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## COMPASS

### **National and Regional Training Courses on Human Rights Education with Young People**



Learning Equality  
Living Dignity

## **Review of the courses organised between 2017 and 2019**

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## **About this report**

This report is the result of the work undertaken by Elizabeth Kasa-Mälksoo for the Youth Department of the Council of Europe.

The research on which it is based has been enriched and completed by the input of participants in the evaluation meeting of the of the Compass national and regional training courses held in December 2019 at the European Youth Centre in Strasbourg.

We would like to thank the participants in the meeting for their input, in addition to all those who provided information directly to Elizabeth Kasa-Mälksoo. We hope that they can identify themselves with the results and value of the study.

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The views expressed in this this report do not necessarily represent the official opinion of the Council of Europe or the partners involved in the programme of Compass national and regional training courses.

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# Table of Contents

<b>EXECUTIVE SUMMARY</b> .....	<b>4</b>
<b>I. INTRODUCTION</b> .....	<b>8</b>
1.1 THE HUMAN RIGHTS EDUCATION YOUTH PROGRAMME .....	8
1.2. THE PURPOSE AND SCOPE OF THIS REPORT .....	9
<b>2. THE NATIONAL COURSES IN HRE. KEY FINDINGS FROM 2017-2019</b> .....	<b>11</b>
2.1 COURSE ORGANISERS AND DURATION OF THE TRAININGS .....	11
2.2 OBJECTIVES OF THE TRAININGS. NATIONAL PRIORITIES.....	12
2.3 PROFILE OF PARTICIPANTS.....	15
2.4 MAIN OUTCOMES.....	17
2.5 FOLLOW-UP .....	19
2.5.1 <i>Follow-up foreseen by participants</i> .....	19
2.5.2 <i>Follow-up envisaged by the organisers of courses</i> .....	24
2.6 RESULTS AND IMPACT .....	25
2.7 CONTRIBUTION TO THE IMPLEMENTATION OF THE COUNCIL OF EUROPE'S CHARTER FOR EDC/HRE...	29
2.8 ADMINISTRATIVE ASPECTS OF ORGANISATION. FEED-BACK FROM ORGANISERS AND TRAINERS .....	30
2.9 THE ROLE OF THE EUROPEAN STEERING COMMITTEE FOR YOUTH IN ENHANCING THE RESULTS OF HRE ACTIVITIES IN COUNCIL OF EUROPE'S MEMBER STATES.....	32
<b>3. FURTHER DEVELOPMENTS: RECOMMENDATIONS AND CONCLUSIVE REMARKS</b> ...35	
3.1 RECOMMENDATIONS BY ORGANISERS AND TRAINERS .....	35
3.2 CONCLUSIONS AND RECOMMENDATIONS BY THE PARTICIPANTS TO THE EVALUATION MEETING AT THE CLOSING OF THE 2017-2019 PERIOD OF NTCs .....	37
3.3 CONCLUSIVE REMARKS .....	40
<b>4. ANNEXES</b> .....	<b>42</b>
4.1 THE CALL FOR ORGANISERS OF NATIONAL TRAINING COURSES .....	42
4.2 LIST OF ORGANISERS OF HRE NTCs PER COUNTRY, BETWEEN 2017-2019.....	43
4.3 ABBREVIATIONS USED .....	47

## Executive summary

This report looks at the ways in which a series of national and regional training activities in human rights education organised in the Council of Europe's member states between 2017-2019 have generated a considerable multiplying effect and contributed to the promotion of democracy and human rights and implementation of the Council of Europe [Charter on Education for Democratic Citizenship and Human Rights Education \(EDC/HRE\)](#). These activities have been organised within the [Human Rights Education Youth Programme](#), led by the Council of Europe's Youth Department and are known as [Compass National Training Courses on Human Rights Education with Young People](#).

The report is based on an analysis undertaken in the end of 2019 to review the extent to which these trainings activities have corresponded to the priorities of the Council of Europe. The study takes stock of the experiences to understand the way in which they contributed to the advancement of human rights education in the organising countries and to which extent they strengthened or revived existing networks and initiatives in human rights education, in line with the objectives of the Council of Europe's Charter on EDC/HRE.

The analysis also looked into the efficiency of the administrative support by the Council of Europe to the partners, in order to understand how to increase further the quality of its institutional, educational and financial support.

The analysis was based on the data from the narrative reports written by the organisers of each activity as well as the reports written by the educational teams in charge of the programme of these trainings. Complementarily, an online survey collected additional data from the same organisers and trainers, as well as from the members of the Council of Europe's statutory bodies.. These sources of information have been complemented with conclusions and recommendations from the evaluation meeting held with organisers in Strasbourg in the end of 2019 and with discussions with the educational and administrative staff at the Council of Europe's Youth Department.

Between 2017-2019, there were 26 such courses taking place in Azerbaijan, Bulgaria, Croatia, Cyprus, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Lithuania, Montenegro, Poland, Portugal, the Republic of Moldova, Norway, Russian Federation, Serbia, Slovakia, Slovenia, Spain and Ukraine. The courses had a national dimension, while the trainings organised in the Republic of Serbia had a regional outreach and brought together young people also from North Macedonia, Montenegro and Bosnia and Herzegovina).

In the analysed period, these national training courses on human rights education brought together more than **550 participants**, key multipliers for human rights education, such as **youth leaders, youth workers, trainers, human rights activists, teachers and teacher trainers, students, local municipalities and governmental representatives**. The number of applicants to these trainings is more than double. The majority of the participants (70%) were women.

The organisers of these trainings were local or national youth organisations or other educational institutions with access to these key multipliers and able to contribute to processes and initiatives for education for democratic citizenship and human rights education at national level, in line with the provisions of the Council of Europe Charter for education for Democratic Citizenship and Human Rights education.

The total duration of these three years of activities is of 128 days (9 courses had a duration of 4 days, 12 courses had a duration of 5 days, 3 courses had a duration of 6 days and 2 courses had a duration of 7 days), yet their impact is many times bigger.

The trainings mainly aimed at promoting a culture of human rights and promoting human rights education with young people and were focused on reaching objectives such as:

- Training key multipliers- such as youth workers, youth leaders, teachers, university students, human rights activists, trade union activists, non-formal education specialists/trainers, peer-to-peer educators, police officers etc in human rights education with young people, developing their competences in planning, designing, implementation and evaluation of HRE activities;
- Creating or strengthening existing national network of organisations working for human rights education, with an emphasis on creating partnerships for human rights education between youth organisations, schools and police and building partnership between youth workers coming from different governmental and non-governmental organisations and design partnership-based projects in human rights education;
- Supporting participants in undertaking concrete actions for human rights education in their country – in the studied period, a special emphasis was placed on youth centres, youth as part of a local communities, youth from rural areas and small towns.

The following additional priorities were part of the aims of courses organised between 2017-2019:

- Developing awareness about and competences to use the manual Compass and other educational resources such as Mirrors, Bookmarks, We can!; learning how to adapt the methods in these publications to one's own context and target group;
- Promoting the Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education (promote awareness of it in general, put it in practice locally, working together with local authorities in promoting human rights education at national level etc).

In line with national priorities, some of these training courses aimed specifically at combating all forms of discrimination among young people, both online and offline; combating hate speech (including online) and develop necessary competences in this sense; linking with the Council of Europe's No Hate Speech Movement, national campaigns and local activists, including developing competences related to building strategic partnerships, advocating for support; empowering organisations and individuals in the movement etc; combating radicalisation, (national) extremism, antigypsism.

Among the learning outcomes generated by these educational experiences, the participants developed their competences needed to act as a multiplier for human rights education, namely, to prepare, run and evaluate formal and non-formal human rights education activities with young people, based on community needs and using educational resources such as [Compass](#), [Composito](#), [Bookmarks](#), [We can!](#), [Have your say!](#), [Mirrors](#), [Gender matters](#).

As a result of the course, each of the 550 participants developed a **follow-up plan**, putting in practice the newly acquired competences in human rights and human rights education. Among these follow-up plans are:

- human rights and human rights education trainings, workshops or lectures for young people, pupils and students, volunteers etc and taking place in summer camps, in trainings, in youth centres etc
- human rights related activities in schools
- integration of a human rights education direction of action in non-governmental organisations' mission and furthermore new activities
- peer to peer education activities
- human rights related movie screenings and photographic exhibitions
- writing new human rights related projects.

Some of these follow-up activities can last a couple of days or a week, yet their results are very wide (think about the visitors to a photographic exhibition).

From the national organisers' perspective, these training courses were needed and necessary as they introduced and promoted the concept of human rights education among youth workers, youth leaders, representatives of non-governmental organisations, teachers and other trainers organising educational activities, in various regions of the countries and created connections among these regions. Very importantly, the courses created or reinforced networks of educators in human rights education, generated links between formal and non-formal education sector and triggered a more systemic approach to human rights education in the country.

It is also important to underline the role of these training courses in the dialogue and cooperation between various organisations working for human rights at local and national level, between the governmental and non-governmental actors of education, between formal and non-formal education actors, between policy makers and practitioners, between young people and older generations, between majorities and minorities.

The organisers made a series of suggestions to the Council of Europe for the improvement of the programme of national training courses in human rights education, ranging from:

- administrative procedures (better and timely communication with the funder, more flexibility in budget, shorter delays in processing the administrative aspects related to the course, increase in funding, dedicating funding for follow-up projects etc)
- selection of participants (better definition of target group, ensuring access of key multipliers, more transparency, more inclusion, better gender balance)
- providing Compass manuals and other educational resources
- partnerships with other stakeholders (including memorandums of cooperation between Council of Europe, local organisers and authorities; encouraging partnership with other youth organisations as co-organisers)
- design and implementation of educational programmes (duration is sometimes determined by the size of the funding, having complementary team of trainers, timely involvement of trainers and earlier involvement of the Council of Europe trainer, articulation onto local human rights reality, the important role of experiential learning)
- a better outreach and visibility (encouraging graphic recording of the trainings, suggest realisation of media plans, providing more links with Council of Europe local offices and national representatives in Council of Europe bodies etc, planning a strong national impact)
- to more networking (at national level, but also at European level, between former organisers of national organiser of human rights education training courses, exchange mediated by the Council of Europe)

The trainers involved in these trainings were also consulted and further recommendations were made with regard to the educational frame of these courses. Among these:

- adapting the objectives to the programme (often too ambitious for such short duration)
- awareness and prevention of cancellations of participation
- adaptation of the initial programme designed at application stage to the actual needs of selected participants
- not compromising on the quality of the space for learning
- the importance of preparation and having a preparatory meeting even if this is not covered budget-wise
- to give sufficient time for the adaptation of human rights education activities to formal education context
- there are too long working days in non-formal education.

Looking at the place of this study within almost twenty years of continuous support by the Council of Europe to national initiatives in human rights education, this report finds that more studies could be undertaken to measure the overall results of the programme. Moreover, a study could be undertaken not only to look at the immediate results but attempting to measure the impact of these Compass national training courses – through the impressive number of **new trainings, seminars, conferences, lectures, gatherings of human rights activists and human rights education specialists, school programmes, school camps and other activities** they generate. Harder to quantify yet also very impactful are the consequent **new projects for human rights** that were developed, and those generated through networking and cooperation between various organisations and institutions working for human rights.

The Council of Europe could think further about transforming the reporting procedures in a way that is conducive to **better corroboration and comparison of results, but also in a format which makes the experiences an inspiration for future applicants**. The Youth Department could support the applicants in undertaking quality studies of the implementation of EDC/HRE in the organising countries, as follow-up to the organisation of a national training course and thus integrating also the results of the follow-up projects. Also, the Council of Europe could weight further the idea whether the programme should prioritise better the integration of human rights education into national reality and policy, or encourage stronger regional cooperation – and thus promoting solidarity and common political responses to common European youth issues.

To sum-up, the study answers the research questions and concludes that the main objectives of these Compass national and regional training courses on human rights education with young people as stipulated in the Council of Europe's Call for Organisers were pursued and met. The trainings are answering national priorities and needs for human rights education and complement or link efforts by both formal and non-formal education sectors.

The collected data shows that the trainings have brought together a large range of stakeholders for human rights education, ensuring a large multiplying effect of the courses' scope and results in all participating countries.

The undertaken analysis shows that these trainings have potential to strengthen existing human rights education initiatives and networks, but more organised efforts and measures at top level would support the partnerships at grassroot level (meetings of former organisers, alumni, regional meetings, European fora for human rights education etc).

**This report concludes that the programme of Compass national training courses on human rights education has consistently and continuously promoted the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education with young people in the organising countries. Improvements in relation to the modalities of the course and their implementation remain possible, in particular in relation to sustainability and advocacy for human rights education.**

# 1. Introduction

The work of the Youth Department of the Council of Europe on human rights education (furthermore HRE) is a direct contribution of to the core mission of the organisation to promote and protect human rights. In the last two decades, this work was implemented through the [Human Rights Education Youth Programme](#), which supports the role of non-governmental youth organisations as actors in the implementation of the Council of Europe [Charter on Education for Democratic Citizenship and Human Rights Education](#). It does so by combining the provision of educational resources on human rights education with capacity-building activities for trainers, multipliers and advocates of human rights education and human rights.

## 1.1 The Human Rights Education Youth Programme

Since its launching in 2000, the Human Rights Education Youth Programme promotes the inclusion of human rights education in the mainstream of youth work and youth policy. The programme is built around [Compass](#), the manual for human rights education with young people, as the main conceptual and practical resource for practitioners of human rights education through non-formal learning. The approaches of Compass have been applied in other educational resources, notably [Compasito](#), the manual for human rights education with young people, [Mirrors](#), the manual on combating antigypsyism through human rights education and [Bookmarks](#), the manual for combating hate speech online through human rights education. These educational resources are merely tools to support practitioners – they are of little value if not used.

### *The role of National Training Courses on Human Rights Education*

The Human Rights Education Youth Programme foresees, among other measures, to support youth and human rights organisations in initiating or extending human rights education activities with young people through national and regional training courses. Specifically, [the National Training Courses on Human Rights Education with Young People](#), as capacity-building activities, contributed to the development of the competences (knowledge, skills, attitudes and values) of key multipliers for human rights education such as youth leaders, trainers, youth workers, teachers and teacher trainers. They also are expected to contribute to processes and initiatives for education for democratic citizenship (EDC) and human rights education (HRE) at national level, initiated by youth organisations or other education institutions.

In other words: the courses are important both for the quality of the learning that they provide *and* for the potential that they have in promoting human rights education.

The main tool for supporting the educational processes is [Compass](#), the Manual for Human Rights Education with Young People, a key educational resource to be used when planning the national training courses, with extensive background information on human rights, tools and tips for HRE, which it can be used in many different ways, both in formal and non-formal educational settings. This is the reason why these national training courses are often known as “*COMPASS National Training Courses on Human Rights Education*”.



The Council of Europe provides support for these training courses in the following form:

- **Financial support** in the form of grants, based on an open Call for applicants published once a year (currently in November), for projects to be implemented within the next calendar year.
- **Institutional support**, in the form of recommendation letters to potential partners and funders; official Council of Europe representation; provision of educational materials, visibility of the activities in institutional Internet sites and documents; communication with publishers of Compass and Compasito translations.
- **Educational support**, by recommending or contracting a trainer or trainers with relevant experience to be part of the educational team of these courses. The trainer is usually recruited through a Call distributed among the members of the Youth Department's Trainers Pool and a selection is made based on demonstrated experience in the region and in the field of human rights education, as well as adjacent topics of the national training courses.

The trainings are coordinated by the Youth Department and the organisations benefit also from direct support from the department through preparatory meetings, visits at national level, administrative guidance.

Not least, this support measure is also addressed at **regional training initiatives**, where “regional” is to be understood as cross borders (i.e. neighbouring countries) or covering countries sharing a common language. This is the reason why these training courses are also promoted as “*National and Regional Training Courses in Human Rights Education*”. This report will therefore use the abbreviation HRE NRTC to refer to all the 26 national initiatives supported by the Youth Department of the Council of Europe between 2017-2019.

## 1.2. The purpose and scope of this report

This report aims at analysing all the national training courses that have been organised between 2017-2019 and try to answer the following questions:

1. To which extent **the main objectives** of national training courses on human rights education with young people, as stipulated in the “Call for Proposals”<sup>1</sup> have been pursued and achieved? (*chapter 2.1 and 2.2*)
2. How, in concrete terms, has the work on **human rights education multiplied to other stakeholders** in the youth, education or human rights fields, particularly at the national and local level? (*chapter 2.3, 2.4 and 2.6*)
3. What measures were generated by the national training courses to **support national formal or informal networks of organisations and trainers/multipliers** involved in human rights education with young people? (*chapter 2.5*)
4. To what extent have the national training courses on human rights education with young people **promoted Education for Democratic Citizenship/Human Rights Education at national and local level**, as defined and recommended in the Council of Europe Charter on EDC/HRE? (*chapter 2.7*)

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<sup>1</sup> The last call for proposals for trainings to be organised in 2020 can be consulted at <https://www.coe.int/en/web/youth/national-training-courses-in-human-rights-education>

5. How effective and efficient are the **administrative procedures** and requirements of the Council of Europe for supporting the national training courses - including grant agreements, trainers, reporting mechanisms, preparatory processes, etc.? (*chapter 2.8*)
6. In which way can the **European Steering Committee on Youth (CDEJ)** support the mainstreaming of human rights education in Council of Europe's Member States (*chapter 2.9*)
7. How can the **Council of Europe's institutional, educational and financial support** towards the organisation of national training courses in human rights education be improved? What else can the Youth Department undertake in order to strengthen further the work done at national and local level regarding human rights education with young people (*chapter 3*)

In answering these questions, this report uses five main sources:

- The analysis of the training activities narrative reports, written by the organisers of national training courses;
- The analysis of the reports written by the trainers provided by the Council of Europe to support the implementation of the educational programmes of funded national training courses in human rights education;
- A survey applied post-trainings among various stakeholders of these trainings: organisers, trainers and CDEJ members from countries who benefitted from institutional, educational and/or financial support from the Council of Europe;
- The evaluation meeting of the NRTCs which took place between 2017-2019, organised in Strasbourg in December 2019;
- Interviews with the Secretariat of the Council of Europe, namely the Education and Training Division staff with responsibilities in the coordination of the National Training Courses implementation.

## 2. The National Courses in HRE. Key findings from 2017-2019

### 2.1 Course organisers and duration of the trainings

The training courses in human rights education benefitting of the Council of Europe's support are to be organised at the initiative of **national organisations or institutions interested in introducing and developing the provisions and quality of human rights education**. As capacity-building activities, the courses should develop the competences of key multipliers for human rights education such as youth leaders, trainers, youth workers, teachers and teacher trainers. The applicants/partners are thus local or national youth organisations or other educational institutions with access to these key multipliers and able to contribute to processes and initiatives for education for democratic citizenship and human rights education at national level, such as:

- non-governmental youth organisations and/or other non-governmental organisations;
- governmental organisations focused on human rights, youth and/or education;
- institutions involved in human rights education;
- national networks of human rights activists and/or human rights educators.

Between 2017-2019 organisations from the following countries have organised a national training course in human rights education, with the support of the Council of Europe:

- **2017:** Slovakia, Slovenia, Bulgaria, Poland, Ukraine, France, Iceland, Croatia
- **2018:** Hungary, Italy, Georgia, Portugal, Spain, Cyprus, Russia, Ukraine, Montenegro, Germany
- **2019:** Serbia (with participants also from Bosnia and Herzegovina, Montenegro and North Macedonia), Greece, Lithuania, Republic of Moldova, Azerbaijan, Italy, Ireland, Norway.

A detailed list of the organisers of these courses per country can be found in Annex 4.2 of this report.

One very important aspect to underline is connected to the fact that **partnerships** between different types of organisations are very much encouraged, because this reinforces the potential strategic impact of the courses. An example of such partnership could be that a non-governmental organisation reaches out to train teachers and thus a partnership with the Ministry of Education would allow a look at the potential for more systemic integration of human rights education in the school curriculum.

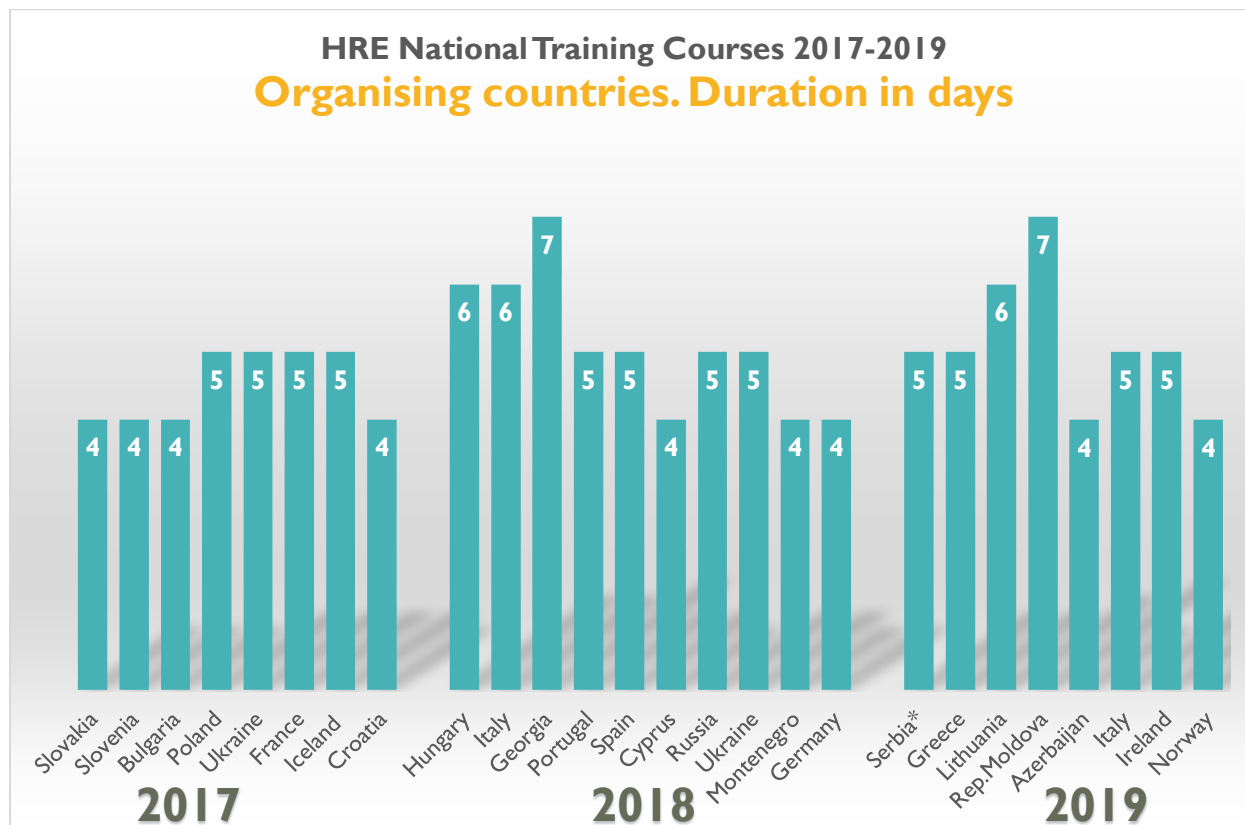
This support scheme is also addressed at partnerships at cross-border level or between neighbouring countries. Between 2017-2019, one of the courses organised had a regional dimension. In 2019, Serbia as organiser brought together young people from three more neighbouring countries – Bosnia and Herzegovina, Montenegro and the North Republic of Macedonia – to address the challenges all four countries face in the fields of social rights.

In the general conditions for organising national training courses in human rights education, the minimum duration foreseen for this type of trainings is of minimum 4 consecutive days. This is to ensure that an appropriate educational programme is implemented, in line with the Council of Europe's Youth Department quality standards for non-formal learning activities and also allowing to reach the objectives of the training and producing results.

During the period analysed, 2017-2019, out of the 26 trainings:

- 9 courses had a duration of 4 days (could have been also a formula of 2+2 more days later on)
- 12 courses had a duration of 5 days
- 3 courses had a duration of 6 days and
- 2 courses had a duration of 7 days.

The distribution of days per organising country can be seen in the graph below.



\*With participation also from Bosnia and Herzegovina, Montenegro and the Northern Republic of Macedonia.

## 2.2 Objectives of the trainings. National priorities

The analysis of the aims of the national training courses organised between 2017-2019 show that all these courses were tools for **promoting human rights** through **human rights education with young people**.

The main aims underpinning all the courses are:

- **Promoting human rights/a universal culture of human rights, in particular social rights; democratic values** and specifically
  - Working on values associated with human rights, such as communication, cooperation, responsibility, justice and solidarity
  - Getting insights on the history of human rights, contemporary human rights concept, institutions and fundamental documents for the protection of human rights at the global level

- Developing competences for activism and lobbying for human rights at national level
  - Exploring what it means to be youth with fewer opportunities in relation to human rights
  - Using tools for promoting an understanding and respect for human rights online
  - Mapping challenges to human rights in a certain national context
- **Promoting human rights education with young people** and specifically
    - Contributing to its mainstreaming in a particular national context.

The main pillars of this work aimed at human rights and human rights education were:

- **Training key multipliers (youth workers, youth leaders, teachers, university students, human rights activists, trade union activists, non-formal education specialists/trainers, peer-to-peer educators, police officers etc) in human rights education with young people, and in particular**
  - Developing the competences of the participants in planning, designing, implementation and evaluation of HRE activities
  - Creating or strengthening existing national network of organisations working for human rights education, with an emphasis on
    - Creating partnerships for human rights education between youth organisations, schools and police
    - Building partnership between youth workers coming from different governmental and non-governmental organizations and design partnership-based projects in human rights education
- **Generate or raise quality of national actions for human rights education (improve knowledge, skills, attitudes) / To support participants in undertaking concrete actions for human rights education, with a focus on the following particular contexts**
  - In youth centers
  - By youth in the communities
  - In rural areas and small towns.

The following **supporting elements** were part of the aims of courses organised between 2017-2019:

- Developing awareness about and competences to use the manual Compass and other educational resources such as Mirrors, Bookmarks, We can!; learn how to adapt methods to one's own context and target group
- Promoting the EDC/HRE Charter of the Council of Europe (promote awareness of it, put it in practice, work together with local authorities in promoting HRE)

Some training courses aimed **specifically** at:

- Combating all forms of discrimination among young people, both online and offline
- Combating hate speech (including online)/ develop competences in this sense
  - Link with the Council of Europe's No Hate Speech Movement, national campaigns and local activists, including developing competences related to building strategic partnerships, advocating for support; empower organisations and individuals in the movement etc.
- Combat radicalisation, (national) extremism
- Combat antigypsyism (explore the concept of antigypsyism, its manifestations today and develop possible ways of fighting it; explore practices of different organisations, initiatives and individuals in HRE with a focus on challenging antigypsyism; encourage participants, organizations and networks

to use and disseminate toolkits on combating antigypsyism such as Mirrors; encourage working together between Roma and non-Roma trainers and consolidate networking)

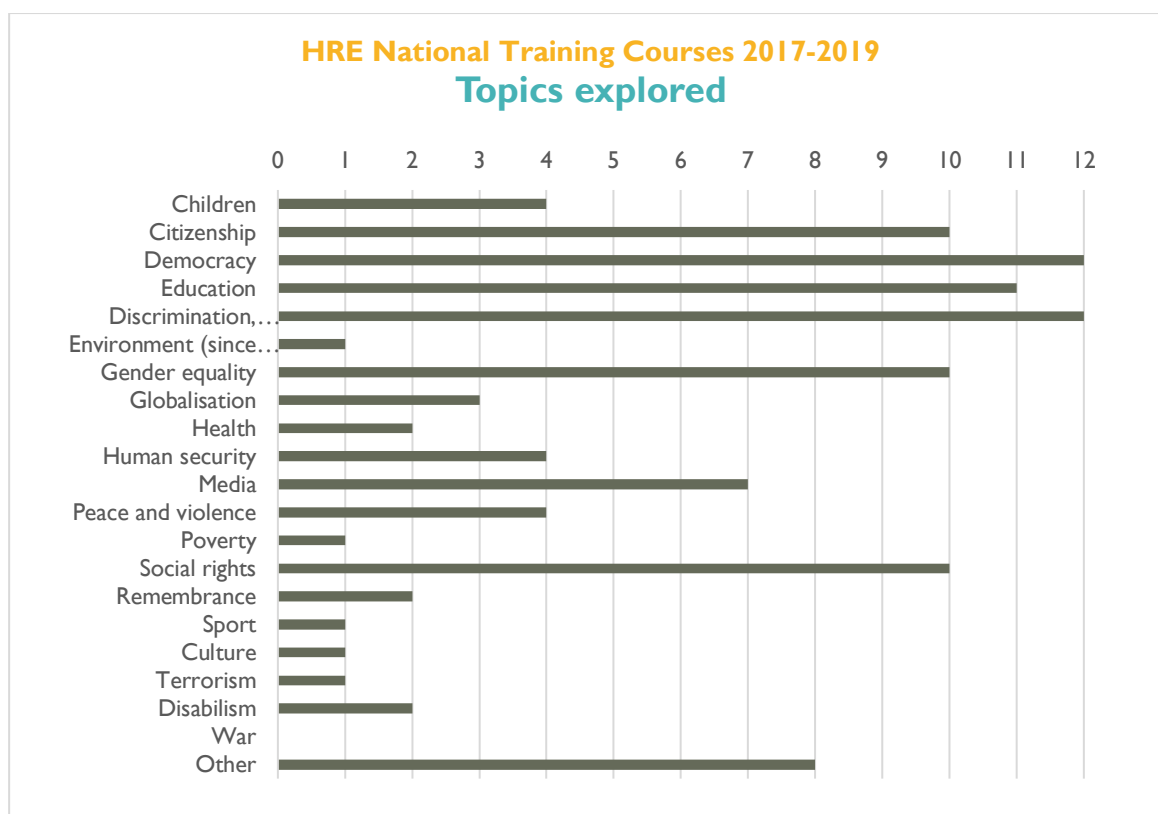
**In particular**, certain training courses aimed at exploring possibilities for:

- Enhancing the quality of the interethnic relationships between groups (the role of human rights education in the process of social inclusion of minority groups);
- Creating a link between formal and non-formal education in the field of human rights, and particularly
  - Adapting the methodology for human rights education in formal education system and non-formal learning settings;
  - Exploring how teachers can actively engage in issues concerning human rights violations within schools;
  - Helping educators to accept and deconstruct their own prejudices, and provide them with tools on how to combat those of their students;
- Increase youth employability through non-formal education.

Altogether, the courses also aimed at promoting the Council of Europe's role with regard to human rights and human rights education and the activities of the Youth Department and educational resources developed throughout the years.

In 2017 and 2018, specific data has been collected in the reports with regard to the topics explored in the trainings, based on the themes used in the manual Compass. The interest for certain trainings towards certain topics can be an indicator for national priorities in human rights education. In this regard, 12 countries out of 26 explored the topic of democracy and also discrimination, xenophobia. The second most worked upon topic was education (11 courses), followed by citizenship, gender equality and social rights (10 courses), media (7 courses), children, human security, peace and violence (4 courses), globalisation (3 courses), health, remembrance and disability (2 courses for each topic) and environment, sport, poverty, culture and terrorism being a priority for single courses.

Eight training courses worked on other topics, and in this category the following were mentioned (in the order of frequency): general human rights, hate speech, freedom of speech/expression, LGBT rights, migration, antigypsyism, online participation.



## 2.3 Profile of participants

As capacity-building activities, the national training courses aim at developing the competences (knowledge, skills, attitudes and values) of **key multipliers for human rights education** such as youth leaders, youth workers, trainers, human rights activists, teachers and teacher trainers.

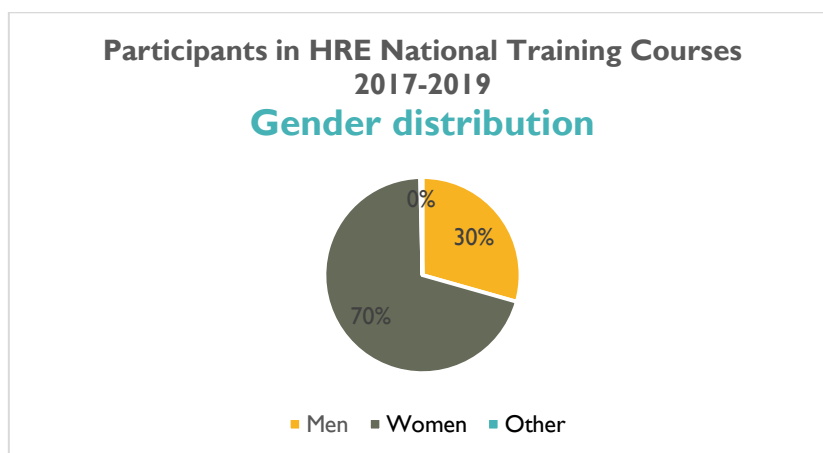
The Youth Department's quality standards in education and training require an *adequate recruitment and selection of participants*. This implies that the application and selection processes ought to take place in ways that secure transparency, objectivity and equality of chances for all those applying, and also that the intended target group is reached. For this, a specific profile of the candidate is described already when applying for support at the Council of Europe, and this in conjunction with the training's aim and objectives.

An open call for participants is usually launched by the organising institution, using own social media channels, through mailing lists, or via direct contact of own target public or partners. Often these calls are shared by partner institutions working in the same field, by former participants to activities and reach a snowball effect. Most importantly, this Call advertised on the Council of Europe's Youth Department webpage and it contains all the details related to application and selection procedures. The selection is undertaken by the organising institution, at times in collaboration with the trainer appointed by the Council of Europe to support the educational process. Applicants are notified upon reception of their expression of interest and later on, are informed about the results of the selection. Generally, the selection procedures should be completed timely enough (6-8 weeks ahead of the activity). In selection, attention to gender balance is considered, and priority is given to participants who demonstrate higher capacity to become a multiplier of the newly acquired knowledge and skills.

As it results from the reports, the 26 training courses organised between 2017-2019 brought together approximately 550 participants, meanwhile the number of applicants was more than twice as big<sup>2</sup>.

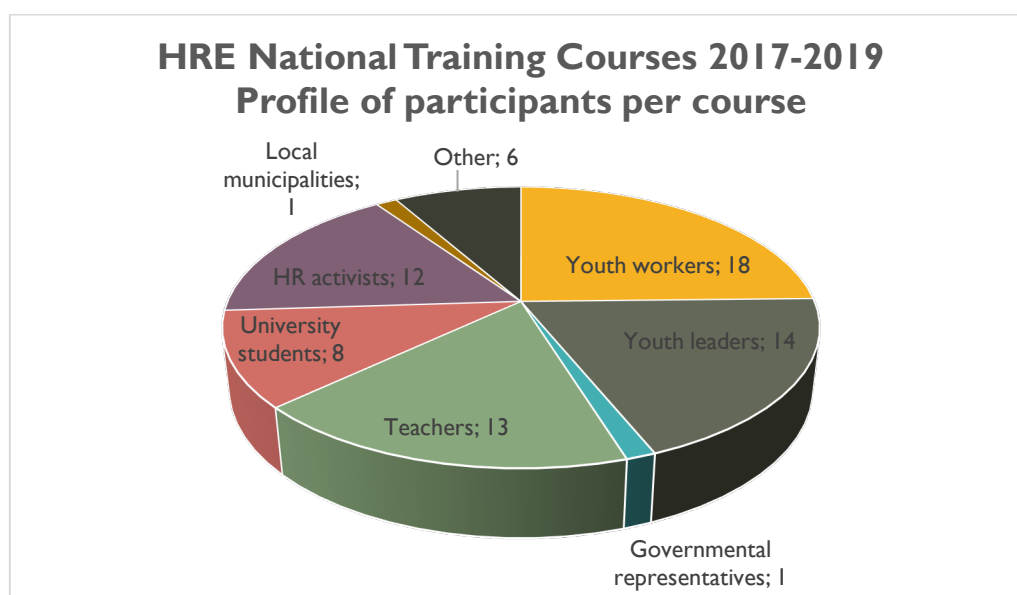
<sup>2</sup> The collected data shows a total of 1307 applications, yet the number of this initial data is missing from 3 out of the 26 training courses organised.

The distribution per gender shows that, regardless of the care for ensuring gender balance, the number of women is significantly higher for this type of activities, and the final ratio of attendees is of 30% male, 68.2% women and 0.2% other.



The similar gender ratio can also be observed at the levels of trainers who are in charge of the educational programme of this type of activity. For example, out of the 25 members of the trainers' team who were involved in the courses which took place in 2017, 6 were men and 19 were women. It could thus be concluded that, similar to the larger field of education, it is predominantly women who are main actors of human rights related educational programmes too.

In terms of profile of participants, the following distribution has been calculated:



NB. *this graph does not reflect the number of the participants per each category, but it looks at the six categories of potential multipliers for human rights education profile of participants: youth workers, youth leaders, teachers, university students, human rights activists, local municipalities or governmental representatives and other. It means that:*

- Out of 26 trainings, **youth workers** were involved in 18 of these trainings;
- **Youth leaders** and **teachers** were among the participants in 14 training courses;



- **Human rights activists** were involved in 12 of the courses organised;
- In 8 of these trainings, among the participants there were **university students**;
- One of the 26 courses involved **governmental representatives**;
- One of the 26 courses involved representatives of the **local municipalities**;
- 6 of the training courses involved **other** type of multipliers for human rights education, namely: education practitioners, trainers, trade union representatives, police officers and minority representatives.

The potential of these various categories of key multipliers to contribute at the dissemination of human rights and human rights education in the organising countries is reflected in chapter 2.5 *Follow-up*.

## 2.4 Main outcomes

The main outcomes of the 26 training courses in human rights education have been measured by the organisers and quantified with the help of various evaluation instruments, used in different moments in training, from an initial learning needs assessment, to reflection on learning during the courses, daily, mid-term and final evaluation. The analysis of the feed-back given by participants, by organisers and by the team of trainers involved in these courses shows four main categories of learning outcomes:

- Learning about human rights and associated values, learning about the word and the connection between human rights and environment, education, culture, media, religion, economy etc., as well as legal instruments and human rights related programmes
- Learning about and from each other and about oneself
- How to act as a multiplier for human rights education, namely, to prepare, run and evaluate formal and non-formal human rights education activities with young people, based on community needs
- How to use the educational resources such as Compass, Compasito, Bookmarks, We can!, Have your say!, Mirrors, Gender matters (understand their approaches, themes addressed, practical activities for HRE etc).

These learning outcomes have been detailed further as *knowledge* (facts, data), *skills* (ability to do) and *attitudes* (a certain way of being), *values and beliefs*. Additionally, this report uses also *understandings* for more complex concepts and processes mentioned in the evaluations.

The participants to the HRE national training course organised between 2017-2019 mention having gained **knowledge about**:

- human rights, principles and associated values, their history, the mechanisms for the protection of human rights at international, regional and national level
- current situation of human rights in the world and special focus on national and local levels, connections with culture, religions, history, media, economies, environment, sustainability
- social rights, minority rights (in particular Roma)
- recognizing human rights violations and how to formulate appeals to responsible authorities
- human rights education and education for democratic citizenship
- Council of Europe, Council of Europe's Charter for on EDC/HRE, European Youth Foundation and opportunities for support, cases at the European Court of Human Rights, No Hate Speech movement

- the current situation of youth and key policy documents for youth work in Europe
- other initiatives and actors at national and European level (for example the “Play for Human Rights” campaign)
- various methods and approaches for HRE.

The participants mention having had the opportunity to work and develop **skills related to:**

- facilitation, teaching, active listening, giving feed-back as sources of learning
- critical thinking
- verbal and non-verbal communication, public speaking
- leadership, decision making
- working cooperatively, working in multicultural settings, working in teams
- negotiation, problem solving
- project planning and management skills, events organization, time management, prioritization and goal setting, partnership building
- advocacy skills and skills for developing effective HR campaigns, projects
- the ability to identify and analyse needs of the local community, mapping local problems, identifying target audiences, questioning focus groups
- the ability to adapt existing tools and activities, together with different educational approaches in HRE, taking into consideration local realities, different contexts and target groups;
- the ability to translate human rights values framework into personal, social and professional actions as well as in youth work and youth policies;
- the ability to network with other people and organizations/institutions involved in HRE in order to promote social inclusion
- the ability to set personal learning goals, to self-asses and self-evaluate one’s one personal learning journey, the ability to reflect on oneself

**Attitudes, values and beliefs** mentioned as results of participating in a national training course in human rights education:

- empathy, respect, compassion, openness and solidarity in relation with the others
- to be active and engaged, to be a human rights activist
- confidence and readiness to act as multiplier for HRE
- awareness of the necessity to work on knowledge, skills and attitudes
- be able to overcome conflict situations
- awareness of the use and the role of information and communication technology in advocating, learning and training, about human rights issues
- social and civic responsibility / civic mindedness
- cultural awareness / openness to cultural otherness and to other beliefs, perspectives and practices
- being motivating when working with young people
- being responsible
- tolerance of ambiguity
- revised one own’s values during the training on human rights education
- reinforced the belief in the possibility to address injustice and combat violence in the world through small steps

The following **understandings** have also been mentioned as a learning outcome, as result of participating in a national training course:

- better understanding of different key concepts related to human rights and human rights education (freedom, justice, equality, non-discrimination, etc.) and their interdependence;
- understanding of the main social, political and economic challenges which would change positively through the organisation of human rights education activities
- understanding and recognition of hate speech (context, extent, underlying narratives, target group, appropriate actions), online as well as offline
- understand concepts related to non-discrimination: how stereotypes form, why they persist in societies, the link to prejudice and how they lead to exclusion (especially in relation to gender, ethnicity, age, sexual orientation, and physical ability), deconstruction of discrimination
- understanding of the concept of vulnerability and the various social groups that fall within such categorization, as well as actual implications of fewer opportunities of young people in accessing human rights
- intercultural learning, its core principle, methods to work with young people
- how to mainstream the work around human rights in one's own organisation
- understanding of racism, antigypsism.

*“The training enlightened the importance of critical thinking, promoted self-knowledge about my own prejudice and stereotypes, allowed me to develop competences in verbal expression, group work and interpersonal relations. Thus, reinforced my commitment to struggle for equality.”*

A participant to the HRE national course in Portugal, 2018

## 2.5 Follow-up

The concept of *follow-up* is well known in the area of project-based initiatives. It refers to the capacity of an action limited in time, such as a project or a training, to generate further action(s) and thus even more results and therefore make the investment (of time, material resources, people) a profitable one. Often, funders require organisations to define a plan of dissemination and multiplication of the results of their activity already in the inception phase of a project.

Within the Call for organisers of National Training Courses on Human Rights Education, the Council of Europe's Youth Department invites the applicants to think and provide information about:

- What follow-up do they expect **participants to undertake** as a result of the course?
- How do they intend to support participants in their future projects or follow-up activities?
- How will the **organisations follow-up** on the training course?

The following subchapters will look at the follow plans made by the participants (including the support by the organisers) and will summarise the effects of such trainings on the organisations' agenda.

### 2.5.1 Follow-up foreseen by participants

As a result of taking part in an HRE national training course, participants are expected to use and transmit further the knowledge and skills they have acquired. For this to happen, often the programme of the national courses involves a concrete element of follow-up planning. Participants are fully supported by both

trainers and facilitators in developing their follow-up activities, with opportunities to collaborate and personal or online counselling. Often, participants develop individual follow-up activities, to be implemented in their local communities tailored to their selected target-groups, but sometimes participants work together in implementing certain follow-up activities. Generally, participants are committed to organise at least one HRE follow-up activity. Less measurable and yet very powerful continuation of these training courses is a personal commitment to improve further one's own knowledge in HR and HRE, or, more so, to become a trainer in HRE, which has been part of some participants more distant follow-up plan.

Organisations may use or not specific templates in facilitating these processes, they document these follow-up activities in ways that are more general or very specific (including name of the activity, when and where exactly it takes place etc). Regardless of how specific these plans become, all additional sources of information (such as reports, feed-back, evaluation forms) show that **all participants are animated by the desire and need to put their knowledge, skills and attitudes in use for the community and transfer the competences developed through the trainings** in one's own organisation, in one's own school, in one's own community, in one's own reality. The analysis of the reports written by the national course organisers between 2017-2019 show that most of the over 550 participants plan very concrete **workshops for HRE with young people, of variable duration (from hours to days and weeks), according to one's reality and they intend to implement them in educational institutions for children, youth and teachers/ in social centres / in youth centres /in schools / in school camps / within summer schools on human rights / in trainings by non-governmental organisations / in community activities, in cooperation with other organisations or independently.**

*a. Types of follow-up activities through participants' organisations*

As types of activities, the following plans of HRE activities have been designed by participants, to be implemented via/with the support of their organisations:

- To organise or be involved in **HR and HRE related workshops and lectures**
  - such as a lecture on active citizenship with Youth Muslim Club or a workshop on dealing with narratives related to the hate speech, in co-operation with Human Rights House, both in Zagreb, Croatia
  - human rights workshops for Roma and non-Roma youth with the tools of non-formal education in a playful and interactive way in this region in the schools of Hajdú-Bihar county in Hungary
- To organise various **trainings**, such as
  - training volunteers and animators from the Salesian Youth Movement in Hungary on human rights and children's rights with non-formal educational methods to furthermore enable them to use the acquired knowledge and methods in their work with young people
  - training on combating hate speech against national minorities in Ukraine
  - a training on cultural- and leisure course for female asylum seekers and a leadership course for international youth groups in Iceland
  - or use specific HRE methods such as simulation games on human rights and mechanisms of their protection within trainings.
- **Integrate a human rights education dimension (in large scale) activities organised regularly,**
  - such as the plan of the participants from Germany in regard to their Summer Trade Union Games that gather up to 500 participants per country or

- within the Annual Summer Camp that the Georgian Khetanipe Association organises, to enable children aged 7-14 to get to know human rights, with a special focus on children's rights
- To use the **educational resources** (such as Compass, Compasito, Bookmarks, Have your say!, Gender matters, Mirrors etc) that one received as hard copy or one learned about during the training in one's own organisation and work
  - for example, using Compass manual within workshops conducted in an International Youth Camp in Croatia
  - workshops on antigypsyism and hate speech, using the tools of Mirrors and non-formal education methods in Hungary
- **Peer to peer education**, and thus reaching furthermore 4-500 people, as an activity by the Trade Union Education Centre in Germany or contributing to the formation of a pool of qualified youth trainers in Iceland
- To organise **human rights related movie screenings**, followed by discussions
- **Getting involved in other Council of Europe activities**, such as getting involved in the No Hate Speech movement, liaise with the campaign national coordinators
- Using the acquired project management related competences for **writing new project for human rights education**, applying for funding

It is very important to mention that some of these follow-up activities can last a week, for example, and in reality reach out to hundreds of young people, such as the organisation of the Human Rights Week for youth in Osijek, Croatia, or can promote a whole new approach, for example using photography as a tool to promote human rights and gender equality – and thus extending the outreach to incalculable numbers of visitors of exhibitions, of to the wide audience of photography school project and so on.

Not least, the participants often foresee, as a follow-up plan, **partnering with other organisations**, for a bigger impact in the human rights related work or example a workshop on human rights education on International Human Rights Day in the city library of Ogulin, Croatia.

A special mention should be made in relation to **synergy activities between formal and non-formal in human rights education**, like establishing a regular program designed to improve critical thinking and develop empathy at the Human Rights Playhouse in the Wesley János Primary School in Hungary, where 5<sup>th</sup> and 6<sup>th</sup> grade students can learn about human rights through the exercises from Mirrors, Bookmarks, Compasito and Compass.

#### ***b. Activities in formal education system and youth centres***

Often, as the participants come from the formal education system, or NGO representatives plan to reach out to schools and organise optional courses in school / provide exercises on HRE and EDC as a part of program for optional courses in school.

Between 2017-2019, these concrete **follow up projects were designed to take place in school settings and other educational institutions:**

- Civic education lectures in primary schools and educational activities based on Compass and Compasito (for example lectures in primary schools in Zagreb and Osijek in Croatia)
- Teaching media literacy based on Bookmarks in high schools (in Zagreb and Pula in Croatia)
- A Human Rights Training at the Henrik Wislocki College of Pécs, Hungary, for students, who are going to be teachers after graduation

- A programme on human rights for students and their families in the Nagyberki Primary School in Hungary, in order to reinforce the links with the local Roma community
- A human rights activity in the public festival at the school no. 5 in the town of Bakmach, Ukraine
- Organise specific youth clubs in schools for those interested in HRE.

There were also follow-up plans **to use Compass on a regular base in youth centres' activities**, for example workshops were organised regularly in the youth centre in Zaprešić and Zadar, as well as **more specific follow-up plans** related to ecological activities in forests or support for Muslim centres in Poland.

On behalf of organisers, they all agree to provide all the necessary support for the activities of the participants. This support can take the form of sharing information, distribution of resources, involvement in trainings and projects. Organisers also mention their commitment to invite and involve former participants to join the follow-up activities that are envisaged by themselves at various levels (see below, at 2.5.2).

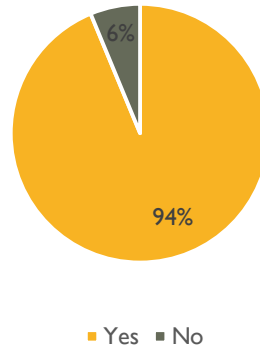
A challenge to be acknowledged yet is that with any kind of training courses, after their termination, it is sometimes difficult for participants to maintain their new skills and stay active without ongoing support. To counter such situations, the organisers of the national training courses divided the training in two parts, with a three-weeks window in between. Between those three weeks, participants would organise follow-up activities in their classrooms and present the results during the second phase of the course in order to get feedback and suggestions from trainers and other participants and achieve a greater implementation of their follow-up idea.

As an approach used by all organisers within all national training courses to keep in touch, keep informed, share further information, support each other – special networking has been put in place, either under the form of social media based groups, e-mail lists, or new networks of HRE activists have been created/reinforced. More about these networks in 2.6. *Impact and results*.

A survey carried out in November-December 2019 among the organisers, show that most of these networks still exist well enough after the end of the trainings. The percentage of respondents according to when the courses took place is the following:

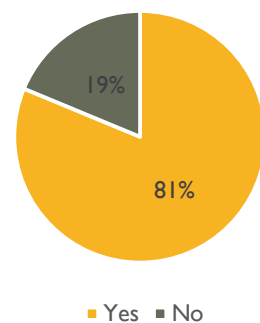
- 5 respondents (from 26 surveyed organisations) organised trainings in 2017
- 5 respondents organised trainings in 2018
- 6 respondents organised trainings in 2019

**HRE national training courses 2017-2019**  
**As organiser of a NTC, are you aware of the existence of any follow-up contact among the participants?**  
 (are they still active in a facebook group, e-mail list, network activities etc)?



The additional comments reveal that most participants are active in human rights education at national and regional level. Several organisers undertook specific measures to see how the follow up projects were doing, through discussion on social media channels, through e-mailings, through written feed-back asked from former participants, through reports that were required from former participants, through offline contacts and meetings.

**HRE National Training Courses 2017-2019**  
**Did organisers undertake a concrete measure to see if participants' follow-up activities were implemented?**



As it results from the organisers' feed-back, some participants developed projects together after the training course or work together in national programmes such as *Democratic schools*. Some participants have written a first international youth exchange projects, focusing on inclusion through sports. Others continue to be involved in the activities of the organisers.

The social media platforms of communication that were created as a result of the course are still functional and e-mails are still circulated in the e-mails lists. Both communication means are used especially for sharing training materials, calls for trainings etc. In one feed-back it was stated that in some situations, participants have used the social media based group also to find "alternative" information on the human rights related

situations, in order to have colleagues' opinion whether media was portraying the situation with a biased approach.

In one case, a moodle platform was created to share the results of the follow-up projects. For courses that took place in 2017, one of the surveyed organisers reports not keeping in contact with the whole group, but rather with certain individuals, former participants. Another organisers states that the network is active on daily basis after the national training course.

The survey carried out in November - December 2019 also intended to look at the role of the trainers in the follow-up process.



As it is currently structured, the educational support given to national trainings via the trainers is not supposed to involve them beyond the training, yet their professionalism and experience makes certain participants appeal to the trainers after the educational activity ended. Among the request from participants was help with organising a study visit at the Council of Europe, where the trainer could act as liaison with the Youth department, and another case was mentoring a participant on their follow-up project (feed-back on implementation, evaluation of results etc).

## **2.5.2 Follow-up envisaged by the organisers of courses**

The organisers foresee potential follow-up activities to the national courses on human rights and present them in the application to the Council of Europe. Here are several ideas put in practice:

- **Keep the group active and connected. Offer professional support and consultation opportunities to former participants, or involve them in concrete HRE related activities**

Many organisers take as mission to remind the training participants about this experience and reinforce the contact between the members of the group. For example, the schools whose teachers were involved in the trainings were visited. Concretely, the organiser from Cyprus contacted all participants at the start of the next academic year to remind them of their activities and a meeting with all the participants was planned for the middle of the semester. Similarly, the partner organization from Portugal undertook as follow-up to communicate with the participants in two different moments, namely 6 and 12 months after the training. The objective was to understand what has changed for them after the training professionally and to give support and feedback to their follow-up projects.

Most of the training courses organisers plan to play an active role in supporting professionally the participants after the trainings, and some intend to involve them in the organisations' follow-up activities. For example, the Center for Civic Education in Montenegro planned to actively involve former participants



to the national training into its own educational programmes, such as *Human Rights School*, *Democracy School*, *Student Leadership Programme*. The organiser of the national training course in France, Institut International des Droits de l'Homme et de la Paix offered the chance to further develop participants' competences through participation in its other programme, such as the human rights programme implemented within the high schools in Normandy and created a partnership with LICRA and Céméa (a popular education structure), both represented by a participant to the training, so furthermore former participants and trainings organisers will animate together human rights related workshops in participants' organisations.

The organiser of the national training course in Iceland, The Icelandic Youth Council, followed-up the course by collecting the participants' follow-up projects and publishing them as a collection of examples of activities for HRE, available for all interested youth leaders, youth workers and youth organisations.

- **Organise other trainings in the future, about or related to HRE**

The organiser from Croatia planned a concrete training on We can! manual, in order to involve youth in understanding narratives and freedom of speech vs. hate speech, as well as media literacy trainings for teachers, youth and young journalists. Other organisers plan to promote other trainings organised in the field of HRE and support former participants who want to apply.

We have to also acknowledge that, for many organisations, the systematic and thorough preparation of the programmes of the national training courses, especially through the presence of trainers appointed by the Council of Europe or the participation of the Youth Department representative, raises the quality standards of their future educational activities.

- **Becoming (more) active for HRE and contributing to networking and partnerships in HRE**

For organisations with less experience in human rights education, the raised awareness about the importance of HRE often determines the development of a new direction of action in their mission. Those with more experience, often report the intention to act more systematically for HRE, for example by organising a national training course in HRE every year or developing the organisation's educational program so that one of the activities will be a training for trainers in HRE organised on a yearly basis. For the local organiser in Georgia, the Human Rights Association, the training helped building closer relations with the governmental structures – Ministry of Education, Crime Prevention Centre and Public Defenders Office. It also made the vision of the organisation about HRE clearer and underlined the importance of the work done by the different organisations, in the spirit of the Council of Europe's Charter for EDC/HRE. In its plans, the Serbian organisers foresee introducing the concept of a regular annual meeting of educators (at the end of each year) to discuss their personal experiences and ideas for future work on this topic.

Not least, organisations that have already experienced organising a national training course, could join forces with a similar organisation from a neighbouring country and organise a **regional training on human rights education**. The quality of the previous experience, the wider understanding gained about HRE in Europe as well as the networking possibilities for regional partnership are determining factors in undertaking this further follow-up step.

## 2.6 Results and impact

The national training courses on human rights education look at the results and impact of the activity at various levels, through a process related to:

- I. Measuring participants' satisfaction with the course (through questionnaires applied online or offline in the end of the training experience)

2. Quantifying learning outcomes for participants in terms of knowledge, skills and attitudes developed during the training programme, and through a variety of methods (see chapter 2.4 of this report)
3. Supporting the application of the newly acquired competences outside the learning situation, through development of follow-up activities (see previous chapter, 2.5)
4. Measuring organisers' satisfaction with the results of the activity, through a detailed reporting procedure
5. Elaboration of guidelines for future HRE NTCs organisers, based on the conclusions from reports and information seminar for the future organisers
6. Mechanisms for measuring the HRE NTC programme's effect through impact assessment studies such as regular evaluation meetings between the Youth Department and the organisers of national training courses on human rights education<sup>3</sup>

To sum up, among the results and impact of these 26 training courses organised within the last three years we can mention:

- improved of knowledge about human rights in participants (over 550 people) and direct organisers (26 organisations from 24 Member States of the Council of Europe)
- improved competences of participants/trainers about HRE and its educational approaches
- using Compass and other educational materials such as Bookmarks, Mirror, We can!, Gender matters etc as tools for HRE and the multiplied knowledge, skills and attitudes that using these will generate, while working with young people
- **a significant number of activities and projects on HRE will be run by the participants to the trainings (if only one activity per person, then approximately 550 new activities aiming at promoting human rights, democracy, equality, tolerance, respect, solidarity, non-violence, mutual understanding, intercultural sensitivity etc). The further results of such activities in the case of a campaign, of a photographic exhibition, of a street action, of integrating human rights education into the school curriculum are difficult to quantify.**
- a considerable number of new trainings, seminars, conferences, gatherings of human rights activists and human rights education specialists
- more projects competently designed for human rights and more funding for the field
- more networking and cooperation between various organisations and institutions working for human rights
- dialogue between national organisations and the Council of Europe, and a reinforcement of the co-management system based on which the European young people and youth structures co-decide together with public authorities on youth related issues, decisions, policies
- dialogue between majorities and minorities, between various generations, between different ethnic groups divided by history.

### ***Contributions to the development of human rights education in the country***

Since 2019, the Council of Europe also asks organisers to specifically analyse in which way the course contributed to HRE in the country. Among the answers, the following contributions have been pointed out:

- the activity **introduced and promoted the concept of HRE** among youth workers, youth leaders, representatives of non-governmental organisations, teachers and other trainers organising

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<sup>3</sup> The Youth Department of the Council of Europe consequently organised a first "Evaluation Meeting of National Training Courses for Human Rights Education" for assessing the results and impact of human rights education activities with young people in Strasbourg, between 16-17 December 2019. The results of this meeting are integrated in Chapter 3.2.

educational activities, in various regions of the countries and created connections among these regions

- the activity introduced and promoted the concept of HRE to a **new target group**

For example, in Serbia the national training course contributed to introduction and promotion of the concept of human rights education to young trade union leaders and activists. They represent a very well-structured group of youth that so far have not had a chance to learn more about HRE. The national training course brought together a group of 20 trade union activists and each of them will disseminate information in their trade union units or organise specific workshops to develop colleagues' competences in HRE. This had a potential to inform at least 400 more young people. The participants then developed a follow-up plan to introduce these workshops as regular part of the program of their Summer Trade Union Games (that each of their trade unions have in June as regular annual activity, gathering more than 500 participants each, out of which at least half of present are younger than 35) and to prepare materials about HRE containing relevant information, presented on youth-friendly, manner to be distributed in all their working units and beyond. The effects of this training are truly remarkable.

- the activity created or reinforced **networks of educators in HRE**

For example, an informal network of 8 organisations who want to be involved in human rights projects has been established in 2017 in Slovenia. In Ireland the national course created a space of exchange, reciprocity, mutual respect and solidarity, all these being blocks for creating a network of HRE practitioners and multipliers coming from minority groups and marginalised backgrounds.

- the activity generated **links between formal and non-formal** education sectors (see more details in the specific subchapter below)

For example the training facilitated the creation in 2017 of a network between teachers, trainers and youth leaders in the field of HRE, equipping them with specific human rights knowledge that would strengthen their role as mediators in the process of transmission of the knowledge of human rights to young people across Bulgaria.

- the activity triggered a **more systemic approach to human rights education in the country**

As example, in Italy the national training course created the space and occasion to establish a pool of initial partner organisations, with the aim of producing a stable, permanent and recognised network and a joint advocacy process, and furthermore develop a National Human Rights Education Strategy in Italy. As of 2019, a Declaration of Intent is under drafting, to be followed by a Memorandum of Understanding and specific partner agreements.

In the evaluation meeting that took place in the European Youth Centre in Strasbourg in December 2019, the organisers of HRE NTCs reflected on reason for organising a course within that national landscape for HRE and corroborated these with the results obtained. This is a sum up of the discussions:

MOTIVATIONS for organisers to undertake a NRTC	CORRESPONDING RESULTS in countries
- to address inequality, injustice	➤ Young people became more competent in HR and HRE (*competence as ability to operate with knowledge, skills and attitudes)

<b>MOTIVATIONS</b> <b>for organisers to undertake a NRTC</b>	<b>CORRESPONDING RESULTS</b> <b>in countries</b>
<ul style="list-style-type: none"> <li>- to build solidarity between different groups</li> <li>- to engage minorities</li> <li>- to introduce NFE and HRE to young people / to a new target group of young people</li> <li>- to train young peer educators</li> <li>- lack of training in HRE altogether</li> <li>- because of a need to connect existing HRE initiatives into a more cohesive approach at national level</li> <li>- to network (people and organisations)</li> <li>- because of having participated in a Council of Europe's Training of Trainers in HRE (TOTHRE), it becomes a natural path to start working for HRE in one own's country</li> <li>- to learn and teach about how to use Compass</li> <li>- to learn and teach about how to use Compass in schools in particular</li> <li>- to start cooperating with local NGOs</li> <li>- to work also beyond the capital cities</li> <li>- to learn from Council of Europe's approach to HRE, from its standards in education</li> <li>- to get financial support, as a youth organisation</li> <li>- to become more mindful about HRE as organisation (integrate it in one's own mission). To get recognition as organization working in HRE.</li> </ul> <p><b>But also because</b></p> <ul style="list-style-type: none"> <li>- of the freedom by the funder to be creative in project design</li> <li>- of the easiness to apply for funding at the Youth Department</li> <li>- using national languages makes it more inclusive for those who do not speak English but still need to learn about human rights and HRE</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflecting on one own's reality with regard to human rights. Understanding of real needs for action.</li> <li>➤ Cooperation and networking between these young people</li> <li>➤ Cooperation with various other stakeholders for HRE</li> <li>➤ Reinforced cooperation with the Council of Europe and the Youth Department</li> <li>➤ More trainers in HRE</li> <li>➤ New jobs for participants and team members</li> <li>➤ More multipliers for HRE/multiplication effect</li> <li>➤ Adapting HRE to the more limiting time and space of formal education system</li> <li>➤ New translations of Compass or introducing Compass further at national level (for example in schools)</li> <li>➤ Creation of networks of supporters for HRE</li> <li>➤ Countless follow-up activities in HRE</li> <li>➤ National strategies for HRE</li> <li>➤ Local agendas for national and European strategies</li> </ul> <p>... and in the end more HRE and thus more respect for human rights!</p>

**Specific links between non-formal and formal education**

The feed-back gathered by the Youth Department with regard to the use of Compass manual shows that not only youth centres, youth organisations, youth clubs and other non-governmental structures use it extensively, but also that schools, businesses and even governmental institutions have successfully integrated it in some of their educational activities. This is the reason why the organisers of national training courses continue to answer the need for training for a large spectre of participants interested in planning human rights education in their work. Consequently, the national training courses brought together either participants who act or will act in the formal education sector, or youth workers, trainers and other participants who will implement HRE activities in a non-formal education setting or a combination of both.

The link between formal and non-formal education mainly involves:

- reflecting on how to include elements of human rights education in school curriculum, or
- how to adapt the methods specific to non-formal learning settings to the narrower time frame of school classes, while also harmonising the learning outcomes with the competences to be developed according to the national curriculum.

As an example, the national training course on human rights education organised in Cyprus in 2018 was mainly addressed at teachers. The aim was to introduce more non-formal education activities into the teaching in schools, in order to contribute at the development not only of knowledge but especially of skills and attitudes. The evaluation made showed that the students received positively the change in methodology and teachers planned to look into concrete ways of incorporating more interactive methods into the curriculum.

Generally, bringing together actors from various educational settings, with different experiences, has been seen as an enriching element of the trainings. This exchange of experience and partnerships between the formal and non-formal education representatives will be used as a common ground to build further joint initiatives and activities aimed at improving the standards in HRE, in line with the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, and this is yet another result of the national training courses in human rights education.

## **2.7 Contribution to the implementation of the Council of Europe's Charter for EDC/HRE**

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education was adopted by the member states in 2010 in the framework of the Committee of Ministers Recommendation CM/Rec(2010)7. While the Charter is a non-binding legal instrument, it is an important political declaration of the commitment of the member states to the promotion of the Council of Europe core values – democracy, human rights and the rule of law – through education. It provides a common framework of reference and is a focus and catalyst for action in the member states, as well as a way of disseminating good practice and raising standards.

The Council of Europe's programme Youth for Democracy 2018-2019 foresaw encouraging and supporting youth organisations in acting and advocating for the implementation of the EDC/HRE Charter. The organisers of national training courses on human rights education evaluate their contribution to the Charter implementation through:

- Raising awareness for the existence of this document, and thus each participant becoming a promoter for the Charter
- Disseminating the definitions of HRE and EDC in national languages
- Providing access to EDC/HRE, especially to discriminated groups
- Implementing an educational programme that allowed participants to develop their knowledge, skills and attitudes with regard to HRE and based on active participation of learners
- Empowering learners with knowledge and readiness to act for human rights, through concrete follow-up projects
- By organising evaluation of the trainings and getting feed-back from learners
- Taking into consideration the role of both formal and non-formal education settings and actors and offering possibilities for both to develop their competences in HRE
- Promoting intercultural dialogue, equality, respect
- By encouraging dialogues and partnerships within all possible stakeholders for HRE in the organizing countries (non-governmental organisations, youth organisations, schools, parents, media, public authorities, education professionals etc)
- Linking in particular formal and non-formal education stakeholders
- By creating opportunities for teachers to review and enhance the role of HRE in school education curriculum
- By promoting HRE among future professionals (future teachers, currently in higher education)
- By ensuring a multiplying effect as participants shared their experience with their organisations and in wider networks
- By promoting the creation of HRE networks of professionals within countries.

*“The training has enabled networking amongst the different education sectors, i.e. formal education actors and non-formal and youth educational initiatives, and hence it boosted their mutual recognition and set the foundation for fruitful cooperation on future joint initiatives, in line with the intention of the Charter for Education for Democratic Citizenship and Human Rights Education to connect all educational actors and resources in the joint mission to promote and improve human right education as a prerequisite for the establishment of human rights culture, prevention of conflicts, discrimination and other forms of human rights violations.”*

From the report of by the organisers of the HRE national course in Montenegro, 2018

## 2.8 Administrative aspects of organisation. Feed-back from organisers and trainers

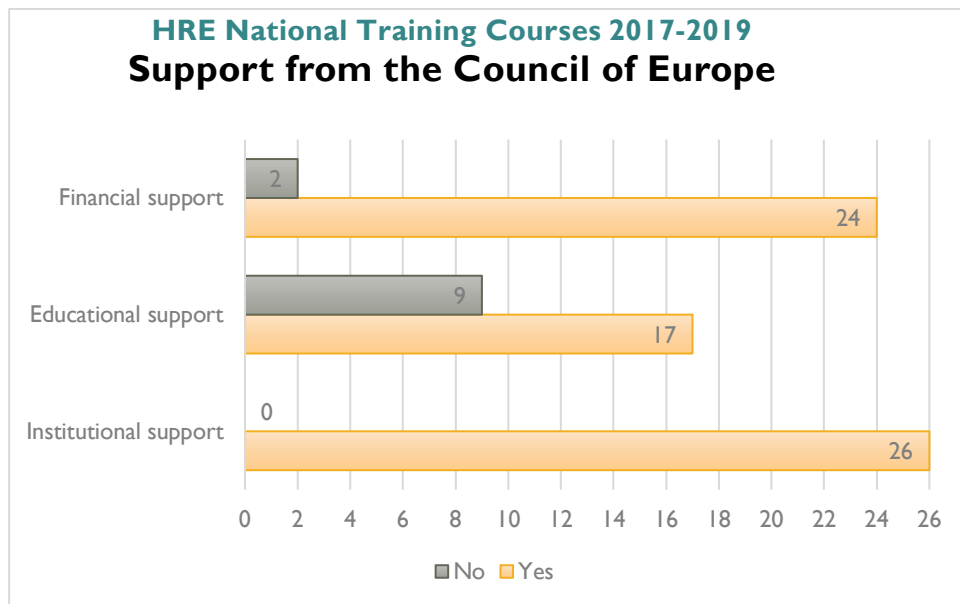
The Council of Europe supports the organisation of the national training courses through providing:

- **Financial support** in the form of grants, based on an open Call for applicants (see Annex 4.1) published once a year - currently in November, for projects to be implemented within the next calendar year.
- **Institutional support**, in the form of recommendation letters to potential partners and funders; official Council of Europe representation; provision of educational materials, visibility of the activities in institutional Internet sites and documents; communication with publishers of Compass and Compasito translations.
- **Educational support**, by recommending or contracting a trainer or trainers with relevant experience to be part of the educational team of these courses.

From the total of 26 national training courses organised between 2017-2019

- 24 trainings received financial support from the Council of Europe as a grant

- 17 received educational support through an educational advisor/trainer appointed by the Council of Europe to attend the preparation, implementation and evaluation phases of the training
- 26 received institutional support.



The majority of the reports written by the organisers contain impressive data with regard to course organisation aspects and all are grateful for the support by the Council of Europe.

Most appreciated elements of the trainings were:

- a. In relation to the group
  - The diversity of the groups, the profile of the participants and having a less numerous group (in order to have more time for deeper reflection on the topics)
- b. In relation to the programme
  - The training programme and the way it answered participants' learning needs
  - The reflection on learning, organised as a summative moment in the end of the training day
  - The possibilities to identify the ways of integrating NFE activities in formal education systems, including specific types of schools or formal educational settings, for trainings where participants were engaged in formal education
- c. In relation to the institutional and educational support, teams of trainers
  - The institutional support, which was crucial in the promotion of the training
  - The presence of the representative of the Youth Department of the Council of Europe, to introduce the Council of Europe, the youth activities and other important aspects related to youth policy, educational resources, the Council of Europe's mechanisms for the protection of human rights etc
  - The presence of the trainer appointed by the Council of Europe to support the educational processes and teams, to deliver sessions for which the local team of trainers had no competence, to guide in evaluation
  - The complementarity of the trainers' team
  - The educational resources received from the Council of Europe

- The possibility to have physical copies of Compass
- The possibility to organise the course in the European Youth Centre Budapest

The **financial support** was deemed as crucial for the organisation of most trainings. Most of the financial support was used for accommodation and subsistence costs of participants. Many needed additional co-funding, especially for logistics (materials, technical equipment, venue rental etc).

Among the aspects that **the organisers** would like to see improved are:

- Shorter delays in processing the administrative aspects related to the course
- Timely reception of all documentation
- To make sure that the 80% advance payment of the grant is paid ahead of the training, because some youth organisations do not have the necessary funds to advance the costs for the training, in order to be reimbursed afterwards
- More frequent/better communication between funder and organiser
- Earlier information about financial and educational support
- Contacting the local translators of Compass and providing the national organisers with copies of Compass for each participant

Among the aspects **that trainers** appointed by the Council of Europe found challenging are:

- Too ambitious aims and objectives in relation to the duration of the training
- The high number of cancellations, without warning (on a side note, this is an aspect that challenge all trainings taking place in Europe, as result of a massive offer for trainings and intensive mediatisation of many educational activities taking place)
- Having more participants from the same institution, which can carry into the training the hierarchy from the organisation
- The limited duration of trainings. Trainers feel that one extra day would have been beneficial for the group to go deeper in certain topics.
- The financial compromise on not organising the training as a residential activity, which diminished the contact between participants outside of the sessions and thus did not create additional informal learning opportunities
- The quality of the working space - sometimes too small, inappropriate for the interactive nature of non-formal learning activities (lacking fresh air or natural light has an undoubtable negative effect on the way participants are ready to get involved during the average 10 hours of training activities per day)
- Lack of Compass, no access to Compass online
- Lack of gender balance
- Too long training days.

## 2.9 The role of the European Steering Committee for Youth in enhancing the results of HRE activities in Council of Europe's Member States

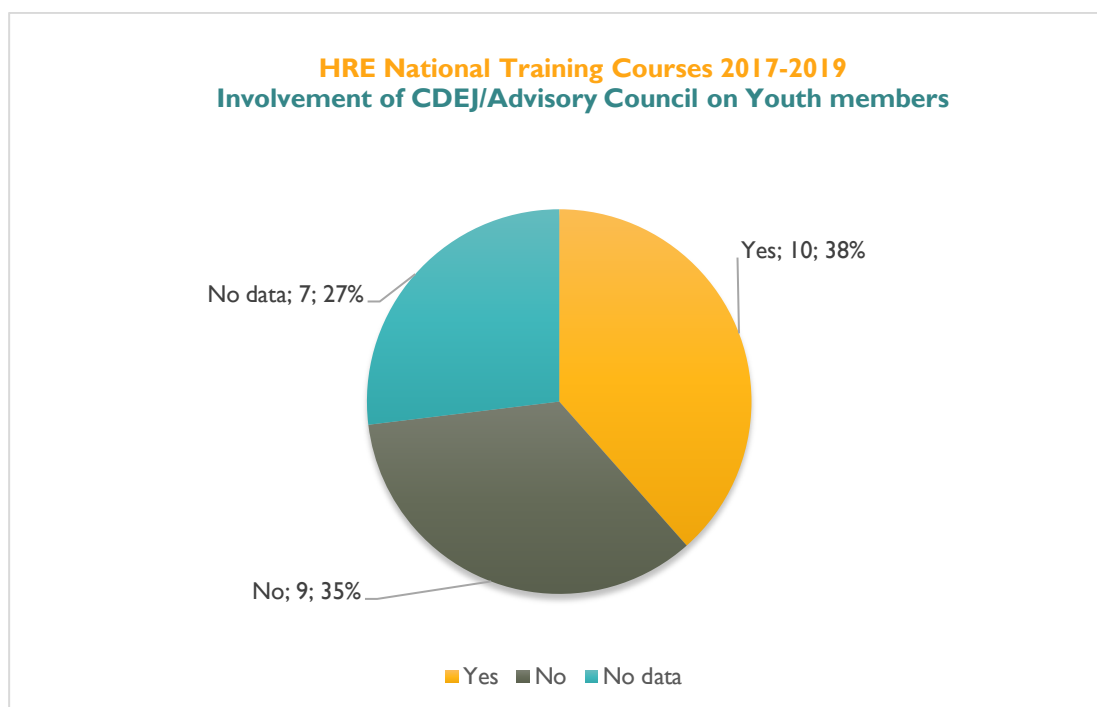
In addition to the educational and training activities implemented by the Youth Department, the Council of Europe's action in the youth field is also carried out through **intergovernmental co-operation** focusing particularly on the development of youth policies in the 50 States Parties to the European Cultural Convention. The promotion of this intergovernmental co-operation is the main responsibility of the



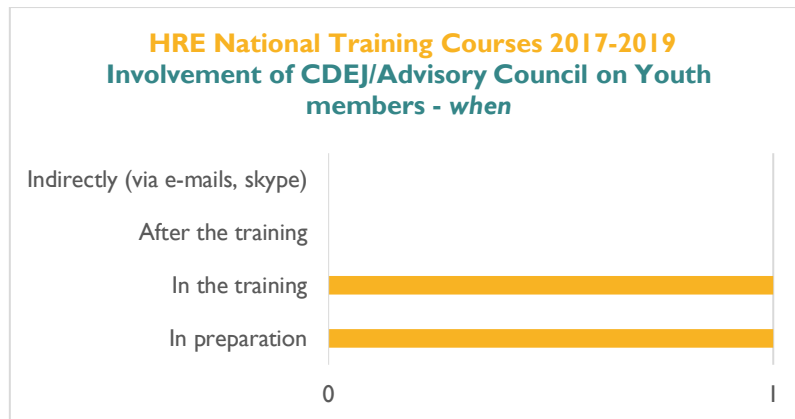
[European Steering Committee for Youth \(CDEJ\)](#). This Committee involves ministries or public administrations in charge of youth affairs in the different member states. The CDEJ oversees the Council of Europe's *Youth for Democracy* programme and advises the Council of Europe's [Committee of Ministers](#) on all youth-related issues, thus contributing at the development of *youth policies and standards* that tackle the *challenges and obstacles* young people face in Europe and guarantee youth participation and young people's access to rights.

The other pillar in the co-management system is the [Advisory Council on Youth \(CCJ\)](#) comprises 30 representatives of non-governmental youth organisations and networks. It provides opinions and input from youth NGOs on all youth sector activities and ensures that young people are involved in the Council's other activities. These two bodies come together in the [Joint Council on Youth](#) and the [Programming Committee on Youth](#), which are co-decision bodies<sup>4</sup>.

In the spirit of associating young people with the process of youth policy developments and European construction, the Youth Department encourages systematically exchanges between its co-management bodies and youth organisations from across Europe. In what concerns the national training courses on human rights education, the national organisers of trainings on human rights education are suggested in the acceptance letters for successful candidates to organise national training courses to liaise with the national CDEJ or Advisory Council on Youth representative. In the period analysed by this report, half of the course organisers reached out to the CDEJ members, and half of them did not, while 6 courses do not provide data about this aspect. Among the reasons for no involvement, the organisers invoke lack of awareness of this possibility and incapacity of linking the CDEJ member with concrete elements of the programme. In cases where a trainer is appointed by the Council of Europe, these aspects become clear.



<sup>4</sup> More about the Council of Europe's co-management system here: <https://www.coe.int/en/web/youth/co-management>



Nevertheless, for national organisers it is important to understand the role of partnerships in human rights education, not only with similar organisations, but also with national authorities responsible for education (CDEJ members are usually part of ministries of education's youth departments) and thus strengthen the impact of their actions. In this sense, a survey has been carried out in November-December 2019, in order to invite members of CDEJ to propose concrete ways in which they could support the national efforts in advancing human rights education. The following suggestions have been made:

- First, CDEJ members should be aware/informed of such activities
- In the preparation phase, CDEJ members can contribute in spreading the call for participation to national and local NGOs, linking different actors and networks involved on the topic of the call
- Also in the preparation phase, CDEJ can advise and co-design the programmes of national training courses
- From then on, they could support by making themselves available to attend the activities, where they could
  - share good practice/their experience
  - present Council of Europe's standards, approaches and instruments for the youth policy development
  - advocate for the Council of Europe's work in the youth field in general, and HRE in particular
- Moreover, they can make resources available for the activities (like spaces, infrastructures, communications, promotional materials etc.) NB. Apart from this, even co-workers can profit from these activities, so this cooperation brings mutual benefits.
- CDEJ can support the national organisers' efforts for human rights education in the countries by organising new campaigns, conferences, projects, trainings, providing expertise etc.
- Not least, CDEJ can be a promoter of national courses results by informing their networks on the existing activities, organisations, projects, tools created etc.

As a conclusion, all these suggestions should be considered also under the recommendation chapter. Not only that the support of CDEJ can actually answer a lot of the problems faced by the organisers (such as lack of adequate space for training, lack of materials, lack of national validation of networks, lack of visibility etc) but more concerted effort between state actors can definitely improve the results in the work of mainstreaming human rights education.

## 3. Further developments: recommendations and conclusive remarks

### 3.1 Recommendations by organisers and trainers

In trying to answer how can the Council of Europe's institutional, educational and financial support towards the organisation of national training courses in human rights education be improved, we ought to look at what type of support or follow-up is expected by the national organisers from the Council of Europe at the end of the trainings. The analysis of the reports written by the organisers (usually within one month after the training) present the following requests and proposals:

- to disseminate the information regarding the result of the local activities that the participants realised
- to countersign a support letter for the follow up plan of participants, which would increase their chances for implementing it
- to support the participants with tools, manuals or other pedagogical materials
- to provide funding for the follow-up projects
- to sign memorandums of cooperation with local organisers and authorities
- to increase the funding for this type of activities altogether (currently the budget for 2020 is of 45 000 euro, which allows supporting between 7-10 national trainings)
- the Youth Department's endorsement to strengthen the national network for Human Rights Education that was started as a result of the national training course, to make it recognised by national institutions and civil society stakeholders

Second, a further improvement of the programme could come from disseminating what stakeholders in the past training courses have learnt towards the future teams.

As such, the following suggestions have been made **by organisers to other organisers** of future national training courses on human rights education, in the written narrative reports:

- To take into account that the preparation process needs a significant amount of time (signing the agreement, receiving the advance payment, all bookings related to venue and accommodation etc) so at least 5-6 months ahead of the event
- To be clear about one's target group and offer possibilities for each to relate to the topic through the perspective of their own work
- If working in partnership, to be led by an organisation with experience in training and human rights education
- To rather find co-funding and organise the training as a residential activity, rather than choosing a location that allows participants to return home in the end of a training day

The following suggestions have been made **by the 2017-2019 organisers to Council of Europe's Youth Department**:

- To consider reducing the number of national trainings supported, but rather increase the financial support for each of them
- To allow co-funding from the European Youth Foundation, or clearly state in the call for proposals that these two funding sources cannot be used simultaneously
- To be aware of the difficulties in meeting the Council of Europe quality standards with regard to the place where the trainings are organised (also a consequence of the budgetary limitations)

- To inquire previously about the costs for sending educational materials, because these might require additional custom fees in certain countries.

The following suggestions have been made **by trainers to colleague trainers** to be involved in national training courses on human rights education:

- It is beneficial and useful to explore human rights' themes, outside of the context of Compass activities, and have participants become more aware of human rights realities in their countries
- Even if the training has a focus on HRE, allowing short skills-building workshops on general trainers' competences (facilitation, group dynamics, programme design, evaluation) for those who need them
- If it is a mixed group, allow time for each participant to understand how to apply the newly learnt content and methodology in one's own work reality, especially in the case of teachers, who need deeper reflection with regard to the transferability of non-formal education methods into formal education settings
- To make sure that all local trainers in the team are familiar with the Council of Europe approaches in non-formal education, including approaches to programme design, as well as the practice of developing session outlines when relevant

The survey applied in November-December 2019 looked at possible ways in which **trainers and the Youth Department** could improve the support to national training courses on human rights education. The main feed-back tool from trainers is a report, which has to be filled in by the trainer, as parallel process to the reports by national trainings organisers. This report looks at similar aspects related to the training, such as: the aim and objectives and their accomplishment, the group of participants, the preparation process, the programme and methodology, the intercultural learning dimension of the programme, the results, the team and its functioning, the administrative aspects of the course as well as whether the quality standards for educational activities<sup>5</sup> have been respected.

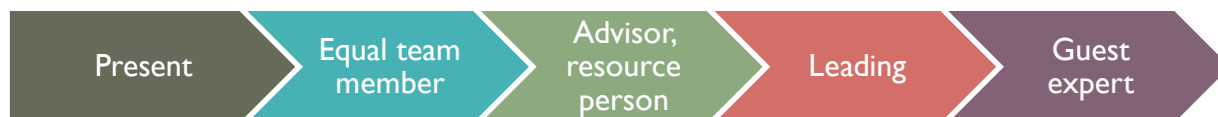
Although extensive, the report is seen as appropriate by 7 out of 9 trainers who answered the survey.



<sup>5</sup> The Quality Standards in Education and Training Activities of the Youth Department of the Council of Europe, <https://rm.coe.int/ddcp-yd-etd-2016-202-quality-standards-yd-et-activities/16807c8bb9>

The few critical remarks are connected to the self-assessment part (from 0 to 10 of one's own expectations, of one's own performance), due to lack of indicators for each number. Nevertheless, the trainers are suggesting a more efficient way of incorporating the results of this evaluation into future trainings.

With regard to their role, the trainers are most of the time very satisfied (scores between 9 and 10 on the scale from 0 to 10) and similar comments are to be found also in the organisers' feed-back, all expressing their thankfulness for the professional support by the trainers appointed by the Council of Europe.



In undertaking a role within a team running a national training course on human rights education, the trainers accommodate to the team needs and define their level of involvement according to what seems to be helping the team work effectively, but also according to one's preferred trainings style and competences. In the reports written by trainers, these describe their roles as

- Equal team member (no different level of involvement and expert input compared to the local trainers) – in 2 courses (out of 14 self-evaluations)
- Advisor, resource person with recognised competence in training delivery and the topic of the training, but taking a more active role during more challenging sessions, more theoretical moments, when asked by the team etc. – in 5 courses
- Leading actively the team and educational processes and often being asked to play a mentoring role for the local trainers, coaching their performance – 7 courses

The main suggestions for improvement by the trainers are related to the preparatory phase of the national training courses, during which trainers consider that:

- The communication between the Council of Europe trainer and the organiser should start earlier (for this, the selection of trainer should be done as soon as the NTCs are approved)
- Organisers should be clearly informed that it is better to coordinate the participants recruitment in consultation with the trainer appointed by the Council of Europe (and furthermore have clear criteria for participants selection, in order to ensure transparency and accessibility to all potential participants)
- The Council of Europe should underline that the application ought to reach out to disadvantaged young people and their organisations, so that they could be represented in national training courses.

As for tools, having an Information Pack/Guidelines for organisers of HRE National Training Courses is suggested.

### 3.2 Conclusions and recommendations by the Evaluation meeting at the closing of the 2017-2019 period of NTCs

The participants to the evaluation meeting which took place in Strasbourg in December 2019, reflected on the positive aspects of the NTCs and also the weaker aspects which could be considered for reflection.

With regard to **human rights education as learning about, through and for human rights**, the organisers of NTCs found that:

- the NTCs offer a good theoretical understanding of human rights and this can be linked to the local context/current situation for human rights, yet sometimes the awareness of human rights in the group can be very low
- it is great to offer to the participants an exposure to institutions related to legal enforcement of law, yet it is not recommended to have the whole training in a court
- it is excellent to have Compass as main tool for the course and it being so adaptable, yet there is not always an understanding of its adaptability to local realities
- HRE cannot be conceived without experiential learning and the role of the simulation exercises and the corresponding debriefing that one can learn from Compass (as well as the role of the meta-level debriefing in the training of trainers)
- sometimes the agenda and the objectives are too big for such a small duration of time, which makes sessions rushed and packed and tiresome and puts tremendous pressure on the team
- participants have different needs, different competences and only thorough preparation and sufficient time can help addressing these competently.

With regard to **the link with national HRE reality**, the organisers of NTCs found that:

- the national courses allow a better outreach because of the possibility to use one's own language (instead of English), yet choosing only one language can exclude representatives of national minorities languages
- the national courses are great opportunities to understand the local context for human rights and better place one's action
- the target groups are young people, but sometimes one should look beyond the standard profile and organisations in reaching out to young people
- a strong national impact is obtained only if working in partnership/in concertation with other national stakeholders for HRE, yet it is sometimes difficult to find the responsible person in governmental structures who is in charge with HRE and young people (and furthermore which ministry – is it justice, education or youth)
- there is no national strategy to rely on.

With regard to **the profile of participants**, the organisers of NTCs found that:

- attention should be paid in reaching out to disadvantaged groups and as many young people and organisations as possible within the profile of the target group, because often the Call for participants reaches mainly people and organisations that are already active
- the selection has to be transparent and realised by the whole team (including the organisers, the trainers and the trainer delegated by the Council of Europe)
- proper attention has to be paid to the needs of participants as resulting from applications and other inquiring activities if organised
- there has to be a programme adjustment according to the real group as compared to the application
- it is hard to make a selection of - for example - only 25 out of 80 good candidates
- there is a significant number of drop-outs due to a large offer of courses in the non-formal education sector in Europe.

With regard to **the programme of national training courses**, the organisers of NTCs found that:

- it is useful to have a team of trainer with diverse and complementary competences
- it is beneficial not to play a dual role – as organiser and also trainer if possible
- if possible, the organiser should consult with the trainer with regard to the programme proposal in the application phase

- one should have the national version of Compass and also include dedicate sessions to practice the activities from the manual
- groups do not have to be larger than 25 participants, due to the nature of the educational programme
- it is interesting to organise a graphic recording of sessions
- the evening sessions are important for group building, for informal learning, for networking and so residential activities are encouraged (as opposed to participants returning to their homes in the end of the daily programme)
- the lack of funding for a preparatory meeting shouldn't mean one ca skip it; preparation should definitely be done online as it is crucial for a proper implementation of the programme
- one should liaise with the local Council of Europe office, and maybe have Council of Europe materials be delivered via the office or use already existing materials.

With regard to **the follow-up to national training courses**, the organisers of NTCs found that:

- it is better to organise the national trainings before summer, so that participants can use the newly acquired competences in various summer activities for young people; yet summer time also diminishes the enthusiasm for implementing the follow-up projects by participants
- follow-up projects do need mentoring by the organisers and, even more, peer mentoring from other participants
- follow-up phase can be problematic because of lack of funding, so this could be counter by partnering with institutions or organisations that have financial capacity.

With regard to **the application process to organise a training course and its implementation**, the organisers of NTCs recommend that:

- the organisers would be more precise in designing the activity and if possible, involve already the trainers in the application stage
- the Youth Department could be more flexible between budget lines
- the organisers should receive guidelines and instructions about when to send information to the Council of Europe
- 30 days deadline for writing the final report does not allow to cover the results of participants' projects and other follow-up activities
- it would be great if reports could get some feed-back, not only a last instalment of payment and
- that altogether the communication with the Youth Department could be improved

With regard to **the visibility and recognition of training courses**, the organisers of NTCs recommend that:

- organisers should be encouraged to develop a media plan
- organisers should be briefed about the implementation as it happens since 2019, through a dedicated briefing meeting for all organisers of national training courses
- Council of Europe ought to create a link with its local office in the country who hosts the national training course and the local organisers
- all participants would benefit from having certificates with Council of Europe logo and signatures
- all organisers from all years in the last decade could benefit from becoming part of a network
- *all stakeholders to NTCs and HRE could benefit from more exchange and learning*

Several other aspects discussed in the evaluation meeting have been integrated in other chapters of this report. Altogether this meeting was a new type of activity and the participants found it very positive for consolidation of the results obtained in HRE at national level and further improvement of the programme of NRTCs. If repeating this meeting periodically, the meeting could start with an update on the concept of NRTCs, as this has evolved and in the last decade. The organisers also considered that a long-term impact study of the results of HRE NRTCs in Europe could be organised.

### 3.3 Conclusive remarks

Based on the experience of writing this report, the following general elements could be considered too:

- A proper preparation of the implementation is crucial and therefore the 'Briefing meeting' and "Guidelines for organisers of NRTCs' would bring more quality in the national training courses
- An adequate picture of the training courses is given through proper reporting, so the Youth Department should keep providing guidance well in advance for both qualitative and quantitative evaluation, for both trainers and organisers
- Harmonising data from both reports (organisations and trainers) could be enriching as mirror-effect type of exercise
- Evaluating the activity starting from the [quality standards for educational activities](#) would help trainers give feed-back more concretely, would also allow comparisons and visual analysis and would furthermore facilitate the larger scale periodical reporting
- Including questions that allow the development of comparative indicators among countries could be useful in the realisation of long-term impact study of the programme
- We need to reflect on what other tools could be envisaged for measuring the undoubtedly massive impact of the programme?
- The Youth Department should support the organisers in undertaking quality EDC/HRE studies in the member states, to provide a more in-depth analysis of the situation (as a follow-up funding to the training/ via the European Youth Foundation?)
- Further reflection should be given to how could funding for follow-up activities be ensured. Mere visits to participants' projects and organisations would consolidate their results.
- National vs regional courses – should the programme prioritise better integration of HRE into national reality and policy or encourage more ties beyond borders? (solidarity, common youth issues needing common political responses)
- What is an effective way to report about activities, so that the experience becomes an example of good practice for future organisers (visual, if possible)?

Based on the figures of this report and not only, we can undoubtedly conclude that the Youth Department of the Council of Europe has been a continuous promoter of human rights and human right education across Europe in the last twenty years, through its Human Rights Education Youth Programme. Nevertheless, it has also a been a constant priority of the sector to give young people and youth organisation a central role in the programme. This report is part of the department's concerted effort to understand what else can be undertaken in order to support better the national organisers of training courses in human rights education in their work regarding human rights education with young people.

The feed-back from the organisers show that continuing to support the advancement of human rights education through the organisation of national training courses is of utmost importance. Providing support has led to the creation of formal and informal networks of organisations and educators for human rights



education and built bridges between formal and non-formal education sectors across countries, thus strengthening its impact, in line with the provisions of the Council of Europe Charter for Education for Democratic Citizenship and Human Rights Education.

Having brought together more than 550 key multipliers for human rights education from 24 member states of the Council of Europe during the last three years (2017-2019) the programme of Compass National and Regional Training Courses on human rights education has generated an impressive amount of follow-up activities by the participants. They have put in motion a significant number of initiatives for human rights education, ranging from two hours presentations about human rights to large scale programmes, and reached out to thousands of young people from all over Europe. Besides young people, the effects of these human rights education activities reach far beyond, to their parents and their families, their teachers and their schools, their local realities and their communities, their countries and their societies. These activities have been and continue to be key factors and key actions in ensuring young people's full enjoyment of human rights and encouraging their commitment to promote further a future based on human rights, respect, inclusion, active participation in the democratic processes, intercultural sensitivity and gender equality, sustainable development, environmental care.

## 4. APPENDICES

### 4.1 The call for organisers of National Training Courses

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

## CALL FOR PROPOSALS

### NATIONAL TRAINING COURSES ON HUMAN RIGHTS EDUCATION WITH YOUNG PEOPLE 2018

DDCP-YD/ETD (2017)206

<b>Project</b>	<b>Programme Youth for Democracy</b> Supporting young people and youth organisations in accessing their rights and advocating for human rights and citizenship education
<b>Awarding entity</b>	<b>COUNCIL OF EUROPE</b> Directorate of Democratic Citizenship and Participation Youth Department
<b>Funding</b>	Council of Europe budget 2018-2019 Youth for Democracy programme
<b>Duration</b>	Projects shall be implemented by 30 November 2018. Reporting requirements shall be completed by 15 December 2018.
<b>Estimated starting date</b>	01 March 2018
<b>Issuance date</b>	21 November 2017
<b>Deadline for applications</b>	20 December 2017



Learning Equality  
Living Dignity

# TABLE OF CONTENTS

I. INTRODUCTION.....	3
II. The “Human Rights Education Youth Programme” .....	3
III. BUDGET AVAILABLE FOR FINANCIAL SUPPORT .....	5
IV. CRITERIA AND REQUIREMENTS.....	5
1. General objective.....	5
2. General conditions and criteria .....	5
3. Prioritisation criteria.....	6
Preference will be given to the following training course projects: .....	6
4. Non-eligible projects.....	6
The following types of action will not be considered: .....	6
5. Implementation period.....	6
6. Budgetary requirements.....	6
7. Funding conditions .....	7
8. Reporting requirements .....	7
V. APPLICATION PROCEDURE .....	8
1. Documents to be submitted .....	8
2. Questions.....	8
3. Deadline for submission .....	8
4. Change, alteration and modification of the application file.....	8
VI. EVALUATION AND SELECTION PROCEDURE.....	8
Exclusion criteria .....	8
1. Eligibility criteria .....	9
2. Award criteria .....	9
VII. NOTIFICATION OF THE DECISION AND SIGNATURE OF GRANT AGREEMENTS .....	10
VIII. INDICATIVE TIMETABLE .....	10

## APPENDICES:

- Appendix I - Application Form
- Appendix II - Provisional budget (Template)
- Appendix III - Template Grant Agreement (for information only)

### HOW TO APPLY?

- Complete and sign the **Application Form** (See **Appendix I**)
- Where relevant, attach a provisional budget (using the template reproduced in **Appendix II**)
- Attach the other supporting documents:
  
- Send these documents in electronic form (Word .and/or PDF) to the following e-mail address: [dys.nrtc@coe.int](mailto:dys.nrtc@coe.int). Emails should contain the following reference in subject: NTCHRE/Country name/Applicant organization name
  
- Applications must be received **before 20 December 2017 (at 23.00 C.E.T.)**

## I. INTRODUCTION

This call for proposals is launched in the framework of the Council of Europe “Youth for Democracy” programme. It is intended at supporting and/or co-funding national or regional projects aimed at implementing of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education through the training of trainers and multipliers in non-formal learning and youth work.

Project proposals shall produce an added value to the Council of Europe efforts in this domain, notably by complementing the activities held in the European Youth Centres and those supported by the European Youth Foundation.

## II. The “Human Rights Education Youth Programme”

The work of the Youth Department of the Council of Europe on human rights education is a direct contribution of to the core mission of the organisation to promote and protect human rights. The project – often referred to as Human Rights Education Youth Programme - supports the role of non-governmental youth organisations as actors in the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE Charter). It does so by combining the development and dissemination of tools and resources on human rights education and capacity-building activities for trainers, multipliers and advocates of human rights education and human rights.

The second cycle of review of the implementation of the EDC/HRE Charter was concluded in 2017 with the publication of the Report on the State of Citizenship and Human Rights Education in Europe which includes the civil society survey results. The Conference on the Future of Citizenship and Human Rights Education “Learning to Live Together: a Shared Commitment to Democracy” (Strasbourg, 20-22 June 2017) took stock of the results of the review and identified. The conference called on ***all relevant actors to renew their commitment to the Charter’s implementation to further enhance EDC/HRE***. The conference declaration and conclusions stress the need to:

*Include EDC/HRE in national, regional and local policy and practices for formal and non-formal education including youth work*

and

*Strengthen the commitment of, and co-operation, co-ordination and shared ownership between public authorities, national human rights institutions and civil society (...) involving, amongst others, youth and student organisations, in developing, implementing and evaluating policies and practices regarding EDC/HRE.*

Since its launching in 2000, the Human Rights Education Youth Programme promotes the inclusion of human rights education in the mainstream of youth work and youth policy. The programme is built around Compass, the manual for human rights education with young people, as the main conceptual and practical resource for practitioners of human rights education through non-formal learning. The approaches of Compass have been applied in other educational resources, notably Compasito, the manual for human rights education with young people and Mirrors, the manual on combating antigypsyism through human rights education. The No Hate Speech Movement campaign has also adopted human rights education as the main approach for prevention of hate speech, especially through Bookmarks, the manual for combating hate speech online through human rights education.

These educational resources are merely tools to support practitioners – they are of little value if not used. The Human Rights Education Youth Programme foresees therefore other measures to support youth workers and youth organisations in initiating or extending human rights education activities with young people:

1. Translations of the educational resources and their publication in member states
2. European training courses for trainers in human rights education
3. Study sessions with youth organisations at the European Youth Centres in Strasbourg and Budapest
4. National and regional training courses in human rights education.

The European Youth Foundation also supports youth-led activities for human rights education, including local pilot activities.

### **The role of the national training courses**

The programme Youth for Democracy 2018-2019 foresees a continuation of the measures to encourage and support youth organisations in acting and advocating for the implementation of the EDC/HRE Charter, including the national or regional training courses.

These courses are to be organised at the initiative of national organisations or institutions interested in introducing, and developing the provisions and quality of human rights education. As capacity-building activities, the courses should develop the competences (knowledge, skills, attitudes and values) of key multipliers for human rights education such as youth leaders, trainers, youth workers, teachers and teacher trainers. But they should also play an important role in supporting processes and initiatives for EDC/HRE at the national level initiated by youth organisations or other institutions. In other words: the courses are important for the quality of the learning that they provide *and* for the potential that they have in promoting human rights education.

Project partners may therefore include local or national organisations or institutions interested in introducing, and developing the provisions and quality of human rights education, such as:

- non-governmental youth organisations and/or other non-governmental organisations;
- governmental organisations focused on human rights, youth and/or education;
- institutions involved in human rights education;
- national networks of human rights activists and/or human rights educators.

Partnerships between different (types of) organisations are thus encouraged because this reinforces the potential strategic impact of the courses.

### **Support provided by the Council of Europe**

The Council of Europe provides three types of support for these activities:

- a) **Financial support** in the form of grants (details below).
- b) **Institutional support**, in the form of recommendation letters to potential partners and funders; official Council of Europe representation; provision of educational materials,

visibility of the activities in institutional Internet sites and documents; communication with publishers of *Compass* and *Compasito* translations.

- c) **Educational support**, by recommending or contracting a trainer(s) with relevant experience to be part of the educational team of the courses.

The national or regional training courses included in the 2018 programme will be invited for a **preparatory workshop** which will be held on 13 and 14 February 2018 at the European Youth Centre in Strasbourg. The workshop will deal with the practical and administrative matters of the courses and, especially, their educational aspects.

### **III. BUDGET AVAILABLE FOR FINANCIAL SUPPORT**

The indicative total available budget under this call for proposals is 41000 Euros. Based on previous experience, the Council of Europe intends to award between 8 and 10 projects with grants in the range of 6000 € (maximum).

Subject to availability of funds and extension of the project initial duration, the Council of Europe reserves the right not to award all available funds, and/or to redistribute the available funds in a different manner depending on the project proposals received and on the outcome of the call for proposals.

### **IV. CRITERIA AND REQUIREMENTS**

#### **1. General objective**

The grants will be awarded to support the design, implementation and evaluation of national or regional<sup>1</sup> training courses for trainers and/or multipliers in human rights education with young people.

#### **2. General conditions and criteria**

The applications for national/regional training courses must fulfill the following criteria and conditions:

- a) Aim at developing the competences (knowledge, skills, attitudes and values) of key multipliers in human rights education with young people such as youth leaders, trainers, youth workers, teachers and teacher trainers;
- b) Seek to support and advocate for EDC/HRE at national level based on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education;
- c) Foresee a follow-up of the course by the participants, including for example measures to support national networks of organisations and trainers/multipliers involved in human rights education with young people;
- d) Foresee a programme and methodology of the training courses based on the approaches outlined in *Compass* (an introduction to *Compass* and its approaches; experience in using the manual and how to adapt it to the participants' contexts is considered essential);
- e) Provide the participants with copies of *Compass* in their language(s), where this is possible;

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<sup>1</sup> **Regional** is to be understood as cross borders (i.e. neighbouring countries) or covering countries sharing a common language.

- f) Envisage linking with and building upon previous initiatives, projects and programmes on human rights education with young people at national level.
- g) Are prepared for, and open to, participants from a variety of organisations and institutions.
- h) Motivate participants to carry out further activities and projects in human rights education and are in a position to do so within their organisations or institution;
- i) Have a minimum duration of 4 consecutive working days;
- j) Involve at least 15 and a maximum of 40 participants/learners.

### **3. Prioritisation criteria**

Preference will be given to the following training course projects:

- a) Organised in co-operation between two or more partner organisations;
- b) Are to be held in countries where newly published translations of *Compass* or *Compasito* can be introduced to key multipliers (e.g. trainers, youth leaders, school teachers, etc.)
- c) Are to be held in countries where no similar course has been organised in the past two years<sup>2</sup>;
- d) Foresee cooperation between the non-formal and formal educational sectors and actors;
- e) Are complementary to other priorities and activities of the Youth for Democracy programme.

### **4. Non-eligible projects**

The following types of action will not be considered:

- a) Projects/actions providing financial support to third parties (re-granting schemes);
- b) Projects/actions concerning only or mainly individual scholarships for studies or training courses;
- c) Projects/actions supporting political parties.

Please see also the exclusion criteria below.

### **5. Implementation period**

The implementation period of the projects should start on 1 March 2018 (see indicative timetable under VIII. below) and shall not extend beyond 30 November 2018.

Reporting requirements shall be completed on 15 December 2018.

Projects completed prior to the date of submission of the applications will be automatically excluded. As regard projects started prior to the date of submission of the applications, or prior to the date of signature of the grant agreement, only those costs incurred after the date of submission of the grant application could be eligible (provided the agreement concerned so provides).

### **6. Budgetary requirements**

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<sup>2</sup> In 2016 and 2017 supported courses were held in Austria, Bosnia-Herzegovina, Bulgaria, Croatia, Finland, France, Germany, Iceland, Poland, Portugal, Serbia, Slovakia, Slovenia, Ukraine, United Kingdom.

Project proposals shall be accompanied by a draft budget (See **Template Budget, in Appendix II**) where the Council of Europe financial support amounts to a maximum of 6000€ (six thousand euros). The estimated budget must be consistent, accurate, clear, complete and cost-effective, in the light of the activities proposed.

Candidates are reminded that the support of the Council of Europe should be complementary to other funding sources, private or public, national or international. Each Grantee shall also be required to contribute to the project either by way of its own resources or by contribution from third parties. Co-financing may take the form of financial or human resources, in-kind contributions or income generated by the action or project.

## **7. Funding conditions**

The funds for each grant should in principle be distributed as follows:

- 80 % will be paid when the Grant Agreement between the two parties is signed;
- the balance will be paid based on actual expenditures incurred, and after the presentation and acceptance by the Council of Europe of the final narrative and financial reports for the Grant implementation.

## **8. Reporting requirements**

- narrative **reporting** requires a full narrative report on the use made of the grant and a copy of the register of the persons present during each of the activities, including names and signatures of participants.
- financial **reporting** requires in particular a statement in the currency in which the Grant Agreement will be concluded (Euros or local currency), in English, stating the payments made for the implementation of the activities, certified by the responsible financial officer of the Grantee, accompanied by “appropriate original supporting documents” (see below). The Council of Europe reserves the right to ask for summary translations of invoices into English. If for legal reasons the original documents must be retained by the Grantee, certified copies must be submitted with the financial statement.

“Appropriate original supporting documents” refers to signed contracts, invoices and acceptances of work (for all transactions), payment authorisation for all transactions should also be provided in case the Grantee uses such practice, and reliable evidence of payment (authorised payment order and bank statement).

As regards round tables / conferences, presenting “appropriate original supporting documents” requires presentation of a programme indicating the title, dates, venue, and agenda of the event; the names of persons facilitating the event, a signed list of participants, the contracts with the owner of venue of the event (e.g. hotel) for the rent of premises, food and beverages of participants, invoices from the owner of the venue of the event for the above services, and a report on the results of the event (see narrative reporting above).

As regards travel fees / lodging of experts and participants, presenting “appropriate original supporting documents” requires presentation, where relevant, of contracts with a travel agency for travel fees and lodging, invoices of the travel agency indicating destinations, dates, ticket costs, and names of the travelling persons, a programme of the event indicating the names of the experts and signed lists of participants. The above description is not comprehensive. Any doubt regarding the interpretation of the notion of “appropriate original supporting documents” should lead the Grantee to consult the Council of Europe.

Both reports are to be submitted within **30 days** after the end of the activity.



## V. APPLICATION PROCEDURE

### 1. Documents to be submitted

Each application must include:

- the completed and signed **Application Form** (See **Appendix I**);
- a provisional budget (using the template reproduced in **Appendix II**) if financial support is being requested.

Applications that are incomplete will not be considered.

### 2. Questions

Questions regarding this specific call for proposals must be sent at the latest one week before the deadline for the submission of proposals, in English or French, and shall be exclusively sent to the following address: [dys.nrtc@coe.int](mailto:dys.nrtc@coe.int) with the following reference in subject: Call NTCHRE2018/Questions

### 3. Deadline for submission

The application form, completed and signed, together with the supporting documents, must be submitted in electronic form (Word and/or PDF) to the following e-mail address: [dys.nrtc@coe.int](mailto:dys.nrtc@coe.int) . Emails should contain the following reference in subject: NTCHRE/Country name/Applicant organization(s) name

Applications must be received **before 20 December 2017 (at 23:00 CET)**. Applications received after the above mentioned date will not be considered.

### 4. Change, alteration and modification of the application file

Any change in the format, or any alteration or modification of the original application file, will cause the immediate rejection of the application concerned.

## VI. EVALUATION AND SELECTION PROCEDURE

The projects will be assessed by an Evaluation Committee composed of administrators and educational advisors of the Education and Training Division of the Youth Department of the Council of Europe.

The procedure shall be based on the underlying principles of grant award procedures: transparency, non-retroactivity, non-cumulative awards, not-for-profit, co-financing and non-discrimination, in accordance with [Rule 1374 of 16 December 2015 on the grant award procedures of the Council of Europe](#).

### Exclusion criteria

Applicants shall be excluded from the grant award procedure where they:

- a. have been sentenced by final judgment on one or more of the following charges: participation in a criminal organisation, corruption, fraud, money laundering;

- b. are in a situation of bankruptcy, liquidation, termination of activity, insolvency or arrangement with creditors or any like situation arising from a procedure of the same kind, or are subject to a procedure of the same kind;
- c. have received a judgement with res judicata force, finding an offence that affects their professional integrity or constitutes a serious professional misconduct;
- d. do not comply with their obligations as regards payment of social security contributions, taxes and dues, according to the statutory provisions of the country where they are established.

By signing the Application Form, applicants shall declare on their honour that they are not in any of the above-mentioned situations (See **Appendix I, Item 16**).

The Council of Europe reserves the right to ask applicants at a later stage to supply the following supporting documents:

- for the items set out in paragraphs a), b) and c), an extract from the record of convictions or failing that an equivalent document issued by the competent judicial or administrative authority of the country where the applicant is established, indicating that these requirements are met;
- for the items set out in paragraph d), a certificate issued by the competent authority of the country of establishment.

## **1. Eligibility criteria**

In order to be eligible for a grant, an applicant must:

- be one of the following: non-governmental youth organisations and/or other non-governmental organisations; governmental organisations primarily those focused on human rights, youth and/or education; institutions involved in human rights education; national networks of human rights activists and/or human rights educators.
- be legally registered in a state party to the European Cultural Convention
- be entitled to carry out the activities described in its project proposal;
- have sufficient financial capacity (stable and sufficient sources of funding) to maintain its activity throughout the period for which the grant is awarded and to participate by way of its own resources (including human resources or in-kind contributions);
- have sufficient operational and professional capacity, including staff, to carry out activities described in its project proposal;
- have a bank account.

Multiple applications are not allowed and shall lead to the exclusion of all applications concerned.

## **2. Award criteria**

Applications will be assessed against the following criteria:

- the relevance and added value of the project with regard to the objectives and priorities of the call (40%)
- the quality, clarity and consistency of the educational programme proposed (30%)
- the cost-effectiveness of the application and the estimated budget (20%);
- the relevance of the experience of the applying organisation(s) and staff (10%).

## VII. NOTIFICATION OF THE DECISION AND SIGNATURE OF GRANT AGREEMENTS

On completion of the selection process, all applicants will be notified in writing of the final decision concerning their respective applications as well as on the next steps to be undertaken.

The selected Grantees will be invited to sign a Grant Agreement (See Appendix III, for information only), formalising their legal commitments. **Potential applicants are strongly advised to read the draft contract, in particular its requirements in terms of payment and reporting.**

## VIII. INDICATIVE TIMETABLE

<b>Phases</b>	<b>Indicative timing</b>
<b>Publication of the call</b>	21 November 2017
<b>Deadline for submitting applications</b>	20 December 2017
<b>Information to applicants on the results of the award procedure</b>	15 January 2018
<b>Preparation of the grant agreements</b>	1-28 February 2018
<b>Preparation workshop</b>	13-14 February 2018
<b>Implementation period</b>	1 March – 30 November 2018

\* \* \*

## 4.2 List of organisers of HRE NTCs per country, between 2017-2019

2017

### Ukraine

15-19 May 2017  
Organiser: **Kremenchuk Informative-elucidative Centre “European Club”**  
Course title: *National Training Course for Workers of Youth Centres about using Compass and providing HRE regularly in Youth Centres in Ukraine*

### Slovenia

25-28 May 2018  
Organiser: **National Youth Council of Slovenia**  
Course title: *Education for Youth in the Field of Human Rights and Hate Speech*

### France

19-23 June 2017  
Organiser: **Institut international des droits de l’Homme et de la Paix**  
Course title: *Lutter contre les Discriminations et les Discours de Haine*

### Poland

30 June - 4 July 2017  
Organiser: **Center for Youth Initiatives “Horyzonty”**  
Course title: *Competences of the Best Human Rights Activist Training Course*

### Bulgaria

19-23 July 2017  
Organiser: **Infinite Opportunities Association**  
Course title: *National Training Course on Human Rights Education*

### Croatia

4-7 October 2017  
Organiser: **Kuća ljudskih prava Zagreb / Human Rights House Zagreb**  
Course title: *Training for Trainers: Human Rights Education in Practice*

### Iceland

7-8, 14-15 October 2017  
Organiser: **The Icelandic Youth Council (LUF)**  
Course title: *Youth Leaders for Human Rights*

### Slovakia

16-19 November 2017  
Organiser: **Institute of Non-formal Education**  
Course title: *National Training Course for Human Rights Education with Young People*

## 2018

### **Montenegro**

19-22 April 2018

Organiser: **The Centre for Civic Education (CCE)**

Course title: *National Training Course on Human Rights Education - COMPASS for the effective human rights education!*

### **Portugal**

7-11 May 2018

Organiser: **Rede Inducar**

Course title: *Training Course on Human Rights Education – Human Rights education – a daily practice?*

### **Cyprus**

5-6 and 26-27 May 2018

Organiser: **Youth for Exchange and Understanding**

Course title: *Training Course on Human Rights education – A peace for us?*

### **Ukraine**

21-25 May 2018

Organiser: **Charitable Fund “League of Tolerance”**

Course title: *National Human Rights education and Education for Democratic Citizenship Training of Trainers from small towns and rural areas*

### **Italy**

19-23 June 2018

Organiser: **Associazione Internazionale Per la Cooperazione E L'Educazione Nel Mondo (AICEM)**

Course title: *National training Course on Human Rights education – password for Human Rights: knowledge and tools online and offline to promote, defend and stand up for*

### **Georgia**

8-12 July 2018

Organiser: **Human Rights Association**

Course title: *National training Course on Human Rights education – Human Rights education in Youth Work Practice*

### **Hungary**

23-27 July 2018

Organiser: **RGDTS Nonprofit Kft – Phiren Amenca**

Course title: *Manushengi Krisi II – National Human Rights Training Course on Human Rights Education with Roma Young people*

### **Russia**

15-20 August 2018

Organiser: **ANO Youth Human Rights Group**

Course title: *Human Rights and Democratic Citizenship Education: Training of Trainers*

### **Spain**

12-16 November 2018

Organiser: **Servei Civil Internacional de Catalunya (SCI Catalunya) Egerai Desarrollo Social**  
Course title: *Training of Multipliers in Human Rights Education (ToMHRE)*

### **Germany**

10-13.12.2018

Organiser: **German Institute for Human Rights / Institut für Menschenrechte**

Course title: *Pilot workshop COMPASS*

## **2019**

### **Serbia**

11-17 April 2019

Organiser: **Development Center for Youth**

Course title: *Your right matter – learn, share exercise*

### **Greece**

8-12 May 2019

Organiser: **United Societies of Balkans**

Course title: *Storytelling for Human Rights – National training Courses for Youth Workers*

### **Republic of Moldova**

13-19 May 2019

Organiser: **“Millenium” Training and Development Institute**

Course title: *Long Term Training Course for Youth Workers in Human Rights Education*

### **Azerbaijan**

16-19 May 2019

Organiser: **YES Event management**

Course title: *“COMPASS for captains”: National Training Course on Human Rights Education with Young People*

### **Ireland**

29 May – 2 June 2019

Organiser: **Eurobug, International Youth Work Training and Collaboration Limited**, in partnership with **the National Youth Council of Ireland**

Course title: *Step forward with Human Rights education*

### **Norway**

3-6 June 2019

Organiser: **Stopp hatprat and the Narvik War&Peace Centre**

Course title: *Training Course on Human Rights Education for a more inclusive society*

### **Italy**

24-28 June 2019

Organiser: **APICE Agenzia di promozione Integratta per I Cittadini in Europa**

Course title: *HREload*

### **Lithuania**

9-14 July 2019

Organiser: **NGO National institute for Social Integration**

Course title: *Make a change: promote and protect human rights*

### 4.3 Abbreviations used

**HRE** - Human Rights Education

**EDC**- Education for Democratic Citizenship

**NRTCs, NTCs** – National and Regional Training Courses

**NFE** – Non formal education

**EDC/HRE Charter** - Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education

**CDEJ** – European Steering Committee for Youth

**CCJ** – Advisory Council on Youth

**Compass** – COMPASS Manual for Human Rights Education with Young People