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Building a Europe  
for and with children  
Construire une Europe  
pour et avec les enfants



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Budapest, 10 November 2021

## COMPASITO TRAINING COURSE

# FOR HUMAN RIGHTS EDUCATION WITH CHILDREN



17 – 24 OCTOBER 2021  
EUROPEAN YOUTH CENTRE BUDAPEST

## Report of the Training Course

## About this report

The Compasito Training Course for Human Rights Education with Children was held from 17 to 24 October 2021 at the European Youth Centre in Budapest. It was organised by the Youth Department in cooperation with the Children Rights Division of the Council of Europe, in the framework of the programme of the Hungarian Presidency of the Committee of Ministers.

The report of the training course presents the rationale for organising the activity and highlights the key achievements of the training taking into account participants' learning outcomes and follow-up activities which has been initiated and designed during the training course. It also includes the detailed course module which comprises the 6 days of the training course and explains step by step how training methodology was delivered. The detailed session outlines also include summaries of evaluation done by the participants as well as the educational team of the training course.

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## Introduction

A fully revised and updated edition of Compasito has been published in 2021. The Compasito Training Course was organised to train a group of young people in the approaches and methods suggested by the manual. Compasito has been designed, above all, for educators and trainers working with children, including teachers, caregivers and parents as well as non-formal educators such as youth workers and educational advisors / assistants in children and youth centres. The activities are designed for children from 5 to 13 years.

Compasito seeks to develop in children the knowledge, skills, values and attitudes they need to participate in their society, knowing and protecting their rights and the rights of others. In this way, children can actively contribute to building a culture of human rights. The manual builds on the child's and the facilitator's existing knowledge and experience. The activities can be used wherever children spend part of their daily life: in schools, in childcare centres, afternoon clubs, leisure centres, children's organisations, or camps, and even in the family environment. While children do not need to have any special skills to participate in most of the activities, facilitators do need to possess experience and skills in using non-formal educational methodology to run the activities successfully. Compasito looks at children as young citizens of the present and as rights-holders who are competent in many issues related to their life. It builds on children's motivations, experiences and their search for solutions. The approaches and methodological proposals in Compasito build on legal human rights frameworks such as the UNCRC but are closely aligned with the priority areas of the Strategy for the Rights of the Child of the Council of Europe and the standards put into place in the recent years. It supports the idea that children are equal human beings, with their own rights and ability to understand the values and attitudes that constitute human rights.

The experiences with resources for human rights education strongly suggest that their effective use needs to be supported by opportunities for key multipliers to get acquainted and experience using the manual and in turn invite other multipliers to use it in their educational activities with children. This multiplying effect should be further supported in the upcoming years by the translation and publication of Compasito in more official languages of the member states.

The 2021 edition of the Compasito Training Course allowed participants to explore and experience the manual but also to initiate follow-up actions such as translating the revised Compasito in national languages and promoting the manual in various: formal and non-formal educational settings.

## Achievements of the course

The Compasito Training Course was organised in the European Youth Centre Budapest from 17 to 24 October 2021 with 28 participants. It was organised by the Youth Department of the Council of Europe in close cooperation with the Children's Rights Division. This cooperation was beneficial for both sides given the crosscutting issue of children's rights; the Youth Department contributed with experience in organising educational processes with young people, and the Children's Rights Division with expertise concerning children's rights and meaningful child participation.

The training course was open to participants between ages 16 and 30. A specific call for a team member under the age of 18 was also published, however for practical reasons this spot was filled by a team member who had already turned 18. Participants flagged the question of why there were only three minors selected for the training course. It is not the practice of the Youth Department to single out young people because of their age but in the context of children's rights the balance of participants should be reflected on. The effort to include young people under 18 was however generally successful and the practice of working on children's rights with children should be highlighted as an important element of the course. Participants furthermore expressed an interest to further learn and apply safeguarding principles in their own work with children, which should be seen as a positive outcome.

The group of participants was diverse in terms of background and experience, and this was an added value and contributor to the overall learning process. Educators and multipliers in formal education were encouraged to apply given the focus on young children in Compasito. A handful of the participants were coming from this background and the programme included elements on adapting Compasito exercises to a formal setting. There is clear potential to expand and strengthen the cooperation with the formal education sector for future activities organised around this manual and topic.

For most of the participants, this training course was the first time they attended an activity organised by the Youth Department. In the evaluation session participants expressed motivation to stay involved with the Council of Europe, to get involved in the process of reviewing the implementation of the HRE/EDC Charter, to apply for European Youth Foundation funding and to organise national Human Rights Education training courses. This is an opportunity for the Council of Europe Youth Department to expand its network of partners and organisations on local and national level. The interest in national training courses also shows great potential in more young people being trained in using the Compasito manual. Participants were also interested to explore how to involve young people from disadvantaged neighbourhoods or backgrounds (e.g., refugee children) in Compasito activities.

The training course included the official launch of the revised edition of the Compasito manual. It hence constituted an important momentum for working with the manual with a new generation of young people. A part of the activity focused on exploring how Compasito and non-formal education with children in general, can be applied to an online context. This was a relevant exercise especially given the pandemic and the likelihood of an increased need of online learning tools and practitioners.

Participants raised several important issues throughout the training course. Child-friendly language and accessibility was brought up as important aspects of creating and distributing material on children's rights. Meaningful participation of children in policy processes regarding children was discussed as something that should be assured. Finally, the issue of children's rights and safeguarding in the digital era was brought up as an area to be explored further. These issues could be considered for the implementation of the Council of Europe Strategy for the Rights of the Child (2022-2027) and for the Youth Department's work on these issues.

### Recommendations for follow up

Based on the above, the following steps should be considered after the Compasito Training Course:

- ✓ To include young people under the age of 18 in work and processes regarding children's rights, and to reflect properly on standards of meaningful participation and on safeguarding when doing so;
- ✓ To explore further synergies with formal education systems when working with the Compasito manual;
- ✓ To promote the implementation of National Training Courses on Human Rights Education with Children using Compasito;
- ✓ To work with partners to ensure the translation of Compasito into more languages, in order to increase the accessibility of the activities and the approach;
- ✓ To explore further the connection between children's rights and digital rights, and non-formal education with children in a digital space.

### Aim and Objectives

The training course aimed to motivate and develop the capacity of key multipliers to implement learning and training programmes for human rights education with children based on the 2021 edition of the manual.

#### **The objectives of the course were:**

- To strengthen participants' understanding of the key concepts and approaches of human rights education and non-formal education methodologies with young people and children;

- To develop participants knowledge of the normative framework of children rights, with a specific emphasis on the standards and mechanisms of the Council of Europe;
- To enable participants to autonomously promote and use the Compasito manual as trainers or educators, adapt its content and methodologies when needed and disseminate it in their local context/organisation/institution;
- To enable participants and their organisations to further develop and implement quality human rights education activities with children and act as multipliers;
- To support the implementation of the Charter on Education for Democratic Citizenship and Human Rights Education by stakeholders in the children and youth policy areas and reinforced the role of human rights education in the strategies of the Council of Europe on the Rights of the Child and for the youth sector;
- To promote synergies and cooperation among advocates and activists for children’s rights and human rights education through youth work and non-formal learning.

## Learning Competencies

The educational team of the training course defined the learning competencies which were addressed in the programme throughout the course. The definition and identification of learning competences helped both the trainers’ team and participants to continuously reflect on the learning taking place in the course and harvest it during the daily reflection moments. Knowing the learning competences tackled during the activity also motivated participants to be aware of their own learning within the training course. The detailed session outlines (see Appendixes) also define which learning competences were addressed in the specific sessions.

### **Learning competences for participants to be acquired throughout the course:**

#### **Knowledge**

1. Knowledge of major instruments for the protection and promotion of human rights (including children’s rights) and the ability to connect them with the lives of young people and children
2. Knowledge about the relevant programmes and instruments of the Council of Europe for youth and human rights education with children, including the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.
3. Understanding the key principles of non-formal education and its application in human rights education.

## **Skills**

4. The ability to deliver human rights education activities for young people or children, including the use and adaptation of Compasito to local realities, social contexts and the needs of target groups.
5. The ability to advocate for Compasito as a tool for human rights education with children in a local/national context and to liaise with relevant stakeholders concerned with the promotion of human rights.
6. The ability to introduce human rights education as an educational concept in new contexts in an autonomous and credible way.

## **Educational philosophy**

7. Critical thinking skills and the ability to create multiple perspectives on contemporary human rights issues and dilemmas.
8. To apply methods of child/youth participation throughout the programme and in follow up.

## **Training Methodology and Programme**

The course was designed to give participants the opportunity to experience and reflect upon activities and concepts central to human rights education based on the experiential learning cycle. The training course used participatory methodology where the participants explored the Compasito manual together, the legal framework it builds upon as well as ways in which it can be applied and adapted to different groups. This means that all participants were present and took part actively in the training course by bringing their individual perspectives and ideas to the floor. External expertise on international child participation and safeguarding was assured through an external expert. Participants had the chance to work individually, in pairs, in small groups and in plenary throughout the training course. In some sessions, inputs were provided in a form of presentation where participants had a chance to exchange the views with the presenter and ask questions. Apart from referring to resources in Compasito, the training course also included the following exercises from the manual: “Who should decide?”, “Where do you stand?”, “Sailing to a new land”, “World Summer Camp” and “What if”.

The programme of the training course was designed considering the course aim and objectives as well as the learning competencies addressed during the activity. The flow of the 6-day program also built on the concept of learning “about, through and for human rights” as described in Compasito. At first, participants were able to explore the concept of human and children rights and learn more about the children rights international protection mechanisms



such as UNCRC. The programme also put special emphasis on getting participants familiarised with meaningful participation of children. The second block of the program allowed participants to explore the revised manual, try out activities and work on adapting them to their local contexts and realities as well as to different formal and non-formal educational settings. The last part of the programme supported participants to work on their follow-up ideas, find synergies and network with each other. It also encouraged participants to define ways of using the Compasito manual in practice in their respective organisations.

## Daily programme of the training course:

### Sunday, 17 October 2021

19:00 *Dinner*

20:00 Welcome activities

### Monday, 18 October – THE COURSE AND US

09:15 Opening of training course

Presentation of the participants

Welcome addresses by:

**Rui Gomes**, Head of Education and Training Division, Council of Europe

**Regina Jensdottir**, Head of Children's Rights Division, Council of Europe (*online*)

Aims, objectives and methodology of the course

10:45 Break

11:15 *Compasito and us*: practices and causes in human rights education with children

13:00 *Lunch*

14:30 Exploring and sharing local realities of children today

16:00 Break

16:30 Local realities of children's rights and education

18:00 Review and reflection time

19:00 *Dinner*

### Tuesday, 19 October – EDUCATION ABOUT CHILDREN'S (HUMAN) RIGHTS

09:15 Opening and introduction of the day

09:30 Human rights instruments: how are children's rights protected?

**Tinna Rós Steinsdóttir**, International Child Rights Expert

**Maren Lambrecht**, Children's Right Division, Council of Europe (*online*)

11:00 *Break*

11:30 *A child today*: Children in my community

13:00 *Lunch*

14:30 Participation as a pillar of children's rights

16:00 *Break*

16:30 Participation as a pillar of children's rights

18:00 Review and reflection time

19:00 *Dinner*

### Wednesday, 20 October - EDUCATION ABOUT CHILDREN'S (HUMAN) RIGHTS

09:15 Opening and introduction of the day

09:30 The role of Human Rights Education for children's rights

11:00 *Break*

11:30 Participation in the Official launching of the third edition of *Compasito*

13:00 *Lunch*

FREE AFTERNOON

19:30 *Dinner and boat trip on the Danube*

## **Thursday, 21 October - EDUCATION *THROUGH* HUMAN RIGHTS**

- 09:15 Opening and introduction of the day
- 09:30 *Compasito* in action: practicing the manual
- 11:00 *Break*
- 11:30 *Compasito* in action: adapting to local context
- 13:00 *Lunch*
- 14:30 *Compasito* in action: exploring themes
- 16:00 *Break*
- 16:30 Safeguarding and inclusion
- 18:00 Review and reflection time
- 19:00 *Dinner*

## **Friday, 22 October – EDUCATION *THROUGH AND FOR* HUMAN RIGHTS**

- 09:15 Opening and introduction of the day
- 09:30 Workshops on using and adapting *Compasito* exercises
- 11:00 *Break*
- 11:30 Workshops continued
- 13:00 *Lunch*
- 14:30 Action as multipliers and advocates
  - The Council of Europe Youth Department’s policy and work on EDC/HRE
  - The Council of Europe Charter on EDC/HRE and related national processes
- 16:00 *Break*
- 16:30 Sharing ideas for follow-up action
- 18:00 Review and reflection time
- 19:00 *Dinner*

## **Saturday, 23 October – EDUCATION *FOR* HUMAN RIGHTS**

- 09:15 Opening and introduction of the day
- 09:30 Planning follow-up actions
- 11:00 *Break*
- 11:30 Creating synergies and making connections as multipliers and advocates
- 13:00 *Lunch*
- 14:30 Follow-up with the Council of Europe
- 16:00 *Break*
- 16:30 Evaluation and closing of the course
- 20:00 *Barbecue dinner and farewell activities*

## **Sunday, 24 October**

Departures

## Profile of Participants

28 participants from 18 counties attended the Compasito Training Course. Participants were multipliers in their local organisations representing wide range of institutions and roles, however they were all interested in child rights education and specifically exploring and using the revised version of the Compasito. The participants represented a wide age range from 16 to 31. Three participants were younger than 18.

Participants of the activity were:

- Children active in their schools and local organisations and interested to act as peer educators for children's rights.
- Youth workers and trainers delivering local or national youth work and training other youth workers.
- Teachers and teacher-trainers working in primary and secondary level teaching various subjects (art, chemistry, etc) and training other teachers in children's rights
- Practitioners from UNICEF national committees who are responsible for children's rights education programmes and participation within their national UNICEF committees.

Some participants were employed while others were volunteers in their organisations.

## Participants' Evaluation of the Course

### Evaluation by the participants

The participants filled in a questionnaire to evaluate the learning outcomes, the organisation of the activity and their engagement in the process of training implementation. The questionnaire was accessible online, and all participants were given a certain amount of time to complete the survey. Participants could choose to stay anonymous; however, slightly less than a half of the respondents revealed their name. In total 27 out of 28 participants completed the form.

Answering the question general satisfaction level with the course the average point given on a scale of 1 to 5 (where 5 refers to the maximum satisfaction) was 4.5. Overall participants appreciated diversity of methods used and possibility for exchange practices. The group also identified professional competencies and rich experiences of trainers and the rest of the group as an added value to the course. Moreover, participants mentioned that they were inspired to continue becoming multipliers of Compasito, using and adapting activities from the manual.

Testimonies from participants regarding their level of satisfaction include:

*"I feel satisfied that I have developed the skills, knowledge and understanding regarding human rights education with children and how I can implement these competencies in my workplace and everyday life as a multiplier of Human Rights Education and Human Rights education with children, with specific reference to the Compasito manual"* – a participant of the Compasito TC, 1

*"I really enjoyed the way of nonformal education in this training course, combining different activities and giving us the tools and practical approach to become compasito multipliers and support us in our path of being HR defenders"* – a participant of the Compasito TC, 2

*"The course has been an incredible experience for me. This was an educational, engaging, productive, emotional, and beautiful week. I feel confident and excited to use the Compasito manual in my daily life as a peer educator in my community"* – a participant of the Compasito TC, 3

There were two participants who gave specific recommendations on how to improve the training course. One of them was concerned on the quality of safeguarding throughout the training course as three participants were minors. A participant suggested reviewing alcohol usage in the activity with children and also coming up with the guidelines on how children should be accompanied in the activities where they participate alone. Another recommendation was about the motivation of participants to explore the manual Compasito

even more in-depth and dedicate more time on practicing it.

Participants evaluated achievement of the course objectives on a scale 1 to 5 where 5 referred to fully achieved. The average scores of participants' evaluation can be found below:

<b>Objective</b>	<b>Average Point</b>	<b>Maximum Point</b>
<i>Objective 1</i> To strengthen participants' understanding of the key concepts and approaches of human rights education and non-formal education methodologies with young people and children.	4.6	5
<i>Objective 2</i> To develop participants knowledge of the normative framework of children rights, with a specific emphasis on the standards and mechanisms of the Council of Europe	4.5	5
<i>Objective 3</i> To enable participants to autonomously promote and use the Compasito manual as trainers or educators, adapt its content and methodologies when needed and disseminate it in their local context/organisation/institution	4.7	5
<i>Objective 4</i> To enable participants and their organisations to further develop and implement quality human rights education activities with children and act as multipliers	4.7	5
<i>Objective 5</i> To support the implementation of the Charter on Education for Democratic Citizenship and Human Rights Education by stakeholders in the children and youth policy areas and reinforced the role of human rights education in the strategies of the Council of Europe on the Rights of the Child and for the youth sector	4	5
<i>Objective 6</i> To promote synergies and cooperation among advocates and activists for children's rights and human rights education through youth work and non-formal learning.	4.7	5

The table shows that all participants found the training course successful and considered that its objectives were fully achieved and corresponded to their expectations. Participants particularly underlined that they were given opportunity to explore the manual and work on the adaptations of the specific activities which was highlighted by most of the group. Participants gave the lowest assessment to the Objective 5 as they considered this objective

to generally cover a considerable topic which is difficult to explore in greater detail in a short time. They however expressed willingness to continue being engaged as advocates of the EDC/HRE Charter and to learn more about it through the future activities of the Council of Europe. Verbal and written evaluation of the training course evidenced the points that participants particularly highlighted. In the evaluation forms, administrative organisation of the course was seen as a strong prerequisite for achieving the learning outcomes within the course. Communication and exchange with participants from the side of organisers was especially valued.

Participants also gave recommendations such as:

- Being more mindful and reflexive towards the gender mainstreaming in training activities as the training course showed the tendency of gender inequality in terms of men taking floor too often and shrinking space of other people to speak up.
- Being more attentive and respect the safeguarding principles when inviting child participants in the course specifically taking care of child safety and wellbeing and creating safe space to share and contribute to the sessions.

## Follow-up and Outcomes

The information about the specific outcomes of each session is provided and can be viewed in the Appendices where detailed session outlines are presented. At the end of the training course participants designed their follow-up actions connected to these three fields of action: (1) Advocacy, (2) Methods and Tools and (3) International Cooperation Projects.

### **Advocacy**

In the group discussing advocacy of children's rights education and usage of *Compasito* manual, participants came up with the following ideas:

- Translating the revised version of *Compasito* in national and minority languages. Some participants (for example participants from Albania, Iceland) identified detailed plan for sending the request to the Council of Europe for getting translating rights while others expressed their interested and planned on getting more information from their organisations.
- Applying and organising national training course in human rights education based on *Compasito*. Some participants (participants from Spain, Bulgaria, Greece, Russian Federation and Lithuania) expressed interested to investigate options to apply to conduct the national training course on *Compasito* in their home countries.
- Advocating with the national Ministries and local authorities responsible for children's rights education to promote *Compasito* as a resourceful manual for teachers, youth workers and other multipliers.
- Liaising with the Children's Ombudsperson to analyse the legal framework for children's rights education and identify ideas for actions.
- Participating in the upcoming Human Rights Education Forum to be held in Turin in

2022. Participants shared their willingness to participate to the Forum and contribute to the review of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

### **Methods and Tools**

The group working on methods and tools identified ways for making Compasito activities accessible for different target groups and shared about specific tools that can help adapt Compasito activities in digital environment. Specific ideas discussed included:

- Sharing about participatory tools supporting children's meaningful participation.
- Sharing about tools for networking and educational opportunities (childhub.org, salto-youth.net)
- Sharing about online interactive platforms such as jamboard.com, Google Classroom and MS Teams.

### **International Cooperation Projects**

Participants also discussed on international cooperation project ideas which can be applied in the upcoming deadlines of various youth foundations. These ideas include:

- Applying to the European Youth Foundation international activity call with the idea supporting child rights education and promoting revised edition of Compasito.
- Promoting volunteering and exchange between participants' organisations through Erasmus Plus and European Solidarity Corps programmes.
- Staying connected in Google Classroom groups in order to network and share as former participants of the Compasito Training Course.



## Appendix 1 - List of Participants

### Participants

<i>Albania</i>	Amantia Aga	Association for the Social Support of Youth
	Nevi Mazreku	Albanian Center for Education Care and Training
	Erta Prifti	New Epoch Organization
<i>Austria</i>	Judyta Kuc	Service Civil International Austria
	Lia Reithner	Anazitites Theatrou
<i>Belgium</i>	Chahida Bufraquech	UNICEF Belgium
	Jawad Lamri	European Confederation of Youth Clubs
<i>Bulgaria</i>	Mikel Aguirre Herrero	Infinite Opportunities Association
<i>Germany</i>	Ann-Sophie Holz	German Committee for UNICEF
<i>Georgia</i>	Marianna Gavasheli	Institute for Democratic Changes (IDC)
	Givi Gvinjilia	Charity Humanitarian Centre "Abkhazeti"
	Elene Kapanadze	National Council of Youth Organizations of Georgia
<i>Greece</i>	Rea Hystuna	Citizen in Action
	Myrto E.Choutopoulou	Multifunctional Center for Refugees, Hellenic Red Cross
<i>Iceland</i>	Pétur Þorkelsson	Icelandic Committee of UNICEF
	Hjördís Freyja Kjartansdóttir	Icelandic Committee of UNICEF
<i>Ireland</i>	Nicole Mok	Europass Teacher Academy
<i>Kosovo<sup>1</sup></i>	Diamant Holti	Kosova Young Lawyers
<i>Lithuania</i>	Paulina Dregvaite	Lithuanian Centre for Human Rights
<i>Portugal</i>	Beatriz Carlos	Questão de Igualdade, Associação para Inovação Social
<i>Republic of Moldova</i>	Olga Pinzari	Terre des hommes Moldova
<i>Romania</i>	Fatih Kaymakci	Fundația Județeană Pentru Tineret Timiș
<i>Russian Federation</i>	Denis Merkulov	Goethe-Institut branch office in Moscow
	Islam Musaev	Youth For The Future
	Angelina Sidorova	Children's School of Arts, Vidnoe
<i>Slovenia</i>	Pascale Emily Pečnik	Eksena Association
<i>Spain</i>	Daniel Corona Martinez	The English Montessori School of Madrid
<i>United Kingdom</i>	Lucy Holland	Queen's University Belfast

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<sup>1</sup> All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolutions 1244 and without prejudice to the status of Kosovo.

***Educational Team***

Adam Lambe	Trainer/Consultant
Miguel Angel Garcia Lopez	Trainer/Consultant
Sulkhan Chargeishvili	Trainer/Consultant
Ida Kreutzman	Educational Advisor, Youth Department, Council of Europe
Rui Gomes	Head of Division Education and Training, Youth Department, Council of Europe

***Secretarial support***

Zsuzsanna Molnar	Programme assistant, European Youth Centre Budapest
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***Speakers and Lecturers***

Tinna Rós Steinsdóttir	International Child Rights Expert
Antje Rothemund	Head of the Youth Department, Council of Europe
Regina Jensdóttir	Head of Children's Rights Division, Council of Europe
Maren Lambrecht	Programme Officer, Children's Rights

## *Appendix 2 – Training Module - Session Outlines*

### **Session outlines in order of execution**

#### **Arrival Day:**

[Welcome Evening Activities](#)

#### **Monday 18 October 2021 (Day 1)**

[Opening of the training course](#)

[Exploring and sharing local realities of children and children's rights](#)

[Pesca-Lotta Groups](#)

#### **Tuesday 19 October 2021 (Day 2)**

[Human rights instruments: how are children's rights protected?](#)

[A child today: Children in my community](#)

[Participation as a pillar of children's rights](#)

#### **Wednesday 20 October 2021 (Day 3)**

[The role of Human Rights Education for children's rights](#)

[Midterm evaluation](#)

#### **Thursday 21 October 2021 (Day 4)**

[Compasito in Action: practising an activity from the manual](#)

[Compasito in Action: Adapting activities to local contexts](#)

[Compasito in Action: Exploring the themes and activities](#)

Safeguarding and Inclusion

**Friday 22 October 2021 (Day 5)**

Practising Compasito: workshops, The Council of Europe Youth Department's policy and work on EDC/HRE


**Saturday 23 October 2021 (Day 6)**

Planning follow-up actions, creating synergies and making connections as multipliers and advocates

Follow-up with the Council of Europe


Evaluation and closing of the course

## Welcome Evening Activities

	<b>O.1 Welcome evening</b>
<b>1. Day, date, time</b>	<b>Sunday 17 OCTOBER 20:30 – 21:10</b> (day 0)
<b>2. Background</b>	Participants have just arrived at the youth centre and they are meeting each other as a group for the first time.
<b>3. Aim(s) and objectives of the session</b>	<ul style="list-style-type: none"> <li>• To introduce the team and participants to each other; to enable starting team building process between the participants and getting familiar with each other.</li> <li>• To welcome participants at the EYCB</li> <li>• To prepare a ground for the first working day</li> </ul>
<b>4. This session contributes to the following learning competence</b>	N/A
<b>5. Programme Methodology and timing</b>	<p><b>Welcome</b></p> <p>House rules, other urgent announcements, welcome on behalf of the Council of Europe.</p> <p><b>“I am good at” round of Introductions</b></p> <p>Ask everyone to stand in a very wide circle.          Invite someone (anyone) to take a step into the circle and to say their name, country and something they are good at (<i>I am Leyla from Belarus and I am good at hiking</i>)          Now tell the rest of the group to take a step forward and repeat the name and what they are good at.          Now invite someone else to take a turn and to take another step forward.</p> <p><b>Move on the other side game</b></p> <p>Participants are grouped on one side of the room, facilitator reads out a statement. If it concerns them participants need to move to the other side of the room. If they wish some space can be given for commenting.</p> <p>Statements are:</p> <ul style="list-style-type: none"> <li>• <i>Move to the other side if you know more than one of the participants in the group</i></li> <li>• <i>Move to the other side if you took more than 2 flights to come here</i></li> <li>• <i>Move to the other side if you have been at the EYCB before</i></li> <li>• <i>Move to the other side if you are human rights defender/activist</i></li> <li>• <i>Move to the other side if you are on holidays right now</i></li> <li>• <i>Move to the other side if it is your first travel after Covid-19</i></li> <li>• <i>Move to the other side if you have worked with Compasito before.</i></li> </ul>



	<p><b>Hand speed dating</b></p> <p>The trainer illustrated the 5 fingers in which each finger has a topic for a short pair discussion.</p> <p><b>Finger 1 (thumb):</b> A beautiful moment you had since you were selected as a participant of Compasito</p> <p><b>Finger 2 (pointing finger):</b> Something you are proud of</p> <p><b>Finger 3: (middle finger)</b> Something that annoys you</p> <p><b>Finger 4 (ring finger):</b> Craziest thing you have ever done</p> <p><b>Finger 5 (pinky finger):</b> Good movie/series you have seen and would recommend</p> <p>Participants randomly make pairs and decide on which finger they want others to talk. For example, if Raul and Monica form a pair, Raul tells Monica which finger Monica should discuss and vice versa. Participants have the right not to discuss the topic and ask for another one. Rounds continue several times.</p> <p><b>Find my name. Name game</b></p> <p>Pairs introduce each other and swap their names. Then they form a pair with other participants using the “new given name”. They play until they get their names back.</p> <p>Invite participants to the welcome snacks and drinks.</p>
6. Role of team members	Ideally each team member facilitates one mini activity.
7. Materials needed and space required	Flipchart paper illustrating 5 finger game.
8. Outcomes (to be filled in after the TC)	This session enabled participants to get to know each other. It also helped participants to establish communication in the group for the first time.
9. Evaluation (to be filled in after the TC)	Overall, this session was interactive and participatory. Majority of the group had already arrived which made the activities informative and useful as participants had chance to get to know many of the other participants in the group.

## Opening of the training course

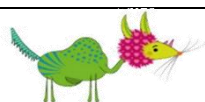
	<b>1.1-1.2 Opening of the training course</b>
<b>1. Day, date, time</b>	<b>Monday 18 October 9:30-13:00 (Day 1)</b>
<b>2. Background</b>	<p>This is the first session of the training course and it will be focused around introducing the week and breaking the ice. We will have bonding activities and will have discussions on participants Expectations, as well as presentations on the Objectives of TC, learning competences and What is the Council of Europe</p>
<b>3. Aim(s) and objectives of the session</b>	<ol style="list-style-type: none"> <li>1. For participants to get to know each other.</li> <li>2. Introducing the TC.</li> <li>3. Outline the Learning competencies and the objectives.</li> <li>4. Gather their expectations.</li> </ol>
<b>4. This session contributes to the following learning competence</b>	<ol style="list-style-type: none"> <li>1. Understanding the key principles of non-formal education and its application in human rights education</li> <li>2. To apply methods of child/youth participation throughout the programme and in follow up;</li> </ol>
<b>5. Programme Methodology and timing</b>	<p><b>Opening - welcome 9:15- 9:30</b>  Presentation of the team and the external expert  Round of introductions of group (name, place, org.) (guided popcorn style)</p> <p><b>Welcome addresses 9:30- 10:10</b></p> <ul style="list-style-type: none"> <li>o <b>Rui GOMES</b>, Head of the Education and Training Division, Council of Europe</li> <li>o <b>Regina Jensdottir</b>, Head of Children’s Rights Division, Council of Europe (online)</li> </ul> <p><b>Presentation of house rules 10:10 - 10:30</b></p> <ul style="list-style-type: none"> <li>- We ask participants for input to a flipchart paper on principles of working together</li> <li>- After their inputs, we add COVID-rules, house rules, and how we expect to work together</li> </ul> <p><b>Presentation of methodology</b> of the course (i. e. use of Compasito activities and experiential learning) agenda 10:30 – 10:40</p>

	<p><b>Reimbursement Rules (Presentation) 10:40- 11:00</b></p> <p><i>Break 11:00- 11:30</i></p> <p>Start with an <b>energizer</b>: “Who stole the cookie from the cookie jar”</p> <p><b>Expectations and fears 11:15 – 11:40</b></p> <p>Ask participants to individually reflect on what they expect from this course and what they fear and what they can contribute to the course. Write down individually on different coloured post-its.</p> <p><i>Guiding questions:</i></p> <ol style="list-style-type: none"> <li>1. What do I <b>expect</b> to learn from this training course?</li> <li>2. Do I have any <b>fears</b> related to the course?</li> <li>3. How will I <b>contribute</b> to the group learning?</li> </ol> <p>Relate the expectations to the programme elements. Ask participants to put their post-its on the programme directly. Contributions as well. Fears are collected on a different spot on the wall. Participants can share in plenary what is on their post-its then stick them on the board.</p> <p><b>COE-BINGO 11:40-12:00</b></p> <p>Hand out one bingo sheet to each person. Ask them to go around, and when they find someone who knows the answer of a question, write down their name. Shout BINGO when you have 1 line. Play until 1 or 2 lines are reached depending on time. After participants share what they didn't get, and the team answers the questions.</p> <p><b>Fact Finders 12:00 -12:35</b></p> <p>Create corners of 4 pictures each. <i>(From the photos the participants uploaded to the e-learning platform)</i></p> <p>Ask participants to find their own picture and sit down with the group. People who don't have a picture can just join any group.</p> <p>The group will have to introduce themselves, explain the context of the pictures and + find one thing that everyone in the group has in common and something that is special for each person in the group. The photos and comments are all stuck to a white board to make a collage</p> <p><b>Learning competences 12:35 – 13:00</b></p> <p>Hand out a list of <b>learning competences</b> to everyone. Individual reflection on them, guiding questions:</p> <ul style="list-style-type: none"> <li>- Which competences are relevant to my work?</li> <li>- What competence am I particularly interested in improving?</li> <li>- What could support me in developing these competences?</li> </ul>
<p><b>6. Role of team members</b></p>	<p>Team members are split equally among the activities to give each a chance for an introduction.</p>



<p>7. Materials needed and space required</p>	<p>A3 sheets and markers, Sticky notes and flipchart Prepare:</p> <ul style="list-style-type: none"> <li>- flipchart with COVID/house rules</li> <li>- Prepare the aim, objectives nicely on the wall and the agenda + other agenda – (whole team)</li> <li>- Print out learning objectives</li> <li>- Print out BINGOs</li> <li>- Printed out pictures from eLearning site</li> <li>- Bluejans set-up for Regina at around 9:00- 09:30</li> </ul>
<p>8. Outcomes (to be filled in after the TC)</p>	<ul style="list-style-type: none"> <li>• Participants were more comfortable with each other after this session, the icebreakers created a comfortable a group atmosphere.</li> <li>• Participants are introduced to the CoE and the Compasito TC, they are given an overview of the week.</li> <li>• The participants contributed to the agenda their expectations, contributions and their fears.</li> <li>• The collage of participants photos was created.</li> </ul>
<p>9. Evaluation (to be filled in after the TC)</p>	<p>Overall it was a suitable start to the course participants had an idea of how the week would progress. The icebreakers and energizers had good engagement from participants and built on the group building that was done the night before. Some sessions took longer than planned, the team adapted and rearranged the order of activities. Participants learned more about the CoE from the bingo.</p>
<p>10. Further reading</p>	<p>E-Learning platform</p>
<p>11. Appendices</p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;">  <p>COE BINGO.docx</p> </div> </div>

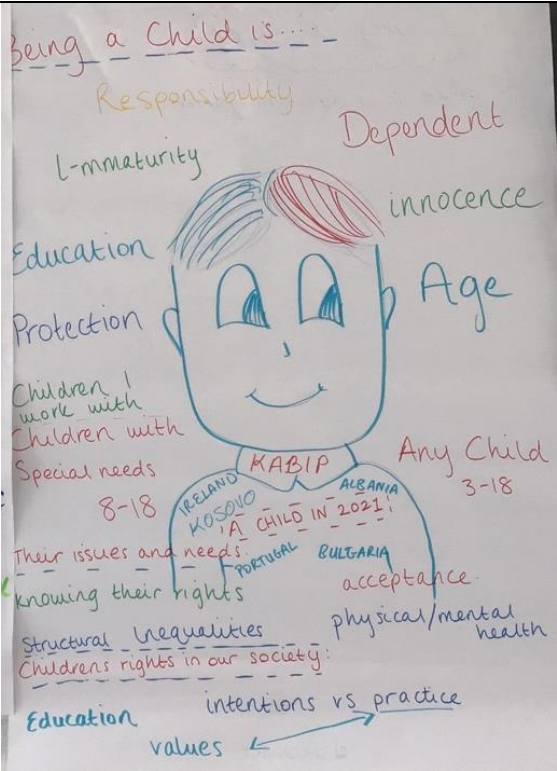
## Exploring and sharing local realities of children and children’s rights



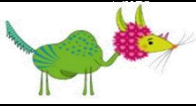
### 1.3-1.4 Exploring and sharing local realities of children and children’s rights

<p>1. Day, date, time</p>	<p><b>Monday 18 October (Day 1)</b>  <b>14:30 – 16:00</b>  <b>16:30 – 18:00</b></p>
<p>2. Background</p>	<p>This is the second part of the first day. Before this session, participants have just met and started getting familiar with each-other, to the aim of the course and to the Council of Europe.</p>
<p>3. Aim(s) and objectives of the session</p>	<ul style="list-style-type: none"> <li>- To explore the reality of children and children’s rights in different contexts of participants.</li> <li>- To explore the motivation that participants’ have in their work in relation to children’s rights.</li> <li>- - To understand who the people in the room are, and in which ways they work with children and children’s rights</li> </ul>
<p>4. This session contributes to the following learning competence</p>	<p>The session is devoted to the sharing of local realities in relation to children rights. Analytical competences and presentation skills are used and in relation to the specific competences aimed to be developed in this course:</p> <ul style="list-style-type: none"> <li>- Critical thinking skills and the ability to create multiple perspectives on contemporary human rights issues and dilemmas.</li> </ul>
<p>5. Programme Methodology and timing</p>	<p>Opening of session. Explain that this session will focus on sharing our work and our contexts. We will work both in small groups and individually.</p> <p><b>Group work on Children’s Rights for me</b>  14:45-15:30</p> <p>In groups of 5 participants share their work in relation with Children Rights. They explore and summarise in a flipchart the following questions:</p> <ol style="list-style-type: none"> <li>1. Being a child: In your society somebody is considered a child if...</li> <li>2. Children I work with:  Who are the children you work with?  What are specific needs and issues that those children face?</li> <li>3. Children rights: How are children’s rights understood in your society?</li> </ol> <p><b>Sharing in plenary</b>  15:30 – 16:00</p> <p><i>Break 16:00 – 16:30</i></p> <p><b>Drawing yourself</b>  16:30-16:45</p> <p>Each participant gets an A4-paper. They get 15 minutes to draw/write what their organisation does and what their role is within it (if they don’t have an organisation, they</p>

	<p>can pick themselves as a children’s rights/youth activist). They should pay attention to noting down how their work relates to children.</p> <p><b>Slow dating</b> 16:45- 17:30</p> <p>They should aim at meeting different people for a few (3-4) rounds and learn about their organisations/contexts and role within it. <i>(Avoid the people who were in your original group if possible)</i>. 10 minutes for each meeting, so enough to get to know the person a little bit.</p> <p><b>Groups gathers in plenary</b> 17:30 – 18:00</p> <p>Ask for impressions, who did you meet? Anything surprising?</p> <p>Spread out Dixie cards on the floor, ask participants to pick one that relates to their motivation to work for/with children in their communities. A round of sharing.</p> <p>Closing of session</p>
6. Role of team members	In the final sharing, apart from valuing the diversity of experiences and motivations, the notion of children rights (as understood in Compasito) could be introduced by the team as a shared/common reference/motivation.
7. Materials needed and space required	Stationary such as A4 papers as well as Dixie Cards
8. Outcomes (to be filled in after the TC)	<p>The combination of individual work, peer and group sharing in different formats allowed participants to get acquainted with the different understanding of being a child in their contexts, the children they work with and the understanding of children rights in their contexts.</p> <p>In relation to age, being a child is very differently understood in different societies and contexts (law system, family, work...). It was also mentioned that in many societies’ children are looked upon as immature and dependent, and that the general view of children in this sense is negative.</p> <p>The participants work with a bid diversity of children: refugees, children with special needs, migrants, children in kindergarten, living in rural areas and / or in cities.</p> <p>Participants also shared about different spaces where children are. The role of education was mentioned by most groups; both as a place that relates to children’s daily life, but also as an institution that should enable children to have access to their rights.</p> <p>Employment was also discussed, as young people (below 18) work in many countries, albeit limited hours and with a different salary. Children however have the right to play.</p> <p>The understanding of children rights is as well very diverse in the different contexts.</p> <p>Many people and actors talk about them but a precise understanding of them is in general terms missing. In some cases, it is considered as a kind of luxury, a too ambitious demand and in some cases linked to “responsibilities” as a pre-condition to access them.</p>

	<p>The sharing about their work in the different organisations and contexts allowed a first and deep understanding among quite a lot of participants. The motivation of participants, with different accents, was clearly linked with the protection and promotion of Children rights.</p>
<p>9. Evaluation (to be filled in after the TC)</p>	<p>This session achieved its objectives, and it was positively evaluated by the participants. Given the time limitations and the amount participants, they logically mentioned that as continuation of this session they wanted to continue the sharing about their work. Given the big diversity of background and experiences of participants (age, countries, organisational background, work contexts, target groups...) the team considered that this session was very important for the group cohesion and for a shared understanding of children rights at the end of the first day.</p>
<p>10. Further reading</p>	<p>N/A</p>
<p>11. Appendices</p>	 <p>The image shows a hand-drawn mind map on a whiteboard. At the top, it is titled "Being a Child is...". The central figure is a simple drawing of a child's face with a smile. Surrounding the face are various handwritten notes and terms:</p> <ul style="list-style-type: none"> <li>Top: Responsibility, Dependent, Innocence, Age</li> <li>Left side: Immaturity, Education, Protection</li> <li>Right side: Any Child 3-18</li> <li>Below the face: "KABIP" written across the neck area.</li> <li>Below "KABIP": "Ireland", "KOSOVO", "ALBANIA", "PORTUGAL", "BULGARIA".</li> <li>Below that: "8-18", "A CHILD IN 2021:", "acceptance", "physical/mental health".</li> <li>Bottom left: "Children I work with", "Children with Special needs", "knowing their rights", "Structural inequalities", "Children's rights in our society:", "Education", "values".</li> <li>Bottom right: "intentions vs practice" with a double-headed arrow pointing to "values".</li> </ul>


## Pesca-Lotta Groups

	<p><b>Pesca – Lotta Groups</b></p>
<p>1. Day, date, time</p>	<p>PESCA:  <b>Monday 18<sup>th</sup>, Tuesday 19<sup>th</sup>, Thursday 21<sup>st</sup> and Friday 22<sup>nd</sup> from 18:00 to 18:30</b>  <b>Wednesday the 20<sup>th</sup> from 10:45 to 11:00</b> for the mid-term evaluation          LOTTA:  <b>Tuesday 19<sup>th</sup>, Wednesday 20<sup>th</sup>, Thursday 21<sup>st</sup>, Friday 22<sup>nd</sup> and Saturday at 9:15</b> for 10 minutes. Each day a different group. The last day 2 groups present their Lotta.</p>
<p>2. Background</p>	<p>These groups are a “variation” of the “traditional” reflection or evaluation groups. The name (in Portuguese) refers to Pesca: what is fished every day          Lotta: When the fish captured are sold every next morning in the market</p>
<p>3. Aim(s) and objectives of the session</p>	<ul style="list-style-type: none"> <li>• To evaluate at the end of each day the different parts and dimensions of the course with a particular focus on the learning achievements.</li> <li>• By doing so, to consolidate the learning achievements.</li> <li>• To share (through the Lotta) in a creative way, the main outcomes of the groups and by doing so promote the participation and group building in the course.</li> </ul>
<p>4. This session contributes to the following learning competence</p>	<p>By reflecting on the learning achievements of each day, the Pesca-Lotta groups have the potential to contribute to deep in all the specific knowledges, skills and educational philosophy of the course explored in the different days.</p> <p>Reflections on children rights education, taking the course as example / common experience, will normally take place. Consequently, the following competences will be particularly tackled:</p> <ul style="list-style-type: none"> <li>• The ability to deliver human rights education activities for young people or children, including the use and adaptation of Compasito to local realities, social contexts and the needs of target groups.</li> <li>• The ability to introduce human rights education as an educational concept in new contexts in an autonomous and credible way.</li> <li>• Critical thinking skills and the ability to create multiple perspectives on contemporary human rights issues and dilemmas.</li> <li>• To apply methods of child/youth participation throughout the programme and in follow up.</li> </ul>
<p>5. Programme Methodology and timing</p>	<p>The composition of the groups will be proposed by the trainers’ team considering the different background and experience of participants. This was announced at the end of the first day.</p> <p>Each Pesca group will be self-facilitated, and the team members will pass by the groups for getting their feedback.</p> <p>Each group is free to articulate the time and propose some mini tools for the daily evaluation with a focus on the learning achievements.</p> <p>Recalling the different programme elements and a first quick sharing of feelings and impressions (e.g., through a draw, gesture, or few words) can be a good start for breaking the ice and launching a more open discussion.</p>

	<p><b>Monday the 18<sup>th</sup>:</b> The first day each group will quickly exchange, at first,</p> <ol style="list-style-type: none"> <li>1. “What is important for a good group work?”</li> <li>2. How do I feel in the course – this is done by locating themselves on a Blob Tree that is handed out to each participant.</li> </ol> <p><b>Tuesday the 19<sup>th</sup>:</b> The second day quickly exchange:</p> <ul style="list-style-type: none"> <li>• I know more (not yet enough) about...</li> <li>• I changed (didn’t change) my perspective...</li> <li>• Now I can (cannot) better...</li> </ul> <p><b>Wednesday the 20<sup>th</sup>:</b> For me mid-term evaluation (specific outline for the mid-term evaluation session is included in the module see session 3.3): How do I feel in the course in relation to...?</p> <ul style="list-style-type: none"> <li>• Contents...</li> <li>• Methods...</li> <li>• Group...</li> <li>• AoB</li> </ul> <p><b>Thursday the 21<sup>st</sup>:</b> As a starting point for discussion participants draw “Me and Compasito”</p> <p><b>Friday the 22<sup>nd</sup>:</b> Participants shared about</p> <ul style="list-style-type: none"> <li>• Am I ready to take action? (related to Compasito / Human Rights Education with Children)</li> </ul>
<p><i>6. Role of team members</i></p>	<p>Since there were not enough team members for facilitating or being present in the six groups, two team members will pass by 3 Pesca-Lotta groups to receive their feedback and discuss any relevant issue.</p> <p>For the Mid-term evaluation, thanks to the support of external experts, the team members were present in the discussions of the Pesca-Lotta group.</p> <p>The Pesca-Lotta groups were self-facilitated. Just before meeting, the team proposed a certain focus and method for each day (see above).</p>
<p><i>7. Materials needed and space required</i></p>	<p>Standard facilitation material.</p> <p>For day 1 – printed out Blob Trees for everyone.</p>
<p><i>8. Outcomes (to be filled in after the TC)</i></p>	<p>The outcomes of the Pesca were each day focused and relevant reflections by all the participants, without exception, on their learning and on the development of the course. The reflections included as well on some occasions the group dynamics, the facilitation, and some aspects of the logistics.</p> <p>The outcomes of the Lotta (the creative sharing by one group in the following day of the Pesca discussions) were very creative and meaningful. Some examples, difficult to describe in words, were a theatre performance showing the historical developments of Human Rights, a sketch showing how a participant was supported by others for going up in the ladder of participation, a puppet/fish Theatre showing the learning with Compasito and experiential learning, a participatory quiz with Mentimeter combining serious and funny questions and finally a video of the whole course.</p>

<p><i>9. Evaluation (to be filled in after the TC)</i></p>	<p>The Pesca-Lotta groups was positive/very positively evaluated by participants. In addition to the “evaluative” value of reflection groups, the Lotta provided a space of input and creativity by participants, for taking ownership on the programme and, not a minor detail, an incentive for being on time and start the day with positive energy.</p> <p>Despite the impossibility of not being present all the time in the Pesca-Lotta groups, the team managed to gather the most relevant reflections of participants and adapt the programme, particularly for the last two days, to their needs. It was as well possible for the team to support individual and group process with extra personal conversations.</p> <p>The evaluation/reflection of each day was not so systematically linked to the course competences, as initially aimed. This is the only detail that went not exactly as initially planned. This was probably unrealistic considering the impossibility of facilitation by the team and the own dynamic that each Pesca-Lotta group developed.</p>
<p><i>10. Further reading</i></p>	<p>N/A</p>
<p><i>11. Appendices</i></p>	

## Human rights instruments: how are children’s rights protected?

	<b>2.1 Human Rights Instruments: How are Children’s Rights protected?</b>
1. Day, date, time	<b>Tuesday 19 October 09:15-11:00 (Day 2)</b>
2. Background	This is the first session of the second day, and the day will be about human rights. Hence, this first session aims to set the scene for the rest of the day by introducing the main concepts around human rights and children’s rights.
3. Aim(s) and objectives of the session	<ol style="list-style-type: none"> <li>1. To get familiar with the most important HR frameworks for children, and mostly the principles and content of the UNCRC</li> <li>2. To understand how the Council of Europe works with Children’s Rights</li> </ol>
4. This session contributes to the following learning competence	<ol style="list-style-type: none"> <li>1. Knowledge of major instruments for the protection and promotion of human rights (including children’s rights) and the ability to connect them with the lives of young people and children</li> <li>2. Knowledge about the relevant programmes and instruments of the Council of Europe for youth and human rights education with children, including the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.</li> </ol>
5. Programme Methodology and timing	<p><b>Opening/Lotta</b> 9:15 – 9:30</p> <p><b>Introduction (HR and CR)</b> 9:30 – 9:50</p> <p>Ask everyone to silently think of one Human Right. Either one that they are familiar with, that they find important or that they have worked with. Ask the participants to turn to the person next to them and share what they chose. <b>Do you know where it’s from? Why did you pick it?</b></p> <p>Plenary brainstorm with notes on flipchart: <b>Which frameworks do you know?</b></p> <p>Show an introductory slide where the following frameworks are compared in a simple way – who is behind it, the extent it’s ratified. Take a few examples from all – perhaps they are the same ones that participants came up with in the introduction.</p> <ol style="list-style-type: none"> <li>1. UDHR</li> <li>2. ECHR</li> <li>3. UNCRC</li> </ol> <p>Explain that in the next exercise we will dive a little deeper into one of these frameworks.</p> <p><a href="#">Children’s rights - presentation</a></p>



### **Children's rights speed dating**

9:50 – 10:10

- Hand out cards on children's rights (*Compasito pages 101-104*). Everyone gets one card that contains a statement, and an answer on whether this statement corresponds with articles in UNCRC or not. (21 cards, some will be duplicates in the room)
- Ask participants to read their card, reflect on it, but without sharing it with others
- Ask everyone to get up and "speed-date", meet someone else, each person reads out their card and the other person will have to guess the answer. Take turns. Do this for a while so participants have time to meet a handful of different people with different cards.
- End the exercise with explaining that these were all references to UNCRC, and the cards are from *Compasito*. Ask everyone to keep their cards.

### **Principles of UNCRC**

10:10 – 10:30


Tinna explains that the UNCRC builds on 4 main principles:

1. **Non-discrimination (Article 2):** All rights apply to all children without exception. The state has an obligation to protect children from any form of discrimination.
2. **The child's best interest (Article 3):** The determining factor in all actions dealing with any child should be his or her best interest. In all cases, the best interests of the child take precedence over the interests of the adults concerned (e.g. parents, teachers, guardians). However, the question of how to decide on the best interests of the child remains difficult to determine and open to discussion.
3. **The rights to life, survival and development (Article 6):** the right of the child to life is inherent, and it is the state's obligation to ensure the child's survival and development. This means that children cannot be subject to the death sentence or to termination of life.
4. **Respect for the views of the child (Article 12):** The child has the right to express an opinion and to have that opinion taken into account in any matter affecting him or her.
  - Ask participants to form groups of 4 and look at their own cards (from previous exercise) and think of where they fall in the 4 principles (it's okay if they overlap). Ask them to stick them to a wall with the principles with tape.
  - Allow for a few comments, questions.

### **Questions in groups**

10:30 – 11:00

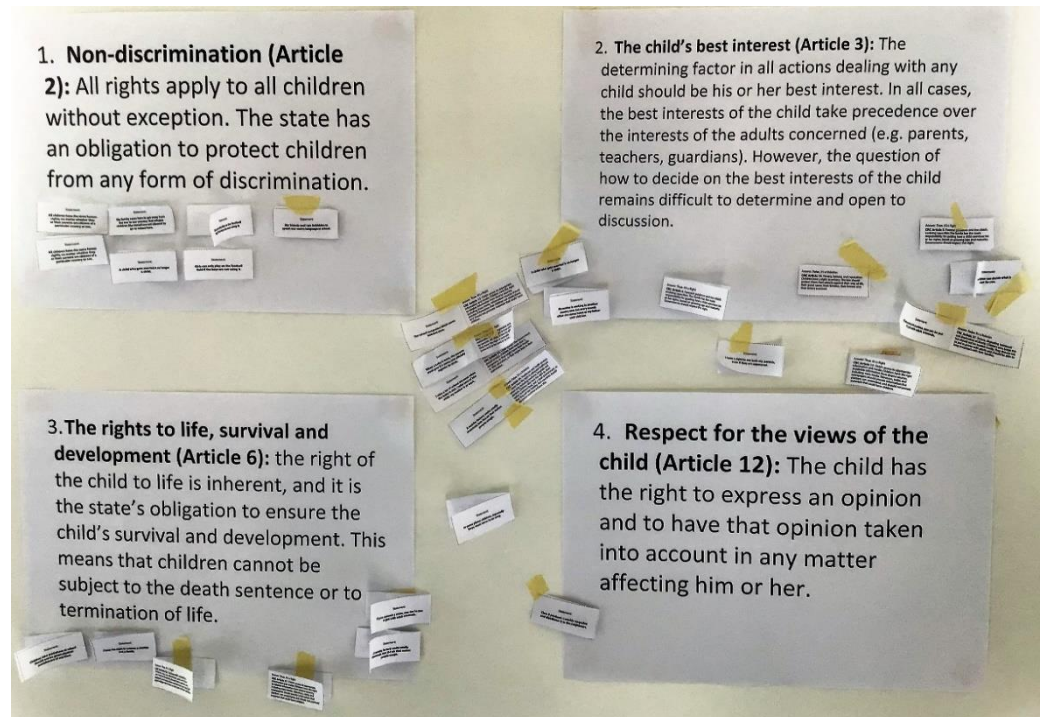
- Ask participants to find new groups of about 4 people
- Ask them to reflect on what they heard, but by asking questions instead of giving answers
- Give them post-its for the different questions to write down

	<p><i>Break 11:00 – 11:30</i></p> <p><b>Meet Maren Lambrecht from the Children’s’ Rights Division of the Council of Europe</b>  <i>(by visio/BlueJeans)</i></p> <p><i>11:30 – 12:00</i></p> <ul style="list-style-type: none"> <li>- What are the tools for protection of children’s rights prepared by the Children’s Rights Division of the CoE?</li> <li>- European mechanisms of protection of CR?</li> <li>- What is the <a href="#">strategy</a> for the Rights of the Child and what comes after?</li> </ul> <div style="text-align: center;">  <p>PPT CRD Compasito 191021.pdf</p> </div>
<p><i>6. Role of team members</i></p>	<p>1 Facilitator needed to deliver session together with expert.  1 team member needed for the technical set-up of a BlueJeans video connection.</p>
<p><i>7. Materials needed and space required</i></p>	<ul style="list-style-type: none"> <li>• Prepare the 4 principles visually on the wall</li> <li>• Print out cards for 30 people.</li> <li>• Prepare an introduction slide with the frameworks</li> <li>• Bluejans link for exchange</li> </ul>

8. Outcomes (to be filled in after the TC)

**Part 1: instruments**

Participants brainstormed and came up with a lot of different human rights (education, life, freedom of expression e.g.) and most relevant instruments. The UDHR, ECHR and UNCRC were all mentioned. Participants also reflected on the fact that the UNCRC was adopted so much later than the other human rights instruments (in 1989). It was mentioned that in fact there were declarations that were adopted by the UN before that



that emphasized protection of children, however the UNCRC was a very important step towards recognition of children as right-holders.

**Part 2: Principles**



The groups had discussions about their cards, and the answers on where they fall on the principles were not obvious. The reflection was made that many of the examples reflect several of the principles, and they are all interconnected. Many cards were taped in between the principles to reflect this.

**Part 3: Questions**


Participants were invited to write down questions on post-it notes. These post-its were then collected by the Children's Rights expert, who used some of the lunch break to meet with 3 of the participants who were below 18 – to let children answer some of the questions.

The questions tackled different aspects of working with children's rights e.g. "why are children so busy", "Why are educators/teachers not sufficiently educated on human/children's rights?"

(outcome of part 2)

<p><i>9. Evaluation (to be filled in after the TC)</i></p>	<p>The session worked as a good introduction to what children’s rights are and was an important session before the participants explored participation further. The group had various knowledge of the inputs, for some the concept of human rights was new – while as others work daily with the UNCRC. However, the second last part on asking questions also functioned as a way to encourage people to ask questions even when they feel like they have a lot of knowledge. It supported further exploration for all participants. Tinna’s presence was evaluated very positively and her expertise brought a lot of value to the session.</p> <p>The presentation by the Children’s Rights Division was also a good window to how the Council of Europe works on children’s rights, and participants asked for more information on the tools produced by them.</p>
<p><i>10. Further reading</i></p>	<p>N/A</p>
<p><i>11. Appendices</i></p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>2.1 cards from Comasito.pdf</p> </div> <div style="text-align: center;">  <p>2.1 Ch. right - questions.docx</p> </div> </div>

## A child today: Children in my community

	<b>2.2 Child participation and a child today</b>
<i>1. Day, date, time</i>	<b>Tuesday 19 October 11:30 - 13:00 (Day 2)</b>
<i>2. Background</i>	<p>The participants have just spent the morning session exploring the major instruments and frameworks that protect children’s rights including within the Council of Europe and the Child’s Rights Division. This session will move from the policy and legal framework to a more lived experience and challenge participants on what the human rights concerns and issues are for children today. Focusing on Child participation!</p>
<i>3. Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> <li>5. To Reflect on the decision-making processes in young people's lives, discuss child participation. To discuss the concept of evolving capacities.</li> <li>6. To use a Composito activity to address the concept of children's rights and allow the participants to reflect on this in their own concepts.</li> <li>7. To confront participants with the realities of child participation such as tokenism.</li> </ul>
<i>4. This session contributes to the following learning competence</i>	<ul style="list-style-type: none"> <li>3. Critical thinking skills and the ability to create multiple perspectives on contemporary human rights issues and dilemmas;</li> <li>4. Knowledge of major instruments for the protection and promotion of human rights (including children’s rights) and the ability to connect them with the lives of young people and child</li> <li>5. To apply methods of child/youth participation throughout the programme and in follow up.</li> </ul>

### Who should decide

12:00 – 13:00

- Use the Compasito “Who should decide” activity.
- Three posters in different parts of the room: “Children Only”, “Children and Adults”, “Adults only”
- Ask participants to reflect on the second level (high) school they attended, who decided this, themselves or an adult?
- After they position themselves ask why they are there and ask the question **Who ought to make this decision** and observe if people move.
  
- Questions
  - o Who should decide on a taking extra school lessons,
  - o Who should decide if a child gets a part-time job,
  - o Who should decide if a child has a phone,
  - o Who should decide on cycle routes in your area,
  - o Who should design school curriculum,
  - o Who should decide if a child should be put into foster care,
  - o Who should decide if a child drinks alcohol,
  - o Who should decide if a child becomes vegan,
  - o Who should decide on the president of your country,
  - o Who should decide if a child works on a family farm,
  - o Who should decide on a children’s football team captain,
  - o Who should decide if a child goes on a diet,
  - o Who should decide if a child joins social media,
  - o Who should decide on a child’s school subject choices,
  - o Who should decide on a child traveling abroad alone,
  - o Who should decide if a child should take care of their siblings,

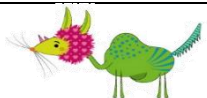
**Debrief** (do a shorter debrief here and recall the activity again before the end of the session, and come to some of the more difficult questions)

- which questions were difficult?
- did any of these situations change your perspective?
- does the age of the child make a difference?
- why do you think some people had different responses (is there a cultural, contextual difference)?
- is there a right or wrong answer?
  
- show relevance to article 5 and 14 of UNCRC

*“States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.”*

7. Materials needed and space required	Flipcharts for Who should decide activity, Child, Adult and Child, Adult Questions prepared for who should decide and debriefing, on slideshow
8. Outcomes (to be filled in after the TC)	<p>Participants were introduced to the concept of evolving capacities and child participation. The diversity of the participants led to they're being someone at every answer almost at every question. The debrief was sufficient in letting participants express the concept of evolving capacities and how this isn't linked to age always.</p> <p>Participants reflected on their bias's and evaluated if adults are always able to have children's best interests in mind.</p> <p><b>*key moment</b>, Tinna (external expert) pointed out in the alcohol question when participants all went to the 'adult should decide' corner that what if the adult in question gave drink to a child and decided that the child should drink it. This brings into the picture the idea of the adults not always having the child's best interests at heart.</p>
9. Evaluation (to be filled in after the TC)	<p>This activity was a good introduction to child participation and put participants into the mindset of thinking critically about what's best for a child.</p> <p>Possibility to add more questions; - Who should decide if you marry?</p> <ul style="list-style-type: none"> <li>- Who should decide if you can access healthcare?</li> <li>- Who should decide if you can access mental health care?</li> </ul> <p>Participants felt that this activity should have allowed for more room for discussion on their opinions during the activity, this might've relieved some resulting <i>brief</i> tensions in the group. However, this was written as an internal reflection activity to highlight that others have different opinions. Perhaps the participants would've benefited from an extended debrief where they could elaborate on their change of mind for some questions.</p> <p>Some language such as 'Cycle Routes' was unclear to some participants.</p>
10. Further reading	<p><a href="https://ec.europa.eu/info/sites/default/files/lundy_model_of_participation.pdf">https://ec.europa.eu/info/sites/default/files/lundy_model_of_participation.pdf</a>  <a href="https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805cb0ca">https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805cb0ca</a>  <a href="https://organizingengagement.org/models/ladder-of-childrens-participation/">https://organizingengagement.org/models/ladder-of-childrens-participation/</a></p>
11. Appendices	N/A

## Participation as a pillar of children’s rights

	<b>2.3 – 2.4 Participation as a pillar of children’s rights</b>
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<i>1. Day, date, time</i>	<b>Tuesday 19 October 14:30 – 18:00 (Day 2)</b>
<i>2. Background</i>	Participants have analysed lived experiences of children and the issue of power during the “Who should decide?” activity. They have also briefly discussed the topic of children’s participation as one of the principles of the UNCRC during the session 2.1., however they have not yet explored participation as a concept, its characteristic and application to children’s rights paradigm.
<i>3. Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> <li>• To explore Hurt’s Ladder of Participation as a model for reflecting on participatory and non-participatory practices.</li> <li>• To build participants’ capacities on how they self-assess how they include meaningful child participation in their work.</li> <li>• To equip participants with models on tools on how to strengthen meaningful child participation.</li> </ul>
<i>4. This session contributes to the following learning competence</i>	<ul style="list-style-type: none"> <li>• Critical thinking skills and the ability to create multiple perspectives on contemporary human rights issues and dilemmas.</li> <li>• To apply methods of child/youth participation throughout the programme and in follow up.</li> </ul>
<i>5. Programme Methodology and timing</i>	<p><b><u>First block – 14:30 – 16:00</u></b></p> <p><b>Introduction to the topic of participation /discussion with participants</b>  <i>14:30 – 14:45</i></p> <p>In this part of the session discussion will be facilitated to guide participant through the concept of participation. The discussion will also be a prerequisite for going more in-depth into the topic of participation later on during the session.</p> <p>To facilitate the discussion participants are divided in 5 small groups. Ask the following question to the group and collect what they say on mentimeter. These ideas won’t be the conclusion but rather starting point to explore the topic. Groups work in plenary to make it easy to present their answer in the big group altogether.</p> <p>The questions for the groups:</p> <ul style="list-style-type: none"> <li>- <i>What is child participation in your own words?</i></li> <li>- <i>Where can you find the examples of child participation? Or Where does the child participation take place?</i></li> <li>- <i>Why is participation a value?</i></li> </ul> <p>The outcomes of the participants group discussion on the questions are harvested on mentimeter. They are projected and presented to the whole group.</p>



Later, the trainer brings a short input highlighting that sometimes REAL, Authentic and Everyday examples of participation are not that perfect that we usually think of or as we want to be. The trainer invites all five groups to think of some “REAL LIFE” examples of child participation. In this part connection is made to the previous session (CHILD TODAY 2.2) in terms of different places of participation.

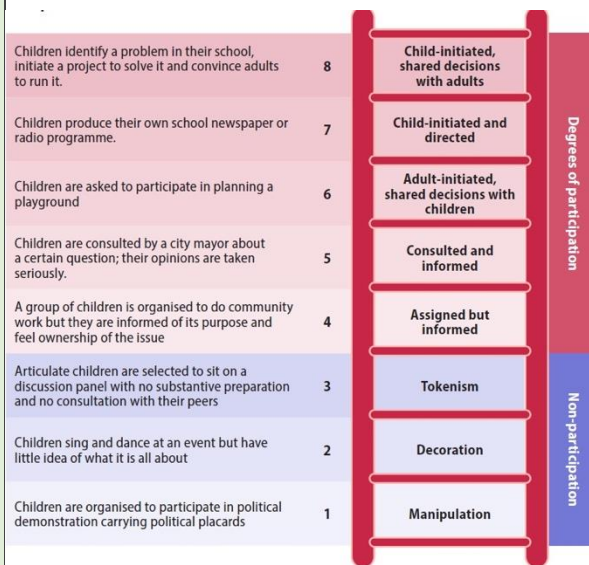
### 3 Examples of Children’s Participation

14:45 – 15:00

Participants stay in their small groups. At this stage they are invited to **individually** think about real examples of child participation in their realities. Post-it notes are handed-out so that each participant writes about 3 examples (each on separate post-it notes). After participants finalise listing the examples, the Ladder of Child Participation (Compassito, page 300) is introduced to prepare them for the next task.

### Locating the Examples on the Ladder of Participation

15:00 – 15:30



The trainer presents the Ladder of Child Participation explaining the definition of each step and presenting the relevant examples for illustration. Each group receives the illustration of the Ladder as a handout. The task is to locate their examples of participation on different steps of the ladder. They locate the examples individually in the big group in plenary. After they are done locating the examples the trainer invites group members to reflect a little bit on the characteristics of this examples and share in the group about their

choices with the following questions:

- Looking at the examples what are the key characteristics of non-participation?
- Looking at the examples what are the key characteristics of meaningful participation?

### Discussion on the Challenges and Barriers to Children’s Meaningful Participation

15:30 – 15:50

Based on their experience of locating the examples on the Ladder, at this stage small groups discuss more generally about the barriers and challenges to Children’s Meaningful Participation using the following guiding question:

- *What are the key challenges and barriers in my community that prevents children from participating meaningfully in different aspects of life?*
- *What should be done to strengthen children’s participation from my point of view?*

- *What is my role in supporting children's meaningful participation? (move from non-participation to meaningful participation).*

Groups collect notes on their discussion on Mentimeter. The answers are later visible to all participants in the big group.

**Collective point before the break (and before the next session)**

*15:50 – 16:00*

At this point groups come to a big circle where a short summary of the session outcomes is presented using the Mentimeter responses. At this stage this session is not closed but rather the scene is set for the next session which will attempt to provide participants with practical tools on how they can support children's meaningful participation.

*16:00 – 16:30 Break*

**Second Block – 16:30 – 18:00**

This block provides practical tools and ideas to participants on how they can work around children's participation issues to promote, strengthen, and uphold participatory practices in their different capacities (some of them as children, as volunteers, or as professionals).

**Introduction to Participation as a Human Right (UNCRC)**

*16:30 – 16:50*

The trainer introduces the concept of participation from the rights-based perspective and provides the definition of children's' participation. The Lundy model is introduced as a tool that synthesises the UNCRC principles and helps plan meaningful participatory opportunities for children.

**Practical Work using Lundy Model**

*16:50 – 17:30*

In this part participants work individually. They are asked to think of children's participation example (Real one) from their own practice. (The trainer can also illustrate some examples to give participants idea of what kind of examples can be considered). After they identify the example each of them individually uses Lundy model (in a form of questions) to reflect on their own practice through the lens of the Lundy model. Lundy model is introduced by the trainer before participants start the individual work.

At the end of the reflection process each participant is asked to come up with some practical steps in each area of Lundy model (Space, Voice, Audience, Influence) which they would need to take in order to strengthen children's meaningful participation practices.

**The LUNDY MODEL** (Compasito, page 301)



**Expert's Input (with Tinna) - Tips and Tricks (Ideas, Practical ways, Enablers) for Children's Meaningful Participation**

17:30 – 18:00


This session is concluded by an expert's input providing input on concepts such as like UN 9 principles of Child Participation or other tips for participants on how they can support children's participation and what are some of the emerging needs children identify in terms of being supported all the way before, during and after their participation. Input should be organised being mindful that tips are not only for professionals but also for children, volunteers, etc (because we have a diverse group of participants including children).

7. Materials needed and space required


MENTIMETER  
 Area for speaker (stage-like)  
 Printouts of participation models/large diagrams (LADDER, LUNDY)


8. Outcomes (to be filled in after the TC)

This session helped participants to go in-depth of participation concept. Participants started to reflect and discuss different examples of participation first without any given structure. Later on introduction of Hurt's Ladder of participation opened discussion to what is meaningful children's participation which happened to be a different a new topic for discussion compared to previews session. For example, one of the participants located FridaysforFuture Movement as well as Greta's speech at the UN in the non-participation steps whilst others thought it was an example of meaningful participation. Seeing different opinions within the group allowed for a more engaging exchange of ideas on how we assess meaningful children's participation. In the second round of the session introduction of Lundy model helped participants understand how they can check within their organisation if the participatory practises are rights-based and whether it follows meaningful participation steps from the Hurt's ladder. Overall session met with its initial objectives and prepared participants for moving to the next day exploring the new concept of Human Rights Education.

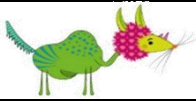
<p>9. Evaluation (to be filled in after the TC)</p>	<p>Participation was a central topic for discussion in many of the previous sessions during the training course. It felt that in this session participants were able to get answers to the questions they had before regarding children’s meaningful participation. At some point there was a need for more elaborated discussion on participation however we as trainers had to conclude this block in the programme in order to move on the parts on Through</p> <h2 style="text-align: center;">What is child participation?</h2>  <p>Human Rights which aimed at exploring Compasito in detail. That is why closing the session by applying Lundy model of participation as a tool to support participants reflect on their own practices was a good move. Mostly because it allowed to conclude the topic of participation and served as a logical starting point for entering into the new block of the programme.</p>
<p>10. Further reading</p>	<p><a href="https://ec.europa.eu/info/sites/default/files/lundy_model_of_participation.pdf">https://ec.europa.eu/info/sites/default/files/lundy_model_of_participation.pdf</a>  <a href="https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805cb0ca">https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805cb0ca</a>  <a href="https://organizingengagement.org/models/ladder-of-childrens-participation/">https://organizingengagement.org/models/ladder-of-childrens-participation/</a>  Compasito page 300-301</p>
<p>11. Appendices</p>	<p>N/A</p>

## The role of Human Rights Education for children's rights

	<b>3.1 The role of human rights education for children's rights</b>
<b>1. Day, date, time</b>	<b>Wednesday 20 October 9:00 - 10:30 (Day 3)</b>
<b>2. Background</b>	<p>The participants have gotten to know each other better and are more familiar with the work they are each engaged in. They have developed a greater understanding of Children's Rights/ Human Rights, including relevant frameworks for these, including the Council of Europe Children's Rights Division. They have looked at issues children throughout Europe are currently facing and gained further knowledge on child participation and participation models with reflection on how that applies to their work. The participants are now focusing on the responses to these current children's rights issues from an education and human rights education perspective. It's an opportunity to introduce the concepts of non-formal education, human rights education and formally introduce the Compasito manual.</p> <p>This day starts earlier, because in the second session of the day participants will attend an external event: the official launch of the revised version of the Compasito manual.</p>
<b>3. Aim(s) and objectives of the session</b>	<ul style="list-style-type: none"> <li>● To introduce the Compasito manual as a key tool for the planning and implementation of human rights education with Children.</li> <li>● To strengthen participants' understanding of the key concepts and approaches of human rights education and non-formal education methodologies with young people and children</li> </ul>
<b>4. This session contributes to the following learning competence</b>	<ul style="list-style-type: none"> <li>● Understanding the key principles of non-formal education and its application in human rights education.</li> <li>● The ability to introduce human rights education as an educational concept in new contexts in an autonomous and credible way.</li> </ul>
<b>5. Programme Methodology and timing</b>	<p><b>Adapted activity - Where do you Stand?</b>  <b>9:00-9:30</b></p> <p>Using the same methodology that is described in the activity Where do you Stand? (Compasito, page 218 - 220), start the morning by asking participants to respond to a series of statements. The focus of the statements will be about non-formal education and human rights education and can build further on some of the issues that have been raised throughout the first two days. Example statements can be (not in any particular order):</p> <ul style="list-style-type: none"> <li>- The best way to make sure Children's Rights are respected is through government policies and courts.</li> <li>- If resources are limited, as they are, it is better to spend the money on direct help to vulnerable children than on training activities.</li> </ul>

	<ul style="list-style-type: none"> <li>- Educating adults about Children’s Rights is more important than educating children about their own rights.</li> <li>- Children’s Rights should be a compulsory part of school curricula.</li> <li>- Teachers should not be the ones educating children about their rights because they are part of the system that does not respect them.</li> </ul> <p>Debriefing: Listening and talking in relation to participation, importance of human rights education.</p> <p><b>Human Rights Education</b>  9:30 -10:10  Expert input (presentation) with questions and answers-  <i>What is Non-formal education? What is Human Rights Education? Why was Compasito produced and what is it?</i></p> <p>Presentation and exchange with <b>Rui Gomes</b> (Head of the ETD, YD, CoE)</p>
6. Role of team members	A team member introduces and facilitates the session, an expert (Rui Gomes) gives input during the presentation.
7. Materials needed and space required	<ul style="list-style-type: none"> <li>- Signs and something to fix them on the wall or floor (Agree, Disagree)</li> <li>- Space for participants to move between the two signs are needed</li> <li>- AV equipment to display a power point presentation</li> </ul>
8. Outcomes (to be filled in after the TC)	This session supported participants to see that group members had different opinions in relation to human rights education and its practices. It also provided framework for in-depth understanding of the Council of Europe’s HRE philosophy and links to non-formal education.
9. Evaluation (to be filled in after the TC)	<p>Participants appreciated the possibility to comment on their choices during the Where do you stand? Activity, however, some participants wished they could be given more time to share.</p> <p>Participants appreciated the presence of Rui Gomes and his input as they considered it as a very relevant time to understand the CoE framework of the HRE before getting started with using Compasito in practice.</p>
10. Further reading	Compasito Activity (also an activity in Compass) - Where do you Stand? (Compasito page 218-220)
11. Appendices	 <p>Click to open presentation</p>

## Midterm evaluation

	<b>3.2 Midterm evaluation</b>
<b>1. Day, date, time</b>	<b>Wednesday 20 October 10:45 – 11:00 (Day 3)</b>
<b>2. Background</b>	<p>The mid-term evaluation is an opportunity to check how things are going. As the name implies, it takes place during the training course. Mid-term evaluation may prove to be extremely useful, as it gives them the possibility of identifying potential problems or shortcomings as the programme progresses.</p>
<b>3. Aim(s) and objectives of the session</b>	<ul style="list-style-type: none"> <li>• To evaluate the programme contents, the approach, and the learning environment of the course up to Day 3</li> <li>• To reflect upon what the participants would still like to develop</li> </ul>
<b>4. This session contributes to the following learning competence</b>	<p>By reflecting on the course so far, the mid-term evaluation has the potential to contribute to deep in the specific knowledges, skills and educational philosophy explored in the different days.</p> <p>The following competences will be particularly tackled:</p> <ul style="list-style-type: none"> <li>• The ability to deliver human rights education activities for young people or children, including the use and adaptation of Compasito to local realities, social contexts and the needs of target groups.</li> <li>• The ability to introduce human rights education as an educational concept in new contexts in an autonomous and credible way.</li> <li>• To apply methods of child/youth participation throughout the programme and in follow up.</li> </ul>
<b>5. Programme Methodology and timing</b>	<p>The mid-term evaluation will take place in the Pesca groups:</p> <ul style="list-style-type: none"> <li>- How do you feel?             <ul style="list-style-type: none"> <li>- The contents</li> <li>- The methods...</li> <li>- The group ...</li> <li>- AoB...</li> </ul> </li> </ul>
<b>6. Role of team members</b>	<p>For the Mid-term evaluation, thanks to the support of external experts, the team members were present in the discussions of the Pesca-Lotta group and facilitated the session.</p>
<b>7. Materials needed and space required</b>	<p>Standard facilitation materials</p>


<p><i>8. Outcomes (to be filled in after the TC)</i></p>	<p>The outcomes of the mid-term evaluation confirmed the overall general positive evaluation of the course that participants expressed in the previous Pesca-Lotta groups. All of them felt positive about it, learning, and contributing to it.</p> <p>As concrete aspects and ideas to consider in the second half of the course, participants expressed their willingness to start with the use of Compasito and to develop facilitation competences for Children Rights Education activities. In terms of group dynamics some participants shared their feeling of unbalanced participation in relation to gender.</p>
<p><i>9. Evaluation (to be filled in after the TC)</i></p>	<p>The midterm evaluation, with the presence of a team member in each group, allowed participants to do an overall evaluation of the course so far and to the team to collect very valuable information. This made possible the adaptation of the programme in the second half of the course and the intervention of the team for supporting individual and group processes.</p> <p>The conclusion would be that despite the limited, due to the official launching of Compasito, a midterm evaluation is always relevant and very convenient.</p>
<p><i>10. Further reading</i></p>	<p>N/A</p>
<p><i>11. Appendices</i></p>	<p>N/A</p>




## Compasito in Action: practising an activity from the manual

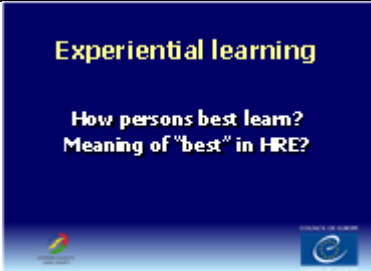
	<h3>4.1 Practicing Compasito</h3>
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<p>1. Day, date, time</p>	<p><b>Thursday 21 October 11:30 – 13:00 (Day 4)</b></p>
<p>2. Background</p>	<p>Participants experience the activity “Sailing to a new land” (Compasito, pages 180-188). the first Compasito activity they will participate in fully with little adaptations. Putting into practice the concept of HRE as was discussed in the previous day.</p>
<p>3. Aim(s) and objectives of the session</p>	<ul style="list-style-type: none"> <li>• To get familiar with experiential learning as educational approach of Compasito activities</li> <li>• To let participants, explore and practice Compasito activities.</li> <li>• To put the group in the shoes of participants so they can reflect in the next session.</li> </ul>
<p>4. This session contributes to the following learning competence</p>	<ol style="list-style-type: none"> <li>6. The ability to deliver human rights education activities for young people or children, including the use and adaptation of Compasito to local realities, social contexts and the needs of target groups.</li> <li>7. Critical thinking skills and the ability to create multiple perspectives on contemporary human rights issues and dilemmas.</li> <li>8. Understanding the key principles of non-formal education and its application in human rights education</li> </ol>
<p>5. Programme Methodology and timing</p>	<p><b>Participants participate in the Compasito activity, ‘Sailing to a new land’</b></p> <p><b>9:30</b> - Participants are briefed on the context of why we are doing this activity (<i>for experiential learning</i>)</p> <p><b>9:35</b> the activity begins with setting the scene of sailing to a new land and emphasising that in your new land you will be founding a new society.</p> <p><b>9:45</b> Rounds of challenging the participants to get rid of some needs and wants, three at a time. (With a dramatic narrative as outlined in Compasito)</p> <p><b>10:30</b> Debrief of the activity, using the questions in Compasito.</p> <ul style="list-style-type: none"> <li>○ emphasizing that there is no hierarchy of Human Rights.</li> <li>○ looking at why people disagreed or discarded some of the wants or needs</li> <li>○ discussing how rights are interdependent (expanded on in ‘what if...’)</li> </ul> <p>Please see the full description of the original activity <a href="#">on this link</a>.</p>


<p><i>6. Role of team members</i></p>	<p>A team member controls the multimedia  A different team member facilitates and poses the questions to the participants.  Both collect the disregarded wants/needs  A team member facilitates the debrief</p>
<p><i>7. Materials needed and space required</i></p>	<p>Wants and needs' (copies for 4 or 5 groups) from Compasito activity printed cut up and in envelopes  'Life jackets' paper sashes for participants, divided by colour.  Music and imagery of a calm and a stormy sea.  Flip-charts.</p>
<p><i>8. Outcomes (to be filled in after the TC)</i></p>	<p>The group were able feel like participants in this activity and not have to analyse this as a future facilitator or trainer.  The debrief brought up discussions on human rights as a concept and the connection between HR and human needs for life.  The group participated in experiential learning which was reflected upon and analysed in the following session, focusing on the experiential learning cycle.</p>
<p><i>9. Evaluation (to be filled in after the TC)</i></p>	<p>Participants expressed that it would've gotten more difficult if we had moved to remove further wants and needs.  The group had a very engaging and fruitful debrief where the concept of HR was debated and discussed.  The participants interacted well with the simulated stress environment and enjoyed the theatrics of the activity.  The participants had a sense of doing the activity 'right' and discarding the 'wants' first.</p>
<p><i>10. Further reading</i></p>	<p>Sailing to A New Land (Compasito, page 180 – 188)</p>
<p><i>11. Appendices</i></p>	

## Compasito in Action: Adapting activities to local contexts

	<b>4.2 Experiential Learning and Compasito adaptation</b>
<b>1. Day, date, time</b>	<b>Thursday 21 October 11:30 – 13:00 (Day 4)</b>
<b>2. Background</b>	Participants experienced in the previous session the activity “Sailing to a new land”.
<b>3. Aim(s) and objectives of the session</b>	<ul style="list-style-type: none"> <li>● To get familiar and reflect on the experiential learning as educational approach of Compasito activities</li> <li>● To let participants explore and practice the adaptation of Compasito activities.</li> </ul>
<b>4. This session contributes to the following learning competence</b>	<ul style="list-style-type: none"> <li>● The ability to deliver human rights education activities for young people or children, including the use and adaptation of Compasito to local realities, social contexts and the needs of target groups.</li> </ul>
<b>5. Programme Methodology and timing</b>	<p><b>Input on Experiential Learning, facilitation and our role of facilitators (see appendix)</b>          11:30 - 11: 50</p> <p><b>Group work on adaptations</b>          11:50 – 12:30</p> <p>Participants are split into working groups of 5 people to work on adaptations of “Sailing to a new land”. In this groups they should consider which young people they work with in real life, and reflect on how the activity should be adapted, and in what ways. They should consider: local contexts of participants bearing in mind their target groups, organisational context, real local realities. They should note down these plans on a flipchart paper.</p> <p>12:30 – 13:00</p> <p>Participants come back to plenary and share the discussions they had in the groups and the adaptations they came up with it.</p>
<b>6. Role of team members</b>	A team member introduces and facilitate the session
<b>7. Materials needed and space required</b>	Standard facilitation materials

<p>8. Outcomes (to be filled in after the TC)</p>	<p>The outcomes of this session were many ideas for the adaptation of this activity. They cover many different aspects. Some of the most relevant adaptations and points of plenary debate were:</p> <ul style="list-style-type: none"> <li>- To change the metaphor of the sea and the storms working with refugees because they might have had a similar traumatic experience.</li> <li>- To add or change some cards (family instead of parents for being more inclusive, friends)</li> <li>- To adapt the vocabulary to children, making it simpler</li> <li>- To adapt the way of expression / sharing in the debriefing (i.e., using drawing)</li> <li>- The possibility or enlarging the exercise with new phases (i.e., discussing and deciding on how to live together in the new land)</li> <li>- The advantages and disadvantages of being “harder” with the choices to be done (i.e., having to through away more cards)</li> <li>- The advantages and disadvantages of making a small input in the debriefing of the exercise or at the very end for explaining to children the notions of “wants” , “needs” and “rights”.</li> <li>- What to do, how to react if children take a “wrong” / not expected choice (through away the non-discrimination or parents’ card...)</li> </ul>
<p>9. Evaluation (to be filled in after the TC)</p>	<p>Participants evaluated this session very positively in the Pesca-Lotta group. After experiencing a whole Compasito activity as participants, for the first time in the course, this session allowed them to deep in the understanding of experiential learning and their role as facilitators and to translate that into concrete adaptations when working with children.</p> <p>The overall conclusion was that it is important to take enough time for the preparation and adaptation of an activity and to take care of all the details that can make a difference. Having experience an activity as participant before running it as facilitator is certainly an advantage.</p>
<p>10. Further reading</p>	<p>N/A</p>
<p>11. Appendices</p>	<div style="text-align: center;">  <p>Click to open presentation</p> </div>

## Compasito in Action: Exploring the themes and activities

	<b>4.3 Exploring the themes and activities in Compasito</b>
<b>1. Day, date, time</b>	<b>Thursday 21 October 14:30 – 16:00 (Day 4)</b>
<b>2. Background</b>	<p>Participants experienced the Sailing to A New Land activity from Compasito and analysed how it can be adapted to their own contexts and realities. Moreover, participants also reflected on how to reach out to marginalised children and young people and include them in their work with Compasito.</p>
<b>3. Aim(s) and objectives of the session</b>	<ul style="list-style-type: none"> <li>● To let participants explore themes underpinning Compasito as well as specific activities related to the themes.</li> <li>● To support participants understand different learning styles and how it impacts the structure of activities in Compasito.</li> </ul>
<b>4. This session contributes to the following learning competence</b>	<ul style="list-style-type: none"> <li>● The ability to deliver human rights education activities for young people or children, including the use and adaptation of Compasito to local realities, social contexts and the needs of target groups.</li> <li>● The ability to advocate for Compasito as a tool for human rights education with children in a local/national context and to liaise with relevant stakeholders concerned with the promotion of human rights.</li> </ul>
<b>5. Programme Methodology and timing</b>	<p><b>Introduction</b> 16:30 - 16:45</p> <p>Compasito structure is introduced by the trainer. Input on Learning styles is provided in relation on how activities are structured in Compasito and what's underpinning logic of it.</p> <p><b>Find your topic (and group)</b> 16:45 – 17:00</p> <p>The 12 themes of the Compasito ( peace, discrimination, gender, environmentc, etc) are placed on the floor around the plenary. Each theme is put on a separate sheet of A3 paper.</p> <p>Participants are invited to go to the topic which they would like to explore or in which they are most interested in. Trainer asks participants to prioritise one topic even though they want to work on several topics.</p> <p>Ideally each topic has 4-5 participants in the group. Those topic without participants can be merged with other topics or left out. At the end small thematic groups are created.</p> <p><b>Working in the group</b> 17:00 – 17:30</p> <p>Groups are invited to work on the specific points:</p> <ul style="list-style-type: none"> <li>- Look at the theoretical block on the respective theme</li> <li>- As well as look at the specific activities about this theme.</li> </ul>

	<p>- Prepare a poster for the “Compasito themes fair” which will be held at the later stage.</p> <p>The final outcome of the group work should be a flipchart paper with the list of activities on the respective topic as well as short discription of whats in the theoretical part.</p> <p><b>Fair of themes is organised</b> 17:30 – 18:00</p> <p>Each team has a table. Participants make sure that each group has at least one person always near the table to present the theme and activities. Participants mix and mingle and visit different tables to explore different topics.</p> <p>The fair is concluded by the joint moment of closing of the session and explaining the participants that next day they will have opportunity to try Compasito activities out a bit more in depth.</p>
<i>6. Role of team members</i>	A team member introduces and facilitate the session. Other team members support participants in their group work if needed.
<i>7. Materials needed, and space required</i>	Tables for the Fair Flipchart papers and markers Space for “Compasito Themes Fair”
<i>8. Outcomes (to be filled in after the TC)</i>	It was a very first time when participants had to explore the whole manual. Besides having worked on the adaptation of Sailing to A New Land activity, in this session participants were able to explore the whole book and spend enough time to present their thematic area to other groups. Overall, this session allowed participants to have a good understanding on how the Compasito manual is structured and what logic underpins its table of contents and the way information is provided to the readers.
<i>9. Evaluation (to be filled in after the TC)</i>	Participants enjoyed the methodology of the session as it allowed them to feel the ownership of presenting the specific themes to other participants. The group was energetic and appreciated the time for exchange and dialogue with others. Some groups produced nice posters accompanying their Compasito themes presentation while others came up with creative ways of storytelling to explain the content in the specific thematic area.
<i>10. Further reading</i>	N/A
<i>11. Appendices</i>	

# DIGITAL ENVIRONMENT


**THEME**

- FREEDOM OF EXPRESSION
- INFORMATION
- LADDER OF ONLINE PARTICIPATION
- RISKS
- OPPORTUNITIES
- SOCIAL MEDIA
- CYBERBULLYING & SECURITY

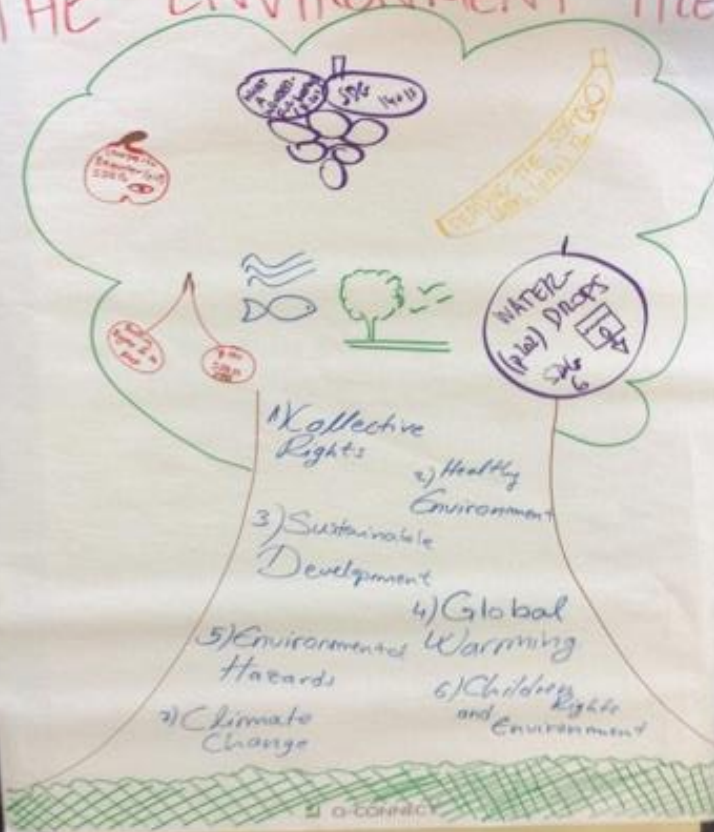
**ACTIVITIES**

- DRAWING
- STORYTELLING
- PHOTOGRAPHY
- WRITING
- REPORTING
- DISCUSSION

COMPASITO



# THE ENVIRONMENT TREE



**Canopy (Environmental Elements):**


- Apple*
- Grape*
- Banana*
- Water*
- Fish*
- Tree*
- Water (play) Drops*

**Trunk (Environmental Issues and Rights):**

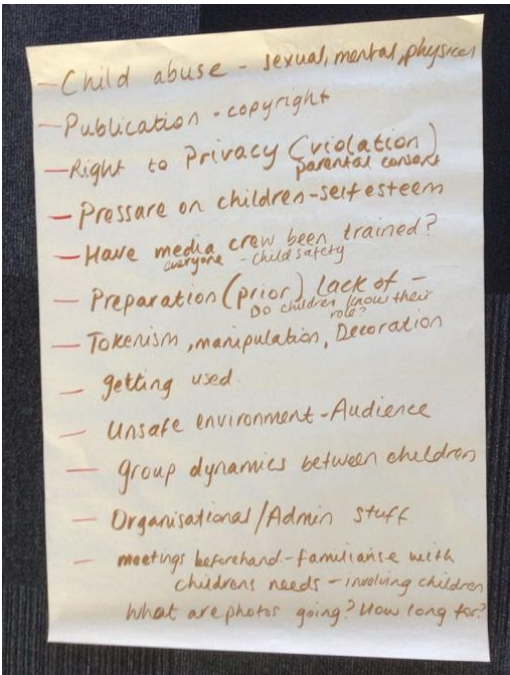

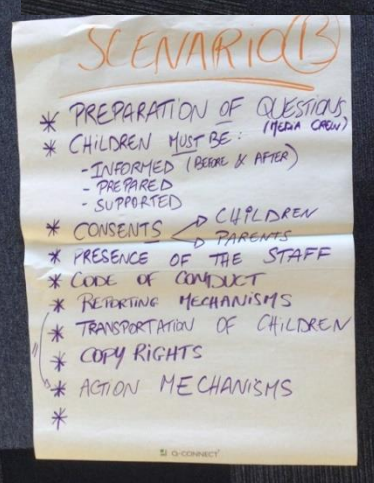

- 1) Collective Rights
- 2) Healthy Environment
- 3) Sustainable Development
- 4) Global Warming
- 5) Environmental Hazards
- 6) Children's Rights and Environment
- 7) Climate Change

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## Safeguarding and Inclusion

	<b>4.4 Safeguarding and Inclusion</b>
<b>1. Day, date, time</b>	<b>Thursday 21 October 16:30 – 18:00 (Day 4)</b>
<b>2. Background</b>	Participants experienced the Sailing to A New Land activity from Compasito and they analysed how it can be adapted to their own contexts and realities. Participants have also explored the thematic areas of Compasito and related activities.
<b>3. Aim(s) and objectives of the session</b>	<ul style="list-style-type: none"> <li>● To explore how Compasito activities can integrate safeguarding component so that children are protected, and their best interests are met while being participants of these activities.</li> <li>● To get participant familiarized with the definition and characteristics of safeguarding.</li> <li>● To reflect on how to outreach vulnerable groups of children and young people and include them in Compasito activities.</li> </ul>
<b>4. This session contributes to the following learning competence</b>	<ul style="list-style-type: none"> <li>● The ability to deliver human rights education activities for young people or children, including the use and adaptation of Compasito to local realities, social contexts and the needs of target groups.</li> <li>● The ability to advocate for Compasito as a tool for human rights education with children in a local/national context and to liaise with relevant stakeholders concerned with the promotion of human rights.</li> </ul>
<b>5. Programme Methodology and timing</b>	<p>This session is led by international child participation and safeguarding expert Tinna Ros Steinsdóttir.</p> <p><b>PowerPoint presentation 16:30 – 17:30</b> The presentation is a mix of expert input and space for participants to share their opinions regarding various questions mostly related to safeguarding.</p> <p><b>Group work 17:30 – 18:00</b> Participants work in small groups either on scenario A and scenario B (see PPT) and discuss how safeguarding should be applied in their case.</p>
<b>6. Role of team members</b>	Facilitated by the invited expert
<b>7. Materials needed and space required</b>	PPT presentation standard equipment



<p>8. Outcomes (to be filled in after the TC)</p>	<p>The main outcomes of the session were participants ideas on how they can practice safeguarding policies within their organisational settings. The main focus was applying safeguarding principles when organising activities using Compasito. Participants ideas included organisational setting arrangements such as consent forms, taking pictures during activities, social media and visibility. Some questions also included aspects of reacting on disclosed child abuse cases in various environments, creating safe space and other aspects related to children’s safety and best interests. The photos show participants concrete ideas for action:</p>  <ul style="list-style-type: none"> <li>- Child abuse - sexual, mental, physical</li> <li>- Publication - copyright</li> <li>- Right to Privacy (violation) parental consent</li> <li>- Pressure on children - self-esteem</li> <li>- Have media crew been trained? anyone - child safety</li> <li>- Preparation (prior) lack of - Do children know their role?</li> <li>- Tokenism, manipulation, Deceit</li> <li>- Getting used.</li> <li>- Unsafe environment - Audience</li> <li>- Group dynamics between children</li> <li>- Organisational/Admin staff</li> <li>- meetings beforehand - familiarity with childrens needs - involving children what are photos going? How long for?</li> </ul>  <p><b>RISKS</b></p> <ul style="list-style-type: none"> <li><b>SPACE</b>: SAFE ONLINE PLATFORM, ENSURE PERSONAL SPACE, BEA, MAINTAIN DURING THE EVENT</li> <li><b>TIME</b>: HOW LONG WILL BE THE RECORDING AVAILABLE?, PLANNED TIMEFRAME, BE THE CHILD INVOLVEMENT IN THE EVENT</li> <li><b>PEOPLE</b>: WRITTEN FORM FOR ONLINE/OFFLINE ATTENDEES, LEGAL SUPERVISOR FOR THE CHILD, CODE OF CONDUCT FOR CHILDREN AND ADULTS.</li> <li><b>IDEAS</b>: COPYRIGHT CONTRACT THAT LEGALLY BINDS SHARING THE ONLINE EVENT</li> </ul>  <p><b>SCENARIOS</b></p> <ul style="list-style-type: none"> <li>* PREPARATION OF QUESTIONS (MEDIA CREW)</li> <li>* CHILDREN MUST BE:       <ul style="list-style-type: none"> <li>- INFORMED (BEFORE &amp; AFTER)</li> <li>- PREPARED</li> <li>- SUPPORTED</li> </ul> </li> <li>* CONSENTS → CHILDREN &amp; PARENTS</li> <li>* PRESENCE OF THE STAFF</li> <li>* CODE OF CONDUCT</li> <li>* RETRIEVAL MECHANISMS</li> <li>* TRANSPORTATION OF CHILDREN</li> <li>* COPY RIGHTS</li> <li>* ACTION MECHANISMS</li> </ul>
<p>9. Evaluation (to be filled in after the TC)</p>	<p>Participants enjoyed the session and engaged in discussions proactively always interacting with Tinna asking questions. There were some participants who were more experienced in safeguarding issues and for majority of the group it was a new concept. Overall participants had a positive feedback to the session. There were few participants who had concerns on applying safeguarding principles in their own practice and being scared to try Compasito without respecting safeguarding standards as they were quite high. However, these concerns were discussed in the next days which clarified some of the questions that participants had after the session. Unfortunately safeguarding took most of the time of the session as the interest was very high and this resulted having too little time left to discuss inclusion and inclusive participation of children in Compasito activities.</p>
<p>10. Further reading</p>	<p>N/A</p>
<p>11. Appendices</p>	 <p>Click to open presentation</p>

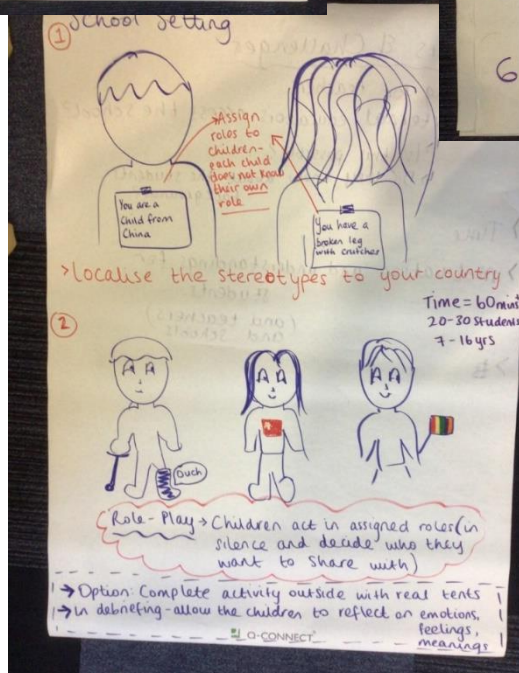
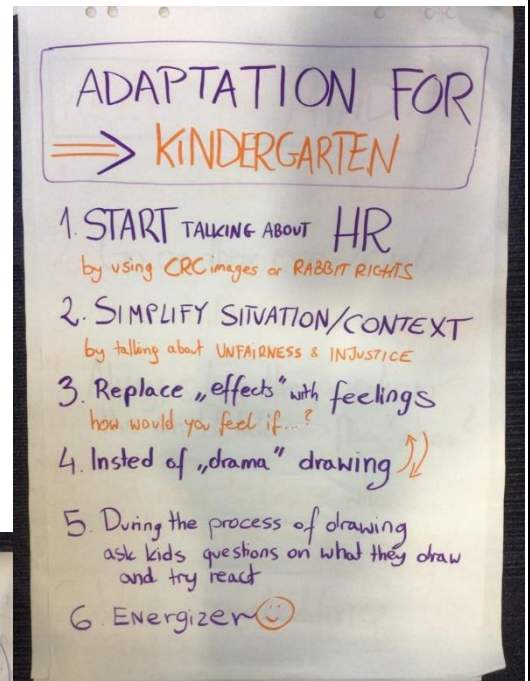
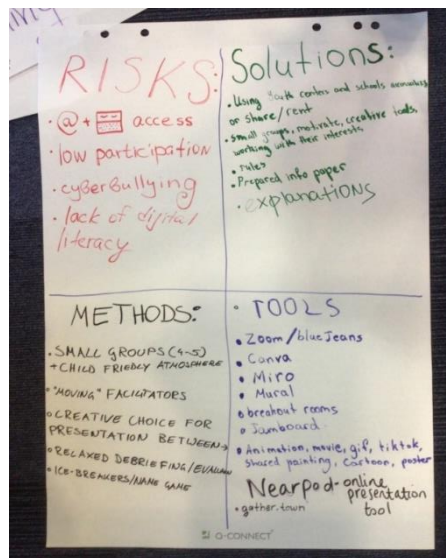
## Practising Compasito: workshops, The Council of Europe Youth Department's policy and work on EDC/HRE

	<b>5.1-5.4 Practicing Compasito: Workshops</b>
<b>1. Day, date, time</b>	<b>Friday 22 October 09:15 – 18:00 (with breaks in between) (Day 5)</b> Sessions 1 & 2 & 3 & 4:
<b>2. Background</b>	The group now knows how Compasito works and how it is structured. Participants have tried adapting one activity to their own context and they have also looked at using Compasito from safeguarding and inclusion perspective. However, participants have not yet had a chance to try out selecting activities from the manual and trying them out as participants. They have not also gotten chance to work on the activity as if they were facilitators adapting them to various settings.
<b>3. Aim(s) and objectives of the session</b>	<ul style="list-style-type: none"> <li>• To allow participants experiment with the manual by selecting activities of their choice and interest.</li> <li>• To try out more activities from Compasito as participants.</li> <li>• To adapt Compasito activities in formal education and online settings.</li> </ul>
<b>4. This session contributes to the following learning competence</b>	<ul style="list-style-type: none"> <li>• The ability to deliver human rights education activities for young people or children, including the use and adaptation of Compasito to local realities, social contexts and the needs of target groups.</li> <li>• The ability to advocate for Compasito as a tool for human rights education with children in a local/national context and to liaise with relevant stakeholders concerned with the promotion of human rights.</li> <li>• The ability to introduce human rights education as an educational concept in new contexts in an autonomous and credible way.</li> </ul>
<b>5. Programme Methodology and timing</b>	<p><b>Opening/Lotta</b> 9:15 – 9:30</p> <p><b>Step 1 Deciding on the activity</b> 9:30 – 11:00</p> <p>In step 1, participants are invited to prioritize activities from the manual that they would like to try out in this session, afterwards this is discussed in smaller groups. Each smaller group proposes their activities of interest from Compasito. In the big group voting is organized to identify 4 most voted (popular) activities. The trainers then select 2 activities that can be implemented after the break and explain their choices to participants. Participants are then invited to join each group to try out the selected activity as if they were “a real” participant.</p> <p>11:00 – 11:30 Break</p> <p><b>Step 2: Sessions in parallel groups</b> 11:30 – 13:00</p> <p>Activity <b>“World Summer Camp”</b> (Compasito, page 228 -232) delivered in group A.          Activity <b>“What if”</b> (Compasito page 211 – 215) delivered in group B.</p>

	<p>Each group participates in the full cycle of the activity including the debriefing. Trainers are responsible for delivering the activities. Two trainers work with each parallel group.</p> <p><i>13:00 – 14:30 Lunch</i></p> <p><b>EDC/HRE Charter</b>  <i>14:30 -15:00</i>  Natalia Chardymova (Educational Advisor, CoE) presents the Charter on EDC/HRE and provides participants with the information on the framework of the Charter as a political instrument for HRE. Natalia also explains about the upcoming review process of the Charter. Questions and answers.</p> <p><b>Adaptions</b>  <i>15:00 – 17:30 (including break)</i>  After the introduction participants are asked to think of adapting the activities, they have just participated in into <b>1) formal education</b> (lesson type) and <b>2) an online setting</b>. Each group splits in parallel groups to work on the adaptations based on their interests. Two groups works on adaptation on for activity “<i>World Summer Camp</i>” and another group on activity “<i>What if?</i>”.</p> <p>Groups have 90 minutes to plan their adaptation. After this, each adaptation is presented in plenary.</p> <p><b>Speed-dating on follow-up plans</b>  <i>17:30 – 18:00</i>  The sessions ends with a speed-dating exercise where participants are asked to stand in two circles, one inside and one outside, so that each person were facing someone else. They have three rounds of speed-dating with the following questions:</p> <ol style="list-style-type: none"> <li>1. What is my follow-up idea?</li> <li>2. What is my follow-up idea?</li> <li>3. What advice would I give someone implementing a Compasito follow-up idea?</li> </ol>
<p><i>6. Role of team members</i></p>	<p>All team members are involved in facilitating parallel groups</p>
<p><i>7. Materials needed and space required</i></p>	

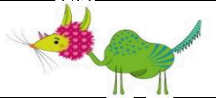
In one of the groups (Activity "What if") participants added another adaptation in the kindergarten (pre-school education) setting. Overall participants learned from the activity topics (in relation to the specific learning objectives of each activity) as well as learned how to approach to the adaptation issue of the Compasito activities. Participant's proposals included ideas on specific online tools they would use to adapt the activities, ideas of shortening the activity or adding extra element. Concrete examples can be found on the following photos:

8. Outcomes (to be filled in after the TC)



<p><i>9. Evaluation (to be filled in after the TC)</i></p>	<p>Overall participants expressed their satisfaction towards the whole day and found the flow of the sessions logical and relevant to their learning needs. Few participants mentioned they would have appreciated to try out the role of trainer and deliver activities on their own in the training setting however the time did not allow this style of praxis to happen within this training course. Participants particularly valued opportunity to adapt the activities which they have experienced themselves as participants.</p>
<p><i>10. Further reading</i></p>	<p>N/A</p>
<p><i>11. Appendices</i></p>	<p>N/A</p>

## Planning follow-up actions, creating synergies and making connections as multipliers and advocates

	<b>6.1-6.2 Next steps and synergies</b>
<b>1. Day, date, time</b>	<b>Saturday 23 October 9:15 - 13:00 (Day 6)</b>
<b>2. Background</b>	This session builds on participants exchange on the previous day on some preliminary ideas for action. already having an action in mind.
<b>3. Aim(s) and objectives of the session</b>	<ul style="list-style-type: none"> <li>● To reflect on and plan the follow-up of the course using Compasito at three different levels             <ul style="list-style-type: none"> <li>○ Use of Compasito activities</li> <li>○ Trainings, seminars and educational activities inspired in Compasito</li> <li>○ Children Rights (Education) as general approach – strategy in my organisation</li> </ul> </li> <li>● To explore and plan the synergies and cooperation among participants in CR Education</li> </ul>
<b>4. This session contributes to the following learning competence</b>	<ul style="list-style-type: none"> <li>● The ability to advocate for Compasito as a tool for human rights education with children in a local/national context and to liaise with relevant stakeholders concerned with the promotion of human rights.</li> <li>● The ability to introduce human rights education as an educational concept in new contexts in an autonomous and credible way.</li> </ul>
<b>5. Programme Methodology and timing</b>	<p><b>9:15</b> Lotta</p> <p><b>9:45 – 10:05</b> Individual reflection: Participants individually reflect and write down (on a sheet of paper of different colour, with their names on it) follow-up and multiplication activities:</p> <ul style="list-style-type: none"> <li>○ Use and adaptations of Compasito exercises</li> <li>○ Trainings, seminars, and educational activities inspired in Compasito</li> <li>○ Children Rights and Children Rights Education as general approach in the work of my organisation</li> </ul> <p><b>10:05-10:25</b> Walk-and-talk together in couples Participants share their ideas in couples, giving and receiving feedback on them.</p> <p><b>10:25-11:00</b> Vernissage In three different areas participants stick their ideas for follow-up and activities and walk around and view each-others' contributions.</p> <p><i>11:00 – 11:30 Break</i></p> <p><b>11:30 – 12:30</b> After knowing the ideas for follow-up and action from everybody, participants discuss</p>

	<p>together the possible synergies and cooperation in 4 corners:</p> <ol style="list-style-type: none"> <li>1. Peer support</li> <li>2. Joint international projects</li> <li>3. Advocacy</li> <li>4. AoB, methods</li> </ol> <p>Participants are free to move between the different corners. In each corner the main outcomes are written down on a flipchart.</p> <p><b>12:30 – 13:00</b> Plenary sharing</p>
<i>6. Role of team members</i>	Team members take various tasks to facilitate within the session
<i>7. Materials needed and space required</i>	Colour paper in 3 different colours
<i>8. Outcomes (to be filled in after the TC)</i>	<p>The outcomes of the session were a lot of ideas and plans for follow-up. Every participant, without exception, had ideas on the different fields of action.</p> <p>The main outcomes of the group working on International Activities were joint projects for the EYF, EVS, national training courses open to participants from other countries, Erasmus+ projects, cooperation in the frame of the UNICEF network and cooperation online through the setting of a Google Classroom space, cooperation in several networks as CIVS and YEN.</p> <p>The main outcomes of the group working on Peer Support were ideas and resources on: gender equality, adaptations of Compasito exercises for kindergarten, hate speech, graphic design, training courses for teachers, participatory research projects with children on children rights, working with refugees and safeguarding.</p> <p>The main outcomes of the group working on Advocacy were plans for translating Compasito in different languages -including minority languages-, adaptation of terminology, strategies for advocating on Child Care, initiatives for analysing the legal framework of School Curricula for trying to introduce Children Rights and cooperation with the Children Ombudsman at national level.</p> <p>The main outcomes of the AOB corner were sharing of methods and energisers, web sites of organisations working on Children Rights and training possibilities.</p> <p>Additionally, participants shared extra resources and ideas as a card game and took extra time of the lunch break for it.</p>
<i>9. Evaluation (to be filled in after the TC)</i>	<p>These two sessions, the whole morning of the last day, under the block of Follow-up was very positively evaluated by participants in the final evaluation questionnaire.</p> <p>Despite a certain level of tiredness, participants fully used the different methods and spaces to plan the follow-up of the course at different levels (personal, in their organisation and in the Compasito Course network).</p>
<i>10. Further reading</i>	N/A

11. Appendices

# PEER SUPPORT

- Participatory research with children
- Child rights
- Centre for Child Rights, Belfast
- (anyone who wants to be involved in national/international research projects)
- Migration, integration, ethnicity, asylum
- 1. hallond@qub.ac.uk Lucy U

**adoption for Kindergarten kids**

- flight
- nicole.mok@europass.it

**re Rights relate**

- Lost Steps
- unaccompanied children
- Carthago
- Summer Camp
- Bar: raag.chape@guil.com

**books recommendation that grade 8-10**

- gender equality (information)
- kindergarten children
- helen.mack@helen.mack.com

**ELENE**

- Digital tools
- Human Rights
- HATE Speech
- Graphic Design
- international projects
- can share Georgian parties working with refugees and IDP

**Control: abuse**

- CRE + Approach
- based on child rights
- to: chuffpaw@helen.mack.com

**Training with the UK**

- Asylum seekers
- volunteers
- contact: nicole.mok@europass.it

**Nicola Europass Teacher Academy Ireland**

- training teenage refugees/migrant volunteers
- adapting HRE to kindergarten
- work: Mappin
- nicole.mok@europass.it

**Can share expertise material on institutional child safeguarding**

at: sofie.vos@amief.de

Composito Exercises

MIX OF DAN COMPASITO AND COMPASS EXS?

books

**Public Rights**

- "What if?"
- "Bye-bye"

**What IF...**

**Elene**

- words that sound like
- telephone call
- picture games
- and more...

**Elene**

- "Sleep don't cry"
- "Once upon a time"
- Public Rights
- Words for words
- "See, Play"
- Summer Camp

**Composito Exercises**

- "Who should be there?"
- "Draw a window"

**What IF...**

- "What if?"
- "Bye-bye"

**Elene**

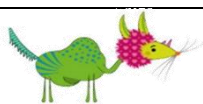
- "Sleep don't cry"
- "Once upon a time"
- Public Rights
- Words for words
- "See, Play"
- Summer Camp

**Composito Exercises**

- "Who should be there?"
- "Draw a window"




## Follow-up with the Council of Europe

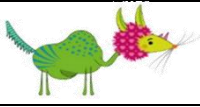



### 6.3 How to stay involved with the Council of Europe?

<p>1. Day, date, time</p>	<p><b>Saturday 23 October 15:00 – 16:00 (Day 6)</b></p>
<p>2. Background</p>	<p>This session is the second-last session of the whole training course, and it takes place after lunch on the last day. It follows the morning where participants have been spending time planning their follow-up actions and shows them ways in which the Council of Europe can support them, and how they can stay engaged with the activities of the Youth Department.</p> <p>The session is only 60 minutes to give participants time for a longer lunch break on the last day.</p>
<p>3. Aim(s) and objectives of the session</p>	<ul style="list-style-type: none"> <li>• To give participants an overview of how they can stay engaged with the Council of Europe after the training course, including information on the European Youth Foundation</li> <li>• To answer any last questions participants might have to the Council of Europe after 6 days of attending the training course</li> </ul>
<p>4. This session contributes to the following learning competence</p>	<ul style="list-style-type: none"> <li>• Knowledge about the relevant programmes and instruments of the Council of Europe for youth and human rights education with children, including the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.</li> <li>• The ability to advocate for Compasito as a tool for human rights education with children in a local/national context and to liaise with relevant stakeholders concerned with the promotion of human rights.</li> </ul>
<p>5. Programme Methodology and timing</p>	<p><b>Opening of session and energiser</b> 15:00-15:15</p> <p><b>Presentation by Educational Advisor</b> 15:15 – 15:55</p> <p>Presentation tackles the following:</p> <ul style="list-style-type: none"> <li>• Translating Compasito</li> <li>• National Training Courses on Compasito or Compass</li> <li>• European Youth Foundation</li> <li>• Moments to stay involved in 2022</li> <li>• The YD website</li> </ul> <p>The presentation is done with the help of a power point presentation, allowing for questions when they occur. In the end of the presentation, the website is opened on the big screen so everyone can see how it looks like and where they can find more information.</p>

	<p>Any sights of particular interest to the group are visited.</p> <p>Closing of session</p>
<i>6. Role of team members</i>	To be present in the room.
<i>7. Materials needed and space required</i>	Computer, power point presentation and a beamer to connect to.
<i>8. Outcomes (to be filled in after the TC)</i>	<p>The participants gained knowledge on how to stay involved after the training course. They specifically got information about what to consider and who to contact if they want to be involved in securing a translation of Compasito to another language. They also got information about the European Youth Foundation and how they can apply for pilot projects. An important part of the session was also the visit to the Youth Department website, where participants got information on where they can find more information about how to stay engaged.</p>
<i>9. Evaluation (to be filled in after the TC)</i>	<p>The participants appreciated the session as it answered many questions that had been raised towards the end of the training course, e.g., on the process of translating Compasito. The session furthermore worked as inspiration for future opportunities to stay involved with the Council of Europe which was useful for the majority of participants who attended their first event with the Youth Department.</p> <p>The information about European Youth Foundation was also highly valued.</p>
<i>10. Further reading</i>	N/A
<i>11. Appendices</i>	 <p>CoE PPT how to stay involved.pdf</p>

## Evaluation and closing of the course

	<h3>6.4 Final Evaluation and Closing</h3>
<p>1. Day, date, time</p>	<p><b>Saturday 23 October 15:30 – 17:30 (Day 6)</b></p>
<p>2. Background</p>	<p>The final evaluation will be an opportunity for the group and for the trainers' team to reflect upon its elements and draw general or specific conclusions about the course (programme, approach, methods, learning achievements...).</p>
<p>3. Aim(s) and objectives of the session</p>	<ul style="list-style-type: none"> <li>• To evaluate the different elements and dimensions of the course; programme, approach, methods, learning achievements</li> <li>• To gather feed-back to further develop future TC on Compasito</li> </ul>
<p>4. This session contributes to the following learning competence</p>	<p>By reflecting on the course, the final evaluation has the potential to contribute to deep in all the specific knowledges, skills and educational philosophy explored during the course.</p> <p>The following competences will be particularly tackled:</p> <ul style="list-style-type: none"> <li>• The ability to deliver human rights education activities for young people or children, including the use and adaptation of Compasito to local realities, social contexts and the needs of target groups.</li> <li>• The ability to introduce human rights education as an educational concept in new contexts in an autonomous and credible way.</li> <li>• To apply methods of child/youth participation throughout the programme and in follow up.</li> </ul>
<p>5. Programme Methodology and timing</p>	<p><b>Process evaluation:</b> 15:00 – 16:00</p> <p>Using the metaphor of a sea (between the departure harbour and the Compasito Island) participants build boats and draw routes in the sea representing their process in the course (advances, difficulties, support received, challenges...)</p> <p>16:00 – 16:30 Break</p> <p><b>Filling the final evaluation questionnaire (online)</b> 16:30 – 17:15</p> <p><b>Closing</b> 17:15 – 17:45</p> <p>Participants are invited to share one word each that summarises their experience in the training course. Certificates are handed out to all participants. Training course is officially closed by final words from the team.</p>

<i>6. Role of team members</i>	<ul style="list-style-type: none"> <li>- One team member prepares and facilitates the process evaluation</li> <li>- The final evaluation questionnaire is drafted by the Facilitation</li> </ul>
<i>7. Materials needed and space required</i>	- Flipchart paper, colour paper, scissors, markers of different colours, crayons....
<i>8. Outcomes (to be filled in after the TC)</i>	<div style="text-align: center;">  <p>FINAL EVALUATION QUESTIONNAIRE.doc</p> <p>Double click to open</p> </div>
<i>9. Evaluation (to be filled in after the TC)</i>	Participants were fully committed in both phases of the final evaluation; in a reflective and active atmosphere, acknowledging the evaluation of the others and making numerous comments in the qualitative questions of the questionnaire. The combination of evaluation by process, the final evaluation questionnaire and the final words allowed to have a very complete evaluation of the course.
<i>10. Further reading</i>	N/A
<i>11. Appendices</i>	See next page

