray over into the neighbouring 'rungs' of the ladder!
- When you run the brainstorm at point 1, try to help the group come up with as many different ways of participating in society as possible. You may want to consult the background information on participation which has been developed under the campaign, and will be available in the online version of *Compass* (at <http://www.coe.int/compass>).
- When you introduce the ladder of participation, either during the preparation stage or in the session itself, make it clear that the model is not meant to suggest that being at a 'higher' level is always the best thing. In different environments and depending on people's expertise, time availability or level of interest,

it may be appropriate to include participants in different guises: for example, as consultants, as representatives, etc. There is nothing inherently 'wrong' with being merely consulted (or even being merely informed) in certain situations.

- When the group tries to think about enabling factors and obstacles, you may want to give a few examples or remind them that the 'obstacles' may be psychological as well as physical or structural. At the stage of drawing up a general list, encourage them to find ways around things that appear to be obstacles – for example:
 - If they suggest that “grown-ups won't let us” – see if they have tried asking!
 - If they say that “they don't think we can do it” – ask how they could prove they *could* do it!
 - If they say “it would only make Mum / the teacher / the local authority angry” - see if they can find other ways of putting the question so that the person would react differently.
- If you have established a good relationship with the group, you may want to use this opportunity to speak about their participation in these sessions. This may also allow you to explore ways in which you or they may be able to facilitate greater involvement and the taking of initiatives on their part. Such a discussion could provide a useful opportunity to discuss whether some members of the group present obstacles for others, preventing them from participating at a deeper level.

Variations

You could use the role-plays at the beginning to explore obstacles and enabling factors, rather than having young people think about cases in their own lives. After a first playing of one of the scenes, use a forum theatre technique, such as in the activity 'Carry on...' (*Compass* online), and ask participants to take the action forward in a different way. This will allow them to explore ways of facing obstacles in situations similar to their own lives which may prevent them from participating more actively.

Suggestions for follow-up

Draw up an action plan together with the group to give the young people more responsibility and control over the learning process.

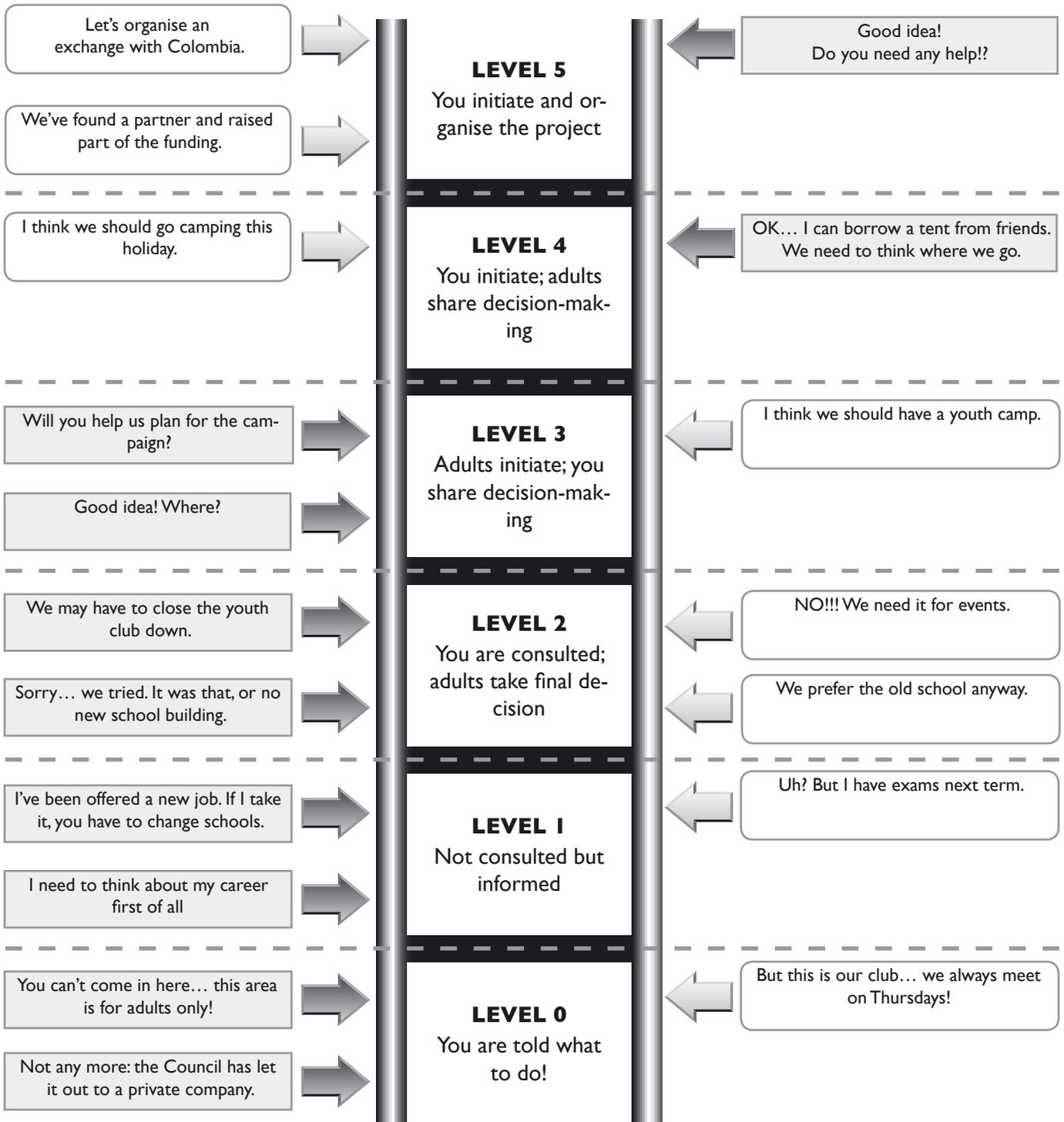
Look at the activity 'Garden in the Night' in www.coe.int/compass, which involves young people in making a development plan for part of the local community.

Ideas for action

Get the group to draw up a list of things in their local community that they would like to change. Then ask them to identify one or two items on this list where they believe they may be able to have an impact, and to explore how their voice could be heard or how they could influence change in some other way. Then encourage them to pursue these ideas in action!

The ladder of participation was developed by Arnstein and Sherry in JAIP vol. 35, No. 4, July 1969.

Ladder of Participation



What is it?

The United Nations can't agree on a definition of terrorism... can you?

Themes	Terrorism, General human rights, Peace and violence
Group size	Any
Complexity	Level 2
Time	1 hour
Overview	<i>Participants discuss various cases of individual or state violence and discuss whether should be classed as instances of terrorism.</i>
Related rights	Right to life, liberty and security of person, right to peace
Objectives	<ul style="list-style-type: none">• To discuss what makes something a terrorist act and formulate a definition of terrorism• To look at the human rights questions relating to terrorism• To encourage a reflective attitude and illustrate the importance of an informed analysis, even in cases which provoke strong emotions.
Materials	<ul style="list-style-type: none">• Copies of the cards on page 45• A sheet of paper and pencil for each small group (4 – 5 people)• Flipchart and markers
Preparation	Photocopy and cut out the cards on page 45. You will need a set for each group.

Instructions

1. Ask the group what they understand by terrorism. Brainstorm a few ideas and see if anyone can come up with a working definition. Write any suggestions up on the flipchart.
2. Tell participants that although there are a number of international treaties against terrorism – none of them actually defines the term 'terrorism'! One of the reasons for this may be that member states of the UN often have different interpretations of ongoing conflicts and different interests in classifying certain acts either as 'terrorist' or not.
3. Suggest that what may be needed to create a definition is a group of non-member states... such as your group of participants! Explain that the activity should help them to arrive at their own definition by the end of the session.
4. Divide participants into groups of 4 - 5 and hand each small group a set of Discussion Cards and a sheet of paper. Ask them to decide for each card whether they think this should count as an instance of terrorism. If their answer is that it should not, they should try to come up with reasons.
5. Bring the groups back together after about 20 minutes and collect the results. Try

all different
all equal



Key date

21 September:
International Day of
Peace

- to note the main reasons given for not including some of the cases as instances of terrorism.
6. Discuss briefly any differences between the groups, giving each side an opportunity to explain its decision. Ask participants which of the cases they found most difficult to judge.
 7. Ask people to go back into groups to formulate their own definition of terrorism, according to the decisions they made earlier or any considerations introduced by the discussions.
 8. After 10 – 15 minutes, ask for the groups to present their proposals; then move on to the debriefing and evaluation.

Debriefing and evaluation

- Was it harder or easier than you had imagined define terrorism?
- Did you feel that the cases were realistic: did anyone ‘recognise’ any of the cases as relating to real events? Did that make a difference to their judgement?
- Why do you think that it is so difficult to reach agreement on a simple matter of definition?
- In which ways – if any - are acts of terrorism different from acts of war? Do you think that one or the other is any more justifiable?
- Do you think that there should be certain basic rules which apply to all sides (including states) in the ‘war against terrorism’? Are there things that neither side should be allowed to do?
- Did you think that any of the acts in the cards could ever be justified? Why, or why not?
- Which human rights do you think are relevant to the cases you discussed?
- What would a ‘human rights point of view’ say about these cases: could any of them be justified?
- Why do you think that people become terrorists? Why do people commit terrible crimes whose aim is to cause pain or fear in others?
- Is it possible to say what sort of people these are? Can you imagine ever feeling strongly enough about something to consider taking someone else’s life?
- Could it ever be justified to take the lives of civilians?

Tips for facilitators

- This issue is obviously very sensitive and controversial, and how you decide to approach it may depend to a large extent on the particular characteristics of your region or your group. You should feel free to leave out any of the cards that may not be appropriate, and the same obviously holds for the questions in the debriefing. You may also want to include other cases which are more relevant to your group’s everyday reality.
- If the activity is to be fruitful, participants will need to feel that they can express their genuine opinion without being censured, either by you or by other members of the group. You may need to say this at the beginning and reassure them

that the discussion will not be taken out of the group. Tell them that the purpose of the activity is to work through difficult questions where our emotions may conflict with the 'right' answer.

- At point 6, where the groups attempt to draw up their own definitions of terrorism, it may be useful to provide some pointers relating to the previous cases, in order to clarify some of the general conclusions. Participants could be given the list on page 45 before working on their definitions, or you could use them at the end to test out the various definitions.
- It may be useful for the group to see some of the definitions of terrorism produced by 'experts' and compare them with those that they arrive at themselves. You will find a number of these in the background material on terrorism, which will be available in the online version of *Compass* (<http://www.coe.int/compass>).
- When discussing the human rights dimensions of terrorism, make sure that people are aware of the following issues:
 - The right to life is possessed by everyone, as guaranteed in Article 3 of the UDHR, Article 2 of the European Convention on Human Rights, and in other international documents.
 - Even in times of war – when the rules of engagement are guided by international humanitarian law (IHL) – deliberate attacks on civilian targets are not permitted. IHL sets out certain basic rules which must be observed by any side in an armed conflict. (See the Additional Information below for references.)

Suggestions for follow-up

Encourage the group to investigate further some of the cases in the examples, or to think about other historical instances of terrorism, and how these campaigns have ended.

Try out one of the other activities relating to terrorism: 'Chahal vs UK' looks at how states should behave towards people suspected of terrorism, and 'Throwing Stones' considers people's motives in engaging in violent acts. Both are available in *Compass* online.

Further Information

Relevant articles in international human rights and international humanitarian law:

Human Rights Law: the Right to Life

- Universal Declaration of Human Rights:
 - Everyone has the right to life, liberty and security of person. (*Article 3*)
- European Convention on Human Rights:
 - Everyone's right to life shall be protected by law... (*Article 2*)

International Humanitarian Law: the Principle of Distinction

- International Humanitarian Law (IHL) is the body of international law which applies in periods of armed conflict. IHL applies to *all* sides in an armed conflict, whether or not one side is acting in self-defence. It also applies to international

conflicts and to non-international conflicts, and applies in equal measure to armed groups fighting against a state and to states themselves.

- One of the most important principles of IHL is the 'Principle of Distinction', which says that warring sides must distinguish between civilians and combatants and between civilian objects and military objectives.

Protocol I to the Geneva Conventions:

- The civilian population as such, as well as individual civilians, shall not be the object of attack. Acts or threats of violence, the primary purpose of which is to spread terror among the civilian population, are prohibited. (Article 51.2)

International Humanitarian Law: Prohibition of acts of Terrorism

- Fourth Geneva Convention:
 - Collective penalties and likewise all measures of intimidation or of terrorism are prohibited (Article 33)
- Protocols I and 2 to the Geneva Conventions:
 - The civilian population as such, as well as individual civilians, shall not be the object of attack. Acts or threats of violence, the primary purpose of which is to spread terror among the civilian population, are prohibited. (Article 51.2, Protocol I; and Article 13.2, Protocol 2)

Other articles of IHL prohibit taking hostages, and attacks on places of worship.

HANDOUTS: Discussion Cards

all different
all equal

- Which of the following do you consider as terrorist acts?
- Try to think about your reasons for those you decide not to include.

Case 1: A group runs an armed campaign to get rid of a totalitarian government. They put a bomb in the Ministry of Defence which explodes, killing 12 people.

Case 2: An individual targets single mothers with letters threatening their babies. No cases of violence have been reported, but the women are too scared to take their children out of doors.

Case 3: In a war between two countries, one drops a nuclear bomb on another, killing about 100,000 civilians.

Case 4: A letter bomb is sent to the director of a large cosmetics company, severely injuring him. The anonymous bomber blamed the company for exploitation of animals.

Case 5: A group runs a lengthy campaign against military installations, including regular use of explosives. A number of members of the armed forces have been killed.

Case 6: In a campaign to win independence, members of an ethnic minority regularly bomb public areas. They provide warnings beforehand, so that people can evacuate the buildings, but civilians have been killed.

Case 7: A country has chemical weapons and says it is ready to use them if it feels threatened by any other country.

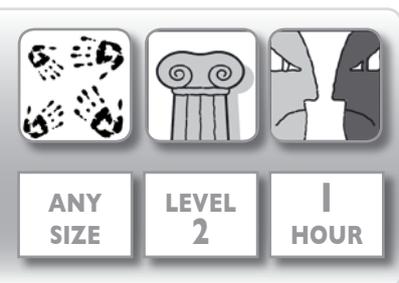
Case 8: A group of criminals holds up a bank, takes members of staff hostage, and later on shoots the hostages to cover their tracks.

Case 9: Nationalist groups patrol and control major cities and regularly beat up or intimidate people from other ethnic groups.

Case 10: A totalitarian state rules its population through fear: anyone who speaks out against it is arrested and people are regularly arrested, tortured and even executed.

Defining Terrorism

- Does an act of terrorism always aim to provoke fear (terror) among the population?
- Is *any* act that causes people to be fearful an act of terrorism?
- Can a state (government) engage in terrorism, or is terrorism always an act *against* a country's formal institutions?
- Does terrorism always aim to inflict civilian casualties, or can it be targeted against military targets, or against property?
- Could an act of terrorism ever be justified?



Young and Beautiful?

“An interesting fact about human nature is that we tend to play up to the image imposed on us by others.” Fazil Iskander

Themes	Participation, Democracy, Discrimination
Group size	Any
Complexity	Level 2
Time:	60 minutes
Overview	<i>The activity uses visual images to create a collage of young people... as they would like to be seen.</i>
Related rights	Right to participation, right to have one's views taken into account, freedom of expression
Objectives	<ul style="list-style-type: none">• To discuss common stereotypes of young people and compare them with the way the group would like to be seen• To discuss the child's right to have their views taken into account in matters concerning them• To produce a photographic representation of the group, as they would like to be seen by adults.
Materials	<ul style="list-style-type: none">• Ask the group beforehand to look through magazines or newspapers and bring in pictures of young people engaged in different activities. They should try to select those that show as many different aspects of young people's lives, character, interests or abilities as possible. Ask them not to restrict themselves to photographs that show young people in a good light: the aim is to show numerous different faces.• A digital camera, or camera with one film (there should be enough pictures for each member of the class, plus a few extra for the group as a whole)
Preparation	You will need a large table or a space on the floor to lay out all the photographs

Instructions

1. Explain that the session will give people a chance to think about the way that they would like to be viewed by others, and about the role they would like young people to play in society. At the end of the session, they will have the chance to produce their own 'prototype' of young people which they would like to replace existing stereotypes with.
2. If the group is not already familiar with the Convention on the Rights of the Child (CRC), use the background information to give a brief introduction. Explain that one of the key principles of the CRC sees the 'whole child' as a full, valuable, par-

ticipating member of society, and that a 'child' in this document is taken to mean anyone under the age of 18.

3. Write up or read aloud the following unofficial summary of Article 12 from the CRC, and ask for people's comments.
 - Do they think that this right is generally observed? If not, what are the reasons?
 - Why do they think that adults are often reluctant to give young people the chance to be consulted?
4. Proceed to explore with the group the most common perceptions of young people held by adults: ask them to draw up a list of words commonly used to describe young people, or often associated with them, and write the list on a flipchart. The list will probably include both positive and negative terms.
5. Review the list with participants, and consider whether most of the words used to describe young people are positive or negative. Briefly discuss the following question:
 - Do they feel that adults' perceptions of young people are at times incomplete or incorrect? If so, why?
6. Break into small groups (4 – 6 people), and ask participants to spread out the photographs that they have brought in so that they are visible to all members of their group. The groups should then discuss the following questions:
 - Which of these photographs reinforce existing stereotypes about young people, and which (if any) help to challenge them?
 - Do the photographs help to show how young people could participate as full and valuable members of society?
 - Are there other aspects of young people's life or character that are not brought out by this collection of photographs?
7. Give the groups at least 15 minutes to look at the photographs and think about these questions, and then explain or hand out the final task (page 48), which involves planning for, and then taking a series of photographs of the group.
8. When each of the groups has taken their photographs, proceed to the debriefing and evaluation stage.

Article 12: A child capable of forming his or her own views has the right to express an opinion and to have that opinion taken into account in any matter of procedure affecting the child.

Debriefing and evaluation

- Do you think that the photographs you have taken represent a realistic view of young people today? Do you think that adults will be able to believe in this view?
- Would adults be more likely to consult with and include young people if they believed in the image you have tried to present?
- Are there ways in which you can break the stereotypes society holds about young people? What would it demand from you, and what would it demand from others in society?
- To what extent are your views about adults' stereotypes? How do you think that adults would like to be seen by young people?

Key date

21 March

International Day for
the Elimination of
Racial Discrimination

- What can be done so that there is better understanding between young people and the rest of society?
- Can you think of other groups of people about which you feel you have an incomplete or stereotypical view?

Tips for facilitators

If people in your group are older than 18, you could use Article 19 from the UDHR (the right to take part in the government of the country) instead of the CRC.

If you do not have a camera available, you could ask the group to compile a collage of young people today out of the pictures they brought in. This version could also be completed in less time.

Suggestions for follow-up

After the photos have been printed / developed, the group could put them together as a collage. They may want to invite other young people to add their photographs so that the collage represents as many young people in the local community as possible. Try to get different minority groups from the community involved as well.

Ideas for action

The collage should be exhibited so that adults are aware of how young people would like to be seen! You could organize a face-to-face meeting between your group and community leaders to talk about ways that young people can be more involved in local activities or projects.

HANDOUT

How would we like to be seen?

- The photographs that will be taken at the end of this session will be a portrayal of your group through your own eyes - not through the eyes of adults.
- Each small group will take as many pictures as there are people in that group – for example, if there are 5 people in your group, you have 5 photographs that you need to plan, and then take. You may include as many people in each photograph as you like (for example, you can take 5 pictures with one person in each picture, or 5 group pictures, or 3 pictures with 2 people and 2 pictures with 4 people, etc.)
- Think about what type of actions and emotions you want to convey so that you present as full a picture as possible of young people today.
- At the end of the session we shall also take 3 photographs of the whole group, which will give everyone the opportunity to present a different side of himself or herself

Young and Disabled

Try building a paper bridge with no arms!

Themes	Disablism, Diversity, Participation
Group size	6 and above
Complexity	Level I
Time	1 hour
Overview	<i>The activity allows participants to experience directly the effects of having a disability – in a light and gently competitive atmosphere.</i>
Related rights	All – but particularly the right to participation and right to non-discrimination
Objectives	<ul style="list-style-type: none">• To raise awareness of disability rights and disablism• To experience what it is like to have a disability in a world built for those without one• To develop skills of cooperation, communication and team-work• To explore creative solutions to a given task
Materials	<ul style="list-style-type: none">• Old newspapers, magazines or scrap paper, cardboard, scissors, string, sticky tape or masking tape – and anything else that can be used for building the bridges• Various materials for the different ‘disabilities’ – e.g. newspapers, silver foil, scissors, glue, a scarf (for covering the eyes), ear-plugs, a wheelchair (if possible), ropes for tying hands or legs, crutches, etc.
Preparation	Prepare enough role cards for everyone in the group and make sure you have the corresponding materials for each ‘disability’.

Instructions

- Explain that people will be working in small groups to carry out a given assignment – and tell them that the activity will test their powers of imagination, cooperation and communication!
- Divide participants into groups of 4 or 5 people and distribute the roles and accessories so that there is not more than one of each ‘disability’ in any given group. There should also be one person in each group without any ‘disability’. People should assume their roles immediately.
- Explain the task: each small group has to build a bridge over an imaginary river. Tell them that the bridge should be able to stand up on its own and that someone should be able to pass underneath it. You could add that it should be able to withstand heavy vehicles, and be as resistant to flooding or other unexpected weather conditions as possible! Indicate the materials that are available for carrying out the task.

all different
all equal



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HOUR

Key date

3 December
International Day of
Disabled Persons

- Tell the groups that they have 30 minutes to construct their bridge. In this time they must make sure that everyone in the group is included in the task to the same degree: no-one can be left out or left with merely symbolic participation.
- While the groups are working, keep an eye on how well they observe the rules, and whether they ‘forget’ about their disability. Try not to intervene, unless someone is periodically ignoring his or her disability.
- After 30 minutes, announce an end to the bridge building and ask participants to take off their scarves, blindfolds or other accessories. Collect these up, and start calling people by their real names again, in order to distance them from their previously assumed roles.
- Invite groups to look at each other’s bridges: try to award each of the bridges the ‘winner’ in some category or other.
- Bring participants into a circle for the debriefing and evaluation.

Debriefing and Evaluation

- How did you feel during the activity? Did you find the task easy or difficult?
- What was most difficult for you in your role? Were you happy with your contribution to the final result?
- Do you think you managed to play your part realistically, or did you rely on stereotypes about disabled people?
- What are the main stereotypes existing in society about the disabled?
- Why do you think that these stereotypes have arisen, and to what extent do you think they are accurate?
- Did being disabled also mean that you did not have ideas, or did not wish to participate in the process?
- Were there any moments when you felt your contribution was not being understood or properly valued by others in the group?
- Can you think of any examples in real life when disabled people might feel unable to influence an outcome, because of a lack of understanding in society?

Use the notes at the end of this activity to explain the concept of *disablism* to the group. Then ask participants whether there were any moments during the activity when disablism was evident:

- Did anyone feel ‘discriminated’ against because of his or her disability?
- How close was the simulation to a real-life situation?
- What do you think it must be like to be young and disabled in your country? What would be the particular difficulties that you would face?
- Do you think that the rights of disabled people are fully respected? If not – which do you think are least respected, and what do you think are the main reasons?

You may also want to explore issues connected with how the groups worked and the extent to which everyone was included:

- How did you function as a group? Do you think the tasks were divided equally?
- Was it difficult to communicate and if so, why? How did you cope with the communication problems? Did you try to help each other?

- What do you think of your personal contribution to the work of the group as a whole?
- Did anyone assume the role of 'leader' in your group? Why?
- Did anything surprise you in the course of this activity? Do you think you have learnt anything as a result of the simulation?

Tips for facilitators

- It is very important that you keep a close eye on the proceedings in order to make sure that no-one gets hurt by the activity. Warn participants beforehand that they should take particular care to be aware of problems that could arise either as a result of their own 'disability' or as a result of others'.
- When you are assigning roles at the beginning, it is not advisable to give people the choice over which disability they would like to assume. Try to encourage from the start an attitude of respect towards the role being played: explain that the activity is intended to help with understanding the real difficulties faced by people with disabilities in a world which only poorly understands them.
- Follow the progress of the different groups in order to see how they are working, and to check that the simulation does not get out of control and that participants keep to their roles (for example, that they do not remove their blindfold or take out earplugs). Try not to interfere beyond reminding them of the basic rules of the activity.
- Encourage participants to play their roles naturally, without excessive exaggeration or 'over-performing' the role.
- If the group or individual groups do not manage to complete the task, or if they are not satisfied with their result, point out that this reflects what happens in reality, and should not be taken to mean that the activity (or the group) has failed. You should discuss in the debriefing the things that led to the result not being achieved, or to some people not being satisfied with the result.
- Although this is a serious activity which can give rise to strong emotions and sometimes to dissatisfaction, it can also provoke laughter in the group. You may need to intervene if it appears that some participants - whether voluntarily or not - are overstepping the mark and the humour becomes cruel to other participants. Again, this will need to be discussed later on in the debriefing, and you may want to raise the general point about when or whether it is acceptable to laugh at people with disabilities.
- It is important to explain to participants that although this activity may give them some feeling for what it might be like to have a disability, it cannot, of course, reproduce the exact experience. Understanding disablism, together with the entrenched attitudes in society which make it so difficult to undermine, requires understanding the full extent of physical, attitudinal, informational, structural and social barriers which disabled people meet in their efforts to participate in the life of society. In this sense, the activity can serve as no more than an introduction to the issue of disablism.

- If you have time available, it will be useful to discuss the question of leadership roles in the group. It is likely that people will have seen the participants in the role of ‘a person without a disability’ as the natural leader, and it is important reflect on why this may have been the case. Explore some of the following possibilities with participants:
 - Was it because the person without a disability believed that he/she would do better work than the people with disabilities?
 - Was it because there is an unspoken attitude in society that only non-disabled people should occupy leading positions?
 - Why do such attitudes exist?
 - Is it because people with disabilities have less confidence to assume a leadership role?

Variations

You could select a different task for the groups, depending on the materials you have available or the characteristics of your group. Other possible tasks might be, for example, to draw someone’s portrait, to perform a dance or to plan a television commercial.

Suggestions for follow-up

The activity ‘Scramble for Wealth and Power’ in *Compass* looks at a different form of inequality – that of wealth – using a similarly physical form of simulation. The activity also raises questions to do with equality of opportunity, which could be related back to the conditions faced by people with disabilities. If you want to pursue the issue of disability, the activity ‘Let’s Campaign on Disability’, which is available in the online version of *Compass*, takes this further. It explores the changes in attitude that need to come about in order for societies to award disabled people the full respect they deserve.

Ideas for Action

Suggest that the group carry out a survey of their local town or community to see how accessible different services are for those with disabilities. For example, they could note whether the public library has wheelchair access, which educational facilities are available to people with disabilities, whether decisions of the local council are made accessible to those with hearing or sight impairments, and so on.

Further Information

The *Social Model of Disability* states that society needs to change. This approach looks at the way society as a whole is organised and the way that people with impairments – visible and invisible – are discriminated against. This model takes a very different approach to disability from that of the traditional Medical model. The Medical model has viewed disabled people as a “problem”, something wrong with them, “cure” or “care”. The Medical model aimed to get disabled people to fit in better with society. Rather than taking the view that people are disabled by their particular impairment, the social model looks

at the way society is organised and how people are excluded. The social model says that society creates discrimination in the form of barriers.

Three types of barriers exist:

- Environmental
- Attitudes
- Systems

The Social Model makes an important distinction between impairment and disability. It is the way society responds to impairment that creates the disability. Disability = the barrier.

The Social Model views disability as a social phenomenon and that **disablism** is a form of oppression in the same way as is for example racism, sexism and homophobia. It says that if disabled people are to be able to join in the mainstream society, the way society is organised must be changed.

Crucially, this model says that disabled people must be involved in defining the barriers, and that the barriers must be removed.

From Factsheet on the Disability Discrimination Act (2005), available at www.brent.gov.uk/Diversity.

HANDOUTS: Role Cards

You should create the role cards depending on the number of people in the group and on the type of group you are working with. Make sure that there is only one type of disability in each small group, and that there is one person without any disability at all. If you are working with participants who are themselves disabled, you should give them a disability different from their own.

Deaf person (uses sign language only)	Person with one leg (no crutches)
Hard of hearing person (uses no sign language)	Person with crutches
Wheelchair user	Person with a mental disability (eg anorexia, depression, learning disorder, anxiety disorder)
Person with one arm	Blind person
Person with no arms	Dumb person

When you give participants their role card, you should also give them any accessories which will help them get into role (such as ear plugs, wheelchair, etc). Emphasise that they should try to represent their role realistically, without exaggeration or resorting to stereotypes.

Human Rights calendar

The following calendar contains a selection of days on which people worldwide celebrate human rights and the other themes of the campaign. The key dates have been gathered from official UN International Days, World Days recognised by NGOs, anniversaries of historical events and birthdays of some prominent human rights activists. It is not to be taken as a complete or definitive list but as a starting point for work with young people in the campaign.

The calendar can be copied and made into a poster to hang on the wall to stimulate initial interest in the campaign themes, particularly since it gives a good indication of their range and variety. People can be invited to discuss selected issues and also to research their own local and national key dates. These can then be added to the calendar to make a resource which is personal to the group.

Once you have built it up, the calendar could be used as a tool for developing a year's campaign programme. The main event in each week or month could be a "topical" activity. For example on 27 January, International Holocaust Remembrance Day, you could run the activity "Memory tags" or on 3 December, International Day of Disabled Persons, you could run the activity "Young and disabled". You may also wish to "take action" by getting involved in events or activities being organised by other organisations on those dates.

Just as the issues and challenges faced by human rights campaigners change with every year, so should your calendar. The challenge for you – activists in the campaign - is to find new ways of campaigning every single day of the year.

8 January	World Literacy Day
20 February	Non-violent Resistance Day
21 February	International Mother Language Day (UNESCO)
27 January	International Holocaust Remembrance Day
1 March	International Death Penalty Abolition Day
8 March	International Women's Day
21 March	World Poetry Day (UNESCO)
21 March	International Day for the Elimination of Racial Discrimination
22 March	World Day for Water
23 March	World Meteorological Day
24 March	World Tuberculosis Day
7 April	World Health Day
8 April	World Roma Day
22 April	Earth Day
23 April	World Book and Copyright Day
1 May	International Workers Day
3 May	World Press Freedom Day
8 May	World Red Cross and Red Crescent
15 May	International Day of Families
17 May	World Telecommunication Day
21 May	World Day for Cultural Diversity for Dialogue and Development
31 May	World No-Tobacco Day

4 June	International Day of Innocent Children Victims of Aggression
5 June	World Environment Day
12 June	World Day Against Child Labour
15 June	World Food Day
17 June	World Day to Combat Desertification and Drought
20 June	World Refugee Day
21 June	World Peace and Prayer Day
26 June	International Day against Drug Abuse and Illicit Trafficking
26 June	United Nations International Day in Support of Victims of Torture
26 June	UN Charter Day
1st Saturday July	International Day of Co-operatives
11 July	World Population Day
6 August	Hiroshima Day (remembers victims of the first atomic bombing in Hiroshima, 1945)
7 August	Transgender International Rights and Education Day
9 August	International Day of Indigenous People
12 August	International Youth Day
23 August	International Day for the Remembrance of the Slave Trade and Its Abolition
8 September	International Literacy Day
16 September	International Day for the Preservation of the Ozone Layer
21 September	International Day of Peace
1st Monday of October	World Habitat Day
2nd Wednesday of October	International Day for Natural Disaster Reduction
1 October	International Day of Older Persons
1 October	International Music Day
5 October	World Teachers' Day
10 October	World Mental Health Day
16 October	World Food Day
17 October	International Day for the Eradication of Poverty
24 October	World Development Information Day
24 October	United Nations Day Electioneering
3 November	Men's World Day
9 November	International Day Against Fascism and Anti-Semitism
11 November	International Day of Science and Peace
16 November	International Day for Tolerance
20 November	Universal Children's Day
21 November	World Television Day
25 November	International Day for the Elimination of Violence against Women
29 November	International Day of Solidarity with the Palestinian People
1 December	World AIDS Day
2 December	International Day for the Abolition of Slavery
3 December	International Day of Disabled Persons
5 December	International Volunteer Day for Economic and Social Development
10 December	Human Rights Day
18 December	International Migrants Day
29 December	International Day for Biological Diversity
?	The day on which universal suffrage became law in your country

3. BUILDING EVENTS

This Chapter includes a series of ideas to help you with selecting and combining activities to use in campaign events. You will find below:

- Some **recommendations, dos** and **don'ts** when preparing or running educational activities under the campaign. These comments and ideas apply to all the workshop modules in the sections which follow.
- **Brief workshop modules** on the campaign as a whole and on the three themes separately. Use these with flexibility to suit your particular context and the needs of your group: adapt them as you find necessary.
- **References to additional activities** that you can use either instead of, or as well as those suggested in the workshop modules. These are listed at the end of each module.

3.1 Preparing for Educational Activities

So let's assume you have decided to take the plunge! You have a session arranged with a group of young people to introduce them to the campaign, and you hope that you can motivate them to take part later on.

What next?

Consult Compass!

If you are new to the field of human rights education, you will certainly find it helpful to look at the first Chapter of *Compass*, and in particular at the part on the educational approaches (page 39). It won't take long, and it will give you a feel for what is most appropriate in this area of work.

Be clear about what you are trying to do

Before selecting one of the modules below, give some thought to the particular group you will be working with, and try to anticipate issues that might be relevant, interesting or perhaps of particular concern to them. Ask yourself:

- What is their likely motivation in coming to the session?
- What are they likely to want from this session?
- What are the issues or challenges related to Diversity, Human Rights and Participation that are likely to interest them or that are "hot issues" in the community?
- What is it realistic to hope to achieve as a result of the session?
- What are the existing possibilities (organisations, projects, activities) for the participants to get really involved in the campaign after your session?
- How far would you like to work further with them?
- You will find some general aims for the different workshop modules in the

section following this one, but you should also try to be as specific as you can about *your* aims, given the context you will be working in and the particular characteristics of your group.

Clarify information about the campaign

Once you have drawn up a list of general aims, make sure that you are clear about the campaign aims and themes; that you are aware of some of the events that will be taking place; and that you have some idea about how the people you are working with could become involved. Most of this can be found within the pages of this guide:

- The campaign aims and themes are described in Chapter 1, on pages 11-18
- Some of the main activities under the campaign are listed in Chapter 4. If you visit the campaign website at www.alldifferent-allegal.info, there should be an updated list of activities; otherwise you can contact the National Campaign Committee (NCC) in your country for the most recent information.
- Your NCC will also be able to help you with information on how people can join the campaign. Ask them for suggestions!

Select a suitable workshop module

There are various alternative modules listed below, so you will need to read through the possible options and select one to suit both your particular needs and those of the group you will be working with.

- Read through the activities suggested in the modules: make sure you understand what you will have to do, and try to think about whether the group is likely to respond positively, or whether any problems could arise.
- If you are doubtful about any aspects, have a look at some of the alternative activities proposed at the end of this chapter.
- Consult with someone who knows the group! If possible, enlist their help in running the activities: it will always be an advantage to have a co-facilitator.

Familiarise yourself with the activities

Once you have selected the module, read through the activity (or activities) again. Make sure you understand each step, what is expected from you, and what is expected from the group. Check that you have everything you need: it can help to walk through the different stages, checking off what you need or what you are meant to be doing.

Try to enjoy it!

... if you do – the group is likely to do, too!

Some Dos and Don'ts when running activities:

Do encourage participants to give their opinions and ideas

Do let them feel that they can have an impact on the activities that make up the campaign

Do take their suggestions seriously: they will be more likely to become involved if they feel ownership

Do make links with the reality of the participants and with real issues in their environment!

Do encourage action and participation on the issues that **they** choose to take up.!

Do try to develop a culture of mutual respect, a safe environment where everyone feels comfortable about expressing their opinion

Do treat participants as equals!

Don't try to give a lengthy presentation: that will only turn them off!

Don't give the impression that it has all been decided 'from above' already

Don't feel you need to stick rigidly to what was planned: follow their interests if they prefer to move in another direction

Don't remain on an abstract and moral level!

Don't force the participants to engage in what they don't want!

Don't allow the group to exclude, ignore, pre-judge, or disrespect anyone else: try to establish some basic principles from the outset

Don't talk down to them... and don't imagine that their views are any less worthy of discussion than your own!

3.2. Taking the plunge: workshop modules

There are five different workshop modules listed below

- Introduction to the Campaign (1½ hours)
- Stepping into the Campaign (4 hours)
- Deepening the Diversity Theme (4 hours)
- Deepening the Human Rights Theme (4 hours)
- Deepening the Participation Theme (4 hours)

These last 4 modules can easily be combined to make a single 2-day activity, or they can be run as separate sessions on different occasions.

We start with a simple introduction to the campaign which you can use if you have only a small amount of time.

Workshop 1: Introduction to the campaign (1½-2 hours)

Aims

A general introduction should aim to:

- Introduce the themes and key ideas behind the campaign
- Get people thinking about and discussing some of the main issues
- Give an idea of what people could expect if they were to become involved
- Get them interested and enjoying it!

In a 1½ hour session, you won't have the time to go into any of the campaign themes in detail, so the last of these aims is probably the most important: if you can make the campaign *speak* to the young people; if you can make it seem relevant and interesting – you are more likely to be able to count on their support later on.

Plan of activities

Title	Type of activity	Time
'Knots' <i>Compass</i> , page 60	Use a quick icebreaker, such as 'Knots' to get people energised and feeling positive	10 minutes
Introduction to the campaign <i>Companion</i> , page 11	Introduce the general aims and the campaign themes using the information on page 11. You can find additional background material and resources on the campaign website (www.alldifferent-allegal.info)	10 minutes (presentation) + 10 minutes (questions)
'Where do you stand?' <i>Compass</i> , page 254	Use the instructions from the <i>Compass</i> activity and the statements at the end of Chapter 1 (page 16) to get participants discussing some of the key issues relating to the campaign	50 minutes
Next steps...	Use the last few minutes to talk about ways that the group could follow-up on the activity and play a part in the campaign.	10 minutes

Alternatives

Instead of using 'Where do you stand?' you could try one of the following:

- **'Electioneering'** (45 minutes)
This is a different type of discussion activity which would allow you to look at one of the statements on the campaign in more detail (*Compass*, page 127)
- **'Rights Bingo'** (40 minutes)
Use this activity as a simple introduction to the human rights theme: see how much people know already! (*Compass*, page 206)
- Or else create 3 small groups and ask each one to take one of the campaign themes and create a concept map similar to those in Chapter 1. Bring everyone together at the end to look at and discuss the different maps.

Workshop 2: Stepping into the campaign (4 hours)

Aims

If you have more than 2 hours available, then you could use the following module to introduce the campaign to a group of young people and start planning further sessions or events. In addition to the aims proposed for the previous workshop, the extra time available in this module should give you the opportunity to:

- Deepen one of the campaign themes
- Brainstorm issues that the group might be interested to work on

The module follows the plan of the shorter one above, but offers a more detailed introduction, and can be obviously be more effective in exploring the issues and in motivating the group to be further involved in the campaign. You will need to schedule a short break in the middle.

Plan of activities:

Title	Type of activity	Time
'Knots' <i>Compass</i> , page 60	Use a quick icebreaker, such as 'Knots' to get people energised and feeling positive	10 minutes
Introduction to the campaign <i>Companion</i> , page 11	Introduce the general aims and the campaign themes using the information on page 11. You can find additional background material and resources on the campaign website (www.alldifferent-allequal.info)	15 minutes (presentation) + 15 minutes (questions)
'Where do you stand?' <i>Compass</i> , page 254	Use the instructions from the <i>Compass</i> activity and the statements at the end of Chapter 1 (page 16) to get participants discussing some of the key issues relating to the campaign	50 minutes
	Break	30 minutes
'Silent floor discussion' <i>DOmino</i> , page 67	Use the method of 'Silent floor discussion' in <i>DOmino</i> (page 67) to explore the campaign themes, allowing even the less talkative participants to have their 'say'. Continue the discussion by drawing up a list problems the participants perceive in their local environment	90 minutes
Evaluation and next steps	Use the last part of the workshop to discuss the group's impressions about the activities, and to think about ways that they could follow them up and contribute to the campaign.	30 minutes

Use either of the 2 modules above to provide an introduction to the campaign, then 'add on' any of the following modules as a way of deepening the individual campaign themes.

We aim to encourage young people to think, feel and act; to engage their heads, hearts and hands.
Compass

Alternatives

Any of the alternatives proposed for workshop 1 could also be substituted here. Instead of the 'Silent floor discussion' you could try:

- **‘A-Z of actions for the campaign’**

Participants brainstorm ideas for action in a creative way (*Education Pack ‘All Different – All Equal’, page 62*)

- **‘Case studies’** (1½ hours)

A good way to get people thinking about constructive solutions to real problems (*DOmino, page 87*)

- **‘Dreams’** (1 hour)

An activity to use for exploring people’s hopes and aspirations. You can bring the discussion back to the campaign themes at the end. (*Education Pack, page 74*)

- **‘Take a Step Upwards’** (1 hour)

Participants to reflect on obstacles that prevent them from participating more in everyday life (*Companion, page 37*)

Workshop 3: Deepening the Diversity theme (4 hours)

Aims

Assuming that participants already have a basic awareness of the campaign, follow-up workshops can concentrate on exploring further some of the issues related to specific themes.

The module for Workshop 3 is designed to meet the following general aims:

- To explore the positive and negative aspects of diversity
- To appreciate the diversity in the group
- To look at an example of a local conflict between different communities
- To experiment with ways of addressing conflict transformation

Plan of activities:

Title	Type of activity	Time
Dominoes <i>Education Pack, page 72</i>	An introductory activity to warm people up and encourage physical contact	10 minutes
Who are I? <i>Compass, page 257</i>	This activity asks participants to select important aspects of their identity and then compare these with other participants’ choices. It can help to draw out commonalities among participants and the diversity of the group as a whole.	25 minutes
Labels <i>Education pack, page 108</i>	This is a striking way of looking at stereotypes and the way people react to them. Each participant has a label stuck on his / her forehead and others are asked to treat them accordingly – while carrying out a common task!	45 minutes
	Break	20 minutes

all different all equal

If you need still more ideas: go to the online version of *Compass* and select any of the new activities which have been developed under the campaign. In particular, look at the themes Diversity, Intercultural Dialogue, Disablism or Religion.

Title	Type of activity	Time
A Mosque in Sleepyville <i>Companion</i> , page 19	Participants simulate a local conflict between two communities. The activity raises issues relating to the right to religious freedom, diversity and intercultural dialogue.	2 hours
General evaluation <i>Compass</i> , page 62	Use the time at the end to establish links between the previous activities and give participants the opportunity to evaluate the session	20 minutes

Alternatives:

You can build on the half-day programme above, or alter some of the suggested sessions using the activities below.

- **Young and Disabled?** (1 hour)
A fun simulation game to experience the difficulties of living with a disability (*Companion* page 49)
- **In our block** (2½ hours)
Role-play looking at a local conflict and involving observers and clues for finding solutions. (Education pack, page 93)
- **Let's talk about sex!** (1 hour)
Fish-bowl to address questions related to sexuality: provides opportunities to raise issues on homosexuality and to develop a deeper understanding and empathy towards other attitudes or preferences. (*Compass*, page 156)
- **Can I come in?** (1 hour)
Role-play looking at refugees trying to gain entry into a country. (*Compass*, page 98)
- **Inter-religious Calendar** (2 hours)
Participants draw up an inter-religious calendar in a cooperative activity. (*Compass* online)
- **Responding to Racism** (2½ hours)
This activity uses role-play and reflection about an incident of racism in school to address the difficulties of stepping out of one's own cultural perspective. (*Compass* page 201)
- **Mesorgiu** (2½ hours)
Role-play looking at a longstanding conflict between two ethnic groups in a fictional state (*Compass* online)

Workshop 4: Deepening the Human Rights Theme (4 hours)

The next module allows the trainer to link the theme of diversity to the theme of human rights, particularly through the ‘Take a step forward’ activity. Participants move on to learn about key human rights people and to develop their critical thinking skills in analysing current local-global dynamics from a human rights perspective.

Aims

- To become familiar with the Universal Declaration of Human Rights
- To relate human rights to everyday issues and concerns
- To experience some of the difficulties relating to inequality in the world
- To explore current international issues in a creative way

Plan of activities

Title	Type of activity	Time
4 Up <i>Education pack, page 186</i>	An ice-breaker! Participants sit in a circle and are given a group task to complete in silence: exactly 4 people should be standing up, and no-one person for more than 10 seconds.	5 minutes
Take a step forward <i>Companion, page 32</i>	Simplified role-play addressing issues of diversity and economic, social, political justice.	1 hour
Draw the word! <i>Compass, page 120</i>	The activity is a team game asking participants to produce a creative drawing to depict a human rights word. It can be used as an introduction to the Universal Declaration of Human Rights.	45 minutes
	Break	20 minutes
A glossary of globalisation <i>Compass, page 69</i>	Participants seek and present human rights issues in a visual form	1½ hours
General evaluation <i>Compass, page 62</i>	Use the time at the end to establish links between the previous activities and give participants the opportunity to evaluate the session	20 minutes

Alternatives

- **‘Fighters for rights’** (1 hour)
As in a jigsaw, participants have to combine information cards about key human rights defenders. (*Compass, page 130*)

- **‘Chahal vs UK’** (2 hours)
This is a role-play looking at a real case that came before the European Court of Human Rights. It addresses issues relating to human security and the current terrorist threat. (*Compass* online)
- **‘Money to Spend’** (1½ hours)
Participants divide into small groups and have to come to a decision concerning a family budget. The game cards help to focus on the distinction between wants and needs and to draw parallels with state military budgets. (*Compass*, page 177)
- **‘Dosta!’** (1 day, but can be run in separate sessions)
This is a long activity based on the Taking Action chapter of *Compass*: participants begin by thinking about victims of the Nazi holocaust and move on to develop an action in their local community to address discrimination against the Roma minority. (*Compass* online)
- **‘Picture Games’** (30 minutes)
Participants work with images and comics in order to address human rights issues. (*Compass*, page 188)
- **‘Front Page’** (3 hours)
The group has to get a human rights newspaper ready for print! (*Compass*, page 135)

Workshop 5: Deepening the Participation Theme (4 hours)

Many of the activities related to the theme of participation are listed in *Compass* under themes such as democracy and citizenship, which are two central concepts in addressing participation issues. There are also 3 new activities specifically related to the participation theme which have been developed for the purposes of the campaign. Two are available in this publication and the third can be found in *Compass* online.

If you want to make use of the activities available on participation, you will find that in many cases they require more time than other activities. But this is time very well spent! It is only by taking part in real processes of discussion, negotiation, exploration, and creative participation that young people will gain the necessary skills and confidence to carry this over into their everyday lives.

Aims

The aims of the module presented below are

- To explore the concept of participation
- To reflect on young people’s participation in society
- To practise skills of negotiation and discussion
- To understand the interaction of different ‘actors’ in democratic society

You should also bear in mind that Chapter 3 of *Compass*, Taking Action, provides a step by step guide to bringing about real change in local environments. The *Dosta!* activity, available in *Compass* online makes use of this chapter to campaign on Roma issues. But you can use the chapter to plan your own campaign activities on any of the main themes.

Plan of activities

Title	Type of activity	Time
'I bring a letter for' <i>Education Pack, Ice-breakers</i>	Introductory game to warm the group up	5 minutes
'Electioneering' <i>Compass page 127</i>	A discussion-based activity to get participants taking sides! Use one of the statements at the end of Chapter 1 to make it more relevant to the campaign	45 minutes
'Young and Beautiful' <i>Companion, page 46</i>	Participants work with images to create a representation of young people as they see themselves	1 hour
	Break	20 minutes
'Making Links' <i>Compass page 173</i>	Through role-play, participants explore the rights and responsibilities of four democratic actors: citizens, government, NGOs, and the media. The activity helps to develop an understanding of the role of citizens in democratic society.	1½ hours
General evaluation <i>Compass, page 62</i>	Use the time at the end to establish links between the previous activities and give participants the opportunity to evaluate the session	20 minutes

Alternatives

- **'Let's Campaign on disability!'** (2½ hours)
The group works on developing a PR event on disability issues. (*Compass online*)
- **'Garden in a Night'** (3 hours)
This is a creative activity that allows participants to work on real issues in their own community. (*Compass, page 139*)
- **'Beware we are watching!'** (1½ hours)
The activity encourages participants to design a public awareness campaign. An example is given focusing on the consequences of relocation by transnational companies. (*Compass, page 95*)
- **Creative art work** (2½ hours)
These activities stimulate participants' creativity by encouraging them to recall and write their own poems or stories about the campaign's themes. (*DOMino, page 83*)
- **'To vote, or not to vote?'** (4 ½ hours)
An activity in 3 parts which involves running a survey in the local community. Participants are encouraged to think about the reasons so many people are failing to use their vote in elections. (*Compass, page 201*)

4. GOING BEYOND...

In theory, everything you need to organise an activity under the campaign can be found within *Companion*. But you may be feeling adventurous, or you may want to see if some of the other resources that are available are more appropriate for your environment. This chapter points you towards separate resources or websites that will be useful in thinking about campaign events.

You can find the following sections:

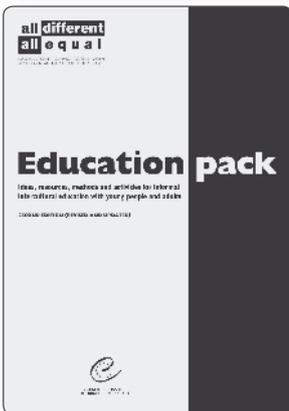
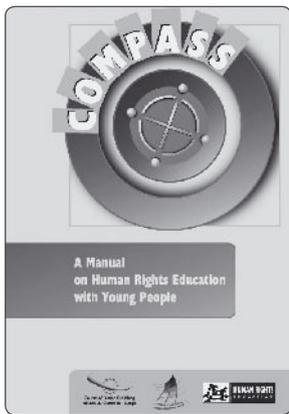
- 4.1. Information about other key resources produced by the Council of Europe which can be used in the campaign
- 4.2. Websites containing information or educational materials relating to the campaign themes (page 68)
- 4.3. A list of activities planned under the campaign in 2007 (page 70)
- 4.4. Contact details for the National Campaign Committees (page 72)

4.1 Council of Europe Publications

Compass

Compass – a manual for Human Rights Education with young people was first published in 2002 and has established itself as a formidable resource and supporting publication for the Human Rights Education Youth Programme of the Council of Europe. At least 20 language editions have been produced, and more are planned. You can access the Arabic, English, French and Russian versions at the *Compass* website: www.coe.int/compass

- Chapter 1 of *Compass* provides a useful overview of the aims and objectives of human rights education, as well as general principles and guidance on methodology. If you are starting out and have not run activities like this before, you are advised to take a look!
- *Compass* was originally developed around fifteen themes which are closely related to human rights, and it contains activities and useful background information on all of these. In particular, there is a basic introduction to human rights, including questions and answers on common concerns.
- The campaign has enabled the original 15 themes to be extended to include seven more which address issues of direct relevance to the campaign and to young people today: **Diversity, Participation, Intercultural Dialogue, Remembrance, Terrorism, Disabilism and Religion**. There are several new activities on each of these themes and new background information which sets out the current debates and issues.
- One particularly important section that you might find useful is Chapter 3, **Taking Action**, which outlines ways that young people may become involved in acting for human rights; it takes you through the different steps.



The Education Pack, D^Omino and Alien

Originally produced during the 1995-6 'All Different – All Equal' campaign, both the **Education Pack** and **D^Omino** have recently been published in new editions. *D^Omino* took a pioneering approach to peer education and its use in the combat against racism, anti-Semitism, xenophobia and intolerance. Explaining the origins of peer education and showing specifically how young people can work together, gives a strong basis for action and reflection. Together with the *Education Pack*, a conscious effort was made to synthesise and build on the long experience of youth organisations and the Youth Directorate in intercultural learning and education.

Earlier still, **Alien 93 – youth organisations combating racism and xenophobia** was published to demonstrate how important it is to combine efforts and share experience and good practice between young people and their organisations. *Alien 93* was one of the first Campaign publications of the Youth Directorate to be distributed in four languages.

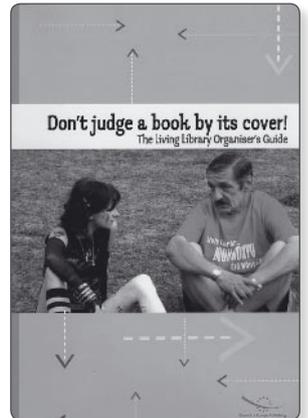


Don't judge a book by its cover! The Living Library Organiser's Guide

The Living Library works exactly like a normal library: readers come and borrow a 'book' for a limited period of time. There is only one difference: the Books in the Living Library are human beings, and the Books and readers enter into a personal dialogue. The Books in the Living Library are people representing groups frequently confronted with prejudices and stereotypes, and who are often victims of discrimination or social exclusion. In this library, Books cannot only speak, but they are able to reply to the readers' questions - and the Books can even ask questions and learn themselves.

The Living Library methodology is an innovative part of the Council of Europe's youth programme on human rights education, and it allows young people to 'meet' their own stereotypes, and thereby to dispel them. The methodology will be used in the framework of the campaign in an event in Europa Park in July 2007. See the campaign website for details.

Alternatively, you can try to organise a Living Library yourself! The booklet is easy to follow and available to order from the Council of Europe bookshop: <http://book.coe.int>

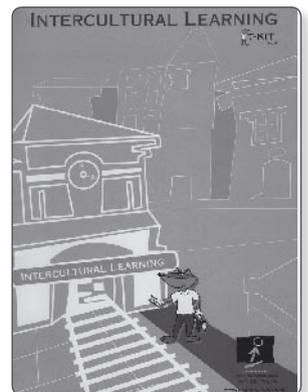


T-Kits

Since 1998 the Council of Europe and the European Commission have been developing a Partnership in the youth field, and one of the many tangible results has been the series of **T-Kits** (or Training Kits) designed to offer youth workers and trainers theoretical and practical tools in their work with young people.

Of particular relevance for the campaign themes of diversity and participation are the T-Kits dealing with

- **Intercultural Learning** (number 4)
- **Under Construction – Citizenship, Youth and Europe** (number 7)
- **Social Inclusion** (number 8)
- and the forthcoming title T-Kit on **Euro-Mediterranean Youth Work - Mission Impossible?** (number 11)



Other Resources

New publications are being worked on during the campaign and you should keep in touch with your National Campaign Committee and the European secretariat to ensure you are informed about when they are published. In particular, you should look out for a manual describing how to work with the revised **European Charter on the Participation of Young People in Local and Regional Life**.

The campaign's website <http://alldifferent-allegal.info> contains a growing number of resources where you can find **and add** announcements for activities, stories from projects, examples of good practice, news from National Campaign Committees, videos, songs and photos.

In addition, there will be campaign-related training courses and seminars offered by youth organisations, the SALTO centres and the Youth and Sports Directorate throughout the period and into the future. Make sure you stay informed!

Special mention should also be made of the European Knowledge Centre for Youth Policy and its forum for Youth Debate where research and practice are brought together to debate issues of concern to the campaign. See: www.youth-knowledge.net

4.2 Useful Websites

Web sites relating to the Campaign

Official site of the campaign

- Up-to-date information, ideas, links to other resources, the possibility to exchange your experiences with others involved in the campaign. Use it!
<http://alldifferent-allegal.info>

European Youth Forum

- All you need to know about the policies and activities of the Forum and its member organisations.
<http://www.youthforum.org>

Compass – Human Rights Education Youth Resources

- Home of the full versions of *Compass* and other linked publications, such as the *Education Pack* and *DOmino*. The site includes new activities and background information on Participation, Diversity, Intercultural Dialogue, Religion, Disabilism, Terrorism and Remembrance, all of which have been developed specially for the campaign and are not available in the printed versions.
www.coe.int/compass

Related sites of the Council of Europe

Main portal

- www.coe.int

Council of Europe conventions and treaties

- <http://conventions.coe.int>

Human Rights

- European Court of Human Rights:
www.echr.coe.int/ECHR
- Directorate General of Human Rights:
www.coe.int/human_rights
- Human Rights Commissioner:
www.coe.int/commissioner
- European Commission against Racism and Intolerance (ECRI)
www.coe.int/ecri
- Education for Democratic Citizenship
www.coe.int/t/dg4/education/edc/default_EN.asp?
- Directorate of Youth and Sport
www.coe.int/youth
- Human Rights Education Youth Programme
www.coe.int/hre

Related sites of the European Union

Europa – EU Youth Portal

- <http://europa.eu.int/youth/>

EU YOUTH Programme

- http://ec.europa.eu/youth/index_en.html

The SALTO network

Main portal

- www.salto-youth.net/

SALTO – Cultural diversity

- www.salto-youth.net/diversity/

SALTO – Inclusion

- www.salto-youth.net/inclusion/

Partnership on Youth between the Council of Europe and the European Commission

- www.youth-partnership.net

4.3 Diary of CAMPAIGN Activities 2007

Information provided by the Campaign Secretariat. This list is regularly updated and you should check the website at <http://www.alldifferent-allequal.info> for the most recent information.

Meetings

- Fourth National Campaign Committee Meeting: early March 2007 (3-4 March), Poland (linked to above; 50 participants)
- Fifth National Campaign Committee Meeting: 20-24 June 2007, (50 participants) EYC Strasbourg

Training Courses

- TC for multipliers 14-17 May 2007 Europa Park, Rust, Germany (35 participants)

Symposia (educational activities)

- Intercultural and Inter-religious Dialogue 27-31 March 2007, Turkey (200 participants: 140 local participants, 100 from elsewhere in Europe)
- Participation and Democracy 25-29 April 2007 Schengen, Luxembourg
- Mediterranean Village Puglia, Italy June 2007

Thematic Weeks

1. Lesbian, Gay, Bisexual and Transgender

- Location: Poland
- Timing: 2-6 March 2007
- Concept: Public events against homophobia in Poland. A working meeting of all the National Campaign Committees will be held simultaneously, ensuring an international dimension to the event.
- Associated activity: Symposium on human rights, exhibitions on Queer Life in Poland.
- The idea is to ask local authorities to donate a wall for a graffiti competition on the theme 'All Different - All Equal'. This will be in partnership with the Congress of Local and Regional Authorities.

2. Antisemitism

- Proposed location: Tents in public squares in ten capital cities around Europe in association with the World Jewish congress
- Timing: May 2007
- Concept: Increase awareness of Jewish culture, and antisemitism in Europe.

3. Romaphobia

- Proposed Location: Slovakia
- Proposed timing: August 2007
- Concept: awareness-raising and visibility events

- Associated activities: a training event run in conjunction with the Forum of European Roma Young People, and public events (e.g. exhibitions, concerts) to promote positive images of Roma, in liaison with the Roma Division of the Council of Europe

4. *Racism and Migration*

- Proposed Location: Italy during the Med village
- Timing: June 2007
- Concept: Years after migrants have arrived in Europe they are still facing disorientation and exclusion; how can young people help to create a more inclusive society?

General events

The more general events will be co-ordinated from Strasbourg using already established networks, as well as those currently in operation, to multiply the communication effect in each country.

International events held outside of the premises of the European Youth Centres will be developed together with the National Campaign Committees in the respective hosting country.

1. *Information Bus*

- Timing: May-September 2007
- Location: several European countries
- The idea is to get a company to donate a bus, which they will allow us to decorate and which will then travel around the festival circuit during the summer with a DJ, and distribution of gadgets, staffed by volunteers.

2. *Launching of the Labelling educational institutions as 'All Different - All Equal' sites*

- Timing: February 2007
- Location: to be decided
- Concept: In conjunction with The Organising Bureau of European School Student Unions (OBESSU), the aim is to start a campaign for labelling High Schools as non-discrimination zones. The project will be launched in a large school in central Europe.

3. *Living Library in Europa Park*

- Timing: July 2007
- Location: Europa Park. This attraction centre has around 40,000 visitors a day during the summer; there will be a large Campaign tent for three days and the living library activity will be conducted in the park.

4. *Graffiti Competition*

- Timing: Summer 2007
- Location: In at least ten cities around Europe young graffiti artists will be able to compete and paint the winning piece in a prominent place.

5. *Music Festival*

- Timing: week of 21 June 2007
- Location: Strasbourg

- Negotiations have already gone ahead with Strasbourg authority for an event to be held during the music festival. Various musicians from different countries have already said they are willing to create songs on the 'All Different - All Equal' theme.
 - Associated activity: Skateboarding across the frontiers.
6. *Closing event*
- Timing: September 2007
 - Location: Sweden
 - Associated activity: Anti-fashion event. This will be a statement of 'All Different - All Equal' in the fashion world. It will be designed around project work by students from a number of different European universities, with the show itself taking place at the Council of Europe.
7. *Follow up event and evaluation:*
- Timing: October 2007
 - Location: Portugal (to be confirmed)
 - Associated activity: Education ministers as well as NCC representatives will decide on follow-up activities to the campaign.

4.4 Contact Details for National Campaign Committees

The NCC (National Campaign Committees) are the structures in charge of organising the campaign on a national level. If you are a local NGO or a Local Authority wishing to be actively involved in the Campaign, or if you are a young person interested in taking part in the events of the campaign, we strongly suggest you to get in touch with your NCC.

If your country is one among the 48 who signed the European Cultural Convention but is not listed below, it means that your NCC has not yet been formed, or that the Council of Europe has not yet been notified. In this case you can contact the campaign secretariat for the most up-to-date information on the state of play in your country.

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Andorra

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Function: Youth Department Chief
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Web: www.armyouthcenter.am

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Austrian National Youth Council
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Azerbaijan

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YUVA Humanitarian Centre & Ministry of Youth and Sport, YUVA Humanitarian Centre
Iceri Sheher, 14/33 Asaf Zeynalli Steet
Baku, Azerbaijan
or
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+994 12 465 6514/8415 (Ministry)
Fax.: +994 12 4 656786

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Flemish Speaking Community

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www.allemaalanders.be

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tinne.demaeyer@steunpuntjeugd.be
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Coordinating organisation:

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French Speaking Community

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German Speaking Community

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Rat der deutschsprachigen Jugend (RDJ)
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Intergenerational Solidarity -
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E-mail: crdm@crdm.cz
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Coordinating organisation:

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Coordinating organisation:

Estonian Youthwork Centre
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Finnish Youth co-operation Allianssi
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Coordinating organisation:

Direction de la Jeunesse et de l'Education
populaire
Ministère de la jeunesse, des sports, de la vie
associative.

95 avenue de France, 75650 Paris, France
Tel.: 01 40 45 90 00, Fax.: 01 40 45 92 92
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German National Committee for International
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5. APPENDIX

5.1 The Universal Declaration of Human Rights (Unofficial summary)

Article 1

Right to Equality

Article 2

Freedom from Discrimination

Article 3

Right to Life, Liberty, Personal Security

Article 4

Freedom from Slavery

Article 5

Freedom from Torture and Degrading Treatment

Article 6

Right to Recognition as a Person before the Law

Article 7

Right to Equality before the Law

Article 8

Right to Remedy by Competent Tribunal

Article 9

Freedom from Arbitrary Arrest and Exile

Article 10

Right to Fair Public Hearing

Article 11

Right to be Considered Innocent until Proven Guilty

Article 12

Freedom from Interference with Privacy, Family, Home and Correspondence

Article 13

Right to Free Movement in and out of the Country

Article 14

Right to Asylum in other Countries from Persecution

Article 15

Right to a Nationality and the Freedom to Change It

Article 16

Right to Marriage and Family

Article 17

Right to Own Property

Article 18

Freedom of Belief and Religion

Article 19

Freedom of Opinion and Information

Article 20

Right of Peaceful Assembly and Association

Article 21

Right to Participate in Government and in Free Elections

Article 22

Right to Social Security

Article 23

Right to Desirable Work and to Join Trade Unions

Article 24

Right to Rest and Leisure

Article 25

Right to Adequate Living Standard

Article 26

Right to Education

Article 27

Right to Participate in the Cultural Life of Community

Article 28

Right to a Social Order that Articulates this Document

Article 29

Community Duties Essential to Free and Full Development

Article 30

Freedom from State or Personal Interference in the above Rights

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5.2 The European Convention on Human Rights

(Unofficial summary)

Under the Convention, which was signed in Rome on 4 November 1950 and came into force in 1953, the States Parties guarantee the basic civil and political rights of a state governed by the rule of law, not only to their own citizens but to all persons “within their jurisdiction”. States or individuals can bring a complaint before the Court set up by the Convention. However, the Convention is not necessarily incorporated into each state’s national legal system. The theory of international law whereby human rights have a fundamental character placing them above the legislation and practices of sovereign states is thus brought into practice.

The rights guaranteed

The right to life (Article 2)

Article 2 protects the individual against death inflicted arbitrarily by the State; but it does not exclude the use of the death penalty if carried out in accordance with the law. Protocol No. 6, abolishing the death penalty in time of peace, was adopted in 1985. A new protocol, abolishing death penalty is being prepared.

The right to liberty and security of person (Article 5)

Article 5 guarantees people physical liberty by protecting them from arbitrary arrest and detention and according them certain basic procedural rights. Its provisions are extended by Article 1 of Protocol No. 4 which prohibits imprisonment for debt.

The right to a fair trial in civil and criminal matters (Article 6)

This right is complemented by Article 13, which ensures the right to an effective remedy before a national authority. Article 6 includes the condition that the proceedings must take place within a “reasonable time”. Complaints of violations of this provision are those most frequently brought by applicants. The notion of a fair trial is completed by the principle that criminal law should not be retroactive (Article 7), the right of appeal in criminal cases, the right to compensation for wrongful conviction, and the right not to be tried or punished twice for the same offence (Articles 2, 3 and 4 of Protocol No. 7).

Respect for private and family life, home and correspondence (Article 8),

which may be linked to the right to marry and found a family (Article 12).

The equality of rights and responsibilities of spouses during marriage (Article 5 of Protocol No. 7).

The right to freedom of expression (including freedom of the press) (Article 10)

The requirements of this basic right are a logical development of the rights guaranteed by Article 9 (freedom of thought, conscience and religion).

Freedom of peaceful assembly and association (Article 11).

The right to peaceful enjoyment of possessions (Article 1 of Protocol No. 1).

The right to education (Article 2 of Protocol No. 1).

The right to free elections (Article 3 of Protocol No. 1).

The Council of Europe and the protection of human rights

Liberty of movement and freedom to choose where to live (Article 2 of Protocol No. 4).

What is prohibited

Torture and inhuman or degrading treatment and punishment (Article 3).

Slavery, servitude and forced labour (Article 4).

Discrimination in the enjoyment of rights and freedoms guaranteed by the Convention (Article 14).

Expulsion of a state’s own nationals or denying them entry, and the collective expulsion of aliens. (Articles 3 and 4 of Protocol No. 4)

Procedural safeguards also protect foreigners under threat of expulsion from a country (Article 1 of Protocol No. 7).

The Convention provides for a European Court of Human Rights to deal with individuals’ petitions and inter-state cases. The Judges are entirely independent and are elected by the Parliamentary Assembly.

The Committee of Ministers of the Council of Europe supervises the execution of the judgment where a violation has been found, ensuring that the state takes appropriate remedial action, for example by means of new administrative procedures or by legislation

Source: Council of Europe Directorate General of Human Rights www.humanrights.coe.int

5.3 The European Social Charter

(brief presentation)

The **European Social Charter** (referred to below as “the Charter”) sets out rights and freedoms and establishes a supervisory mechanism guaranteeing their respect by the States Parties. It was recently revised, and the 1996 revised European Social Charter, which came into force in 1999, is gradually replacing the initial 1961 treaty.

Rights guaranteed by the Charter

The rights guaranteed by the Charter concern all individuals in their daily lives:

Housing:

- construction of housing in accordance with families’ needs;
- reduction in the number of homeless persons;
- universally assured access to decent, affordable housing;
- equal access to social housing for foreigners;

Health:

- accessible, effective health care facilities for the entire population;
- policy for preventing illness with, in particular, the guarantee of a healthy environment;
- elimination of occupational hazards so as to ensure that health and safety at work are provided for by law and guaranteed in practice;

Education:

- a ban on work by children under the age of 15;
- free primary and secondary education;
- free vocational guidance services;
- initial and further vocational training;
- access to university and other forms of higher education solely on the basis of personal merit;

Employment:

- a social and economic policy designed to ensure full employment;

- the right to earn one’s living in an occupation freely entered upon;
- fair working conditions as regards pay and working hours;
- action to combat sexual and psychological harassment;
- prohibition of forced labour;
- freedom to form trade unions and employers’ organisations to defend economic and social interests; individual freedom to decide whether or not to join them;
- promotion of joint consultation, collective bargaining, conciliation and voluntary arbitration;
- the right to strike;

Social protection:

- the right to social security, social welfare and social services;
- the right to be protected against poverty and social exclusion;
- special measures catering for families and the elderly;

Movement of persons:

- simplification of immigration formalities for European workers;
- the right to family reunion;
- the right of non-resident foreigners to emergency assistance up until repatriation;
- procedural safeguards in the event of expulsion;

Non-discrimination:

- the right of women and men to equal treatment and equal opportunities in employment;
- a guarantee that all the rights set out in the Charter apply regardless of race, sex, age, colour, language, religion, opinions, national origin, social background, state of health or association with a national minority.