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# Compass Training of Trainers in Human Rights Education with Young People (TOTHRE 2023)

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1 May – 15 December 2023



## COURSE DESCRIPTION

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This document presents key features of the Council of Europe's *Compass* Training of Trainers in Human Rights Education (TOTHRE 2023) and provides information on the participant's engagement in the course elements.

Organised in cooperation with the Office of the United Nations High Commissioner for Human Rights



## About the course

The Human Rights Education Youth Programme of the Youth Department of the Council of Europe was introduced to support the mainstreaming of human rights education in youth work and youth policy. Within this programme a manual on human rights education with young people, the [COMPASS](#) manual was first published in 2002 and fully revised in 2012. The work on human rights education of the Youth Department touches on the essence of the Council of Europe in promoting a culture of human rights in Europe. With the adoption of the [Charter on Education for Democratic Citizenship and Human Rights Education](#) in 2010, emphasis is given to the role of member states of the Council of Europe in making human rights education a reality for every person in Europe and the importance of quality education to promote human rights, democracy and rule of law, the core values of the institution. The Charter provides the basis for advancing human rights education at local and regional level by defining objectives and principles applying to policy, legislation and practice.

The Human Rights Education Youth Programme is included in the Youth for Democracy programme and it plays a central role in the [2030 Strategy of the youth sector](#). It safeguards its key features:

- Dissemination and update of the educational resources for human rights education
- Advocacy for the inclusion of human rights education and recognition of the role of non-formal learning therein
- Renewing informal networks of trainers and multipliers and supporting the qualitative development of training for human rights education
- Supporting key national activities for training of trainers, multipliers and advocates for human rights education – the programme of national and regional training courses for human rights education with young people.

Within the programme, the course Training of Trainers in Human Rights Education (TOTHRE) occupies a central place. It prepares trainers with the aim to multiply human rights education approaches and standards at local, national and international level, and supports the quality and sustainability of training activities for human rights education.

The 2023 edition of TOTHRE was held between May and December. It was built on the experiences with human rights education of the past years and incorporated the recommendations of the [3<sup>rd</sup> review of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education](#) and of the [Forum on Citizenship and Human Rights Education](#).

The course aimed to develop the competences of participants to act as trainers or multipliers for human rights education in the context of regional, national or local training courses organised by partner organisations making use of COMPASS. The course had the following objectives:

1. To strengthen participants' understanding of key concepts of human rights education with young people.
2. To review and address the essential competences, skills and attitudes for trainers working with human rights education in non-formal learning settings.
3. To familiarise participants with the approaches and activities of Compass (the manual on human rights education with young people) and with how to best use it and adapt it to local contexts and realities.
4. To analyse current developments and new trends in human rights education, including online learning and activism, throughout Europe.
5. To motivate and enable the participants to actively use information and communication technology as part of their own learning and in their human rights education activities.
6. To associate the participants and their organisations with the priorities of the Youth Department of the Council of Europe related to human rights education and to the implementation of the United Nations World Programme on Human Rights Education.
7. To contribute to the development of networks of trainers on human rights education with young people and to the mainstreaming of human rights education in youth work and non-formal learning.

## Competences and self-assessment

The course contents and methodology were designed so that the participants develop or begin developing core competences for trainers in human rights education with young people. The list of competences below was the reference for planning and monitoring learning in the course:

1. Knowledge of major instruments for the protection and promotion of human rights and the ability to connect them with the lives of young people.
2. The capacity to converse and to facilitate conversations on global and contemporary human rights threats and challenges.
3. The ability to introduce human rights education as an educational concept in an autonomous and credible way.
4. Awareness about human rights violations and abuses at both global and local level, and the ability to act upon them using human rights education.
5. Knowledge about the relevant programmes and instruments of the Council of Europe for youth and human rights education and ability to connect with global initiatives such as the Sustainable Development Goals and the World Programme on Human Rights Education.
6. Critical thinking skills and the ability to create multiple perspectives on contemporary human rights issues and dilemmas.
7. The capacity to recognise and address the values and ethical norms underlying human rights education.
8. The capacity to be an advocate for human rights education and to liaise with stakeholders concerned with the promotion of human rights education at a regional, national and local level.
9. Intercultural learning competences, including empathy, tolerance of ambiguity, and distance to social roles in training situations.
10. The ability to use COMPASS including the adaptation of its activities taking into consideration local realities, social contexts and the needs of target groups.
11. The ability to constructively deal with conflict in the context of human rights education activities.
12. The capacity to develop and manage human rights education activities following the quality standards for education and training activities of the Youth Department of the Council of Europe.
13. Practice in and awareness of the use of information and communication technology in training and the related human rights issues.
14. Understanding key principles of non-formal education and their application in human rights education.
15. Knowledge and understanding of different approaches to learning.
16. The capacity to assess and evaluate the results of human rights education activities and programmes.
17. The ability to work co-operatively.
18. The capacity to design and deliver human rights education activities.
19. The ability to facilitate learning processes in non-formal education based on Compass.
20. The ability to recognise and translate human rights value framework into personal, social, and professional actions.
21. The ability to plan own learning.

A self-assessment process for participants learning was organised throughout the course allowing participants to create learning plans in the first phase of the course and later reflecting on their learning through their participation in the course features. This process was completed with a new self-assessment at the end of the course.

## Methodology and main features of the course

The course was designed to give participants the opportunity to experience and reflect upon activities and concepts central to human rights education based on experiential learning approaches. It was also designed as a mutual learning situation, where participants could compare their approaches to training and to human rights education across Europe in a dialogical intercultural approach and environment. Contributions from experts in the field of human rights established a theoretical framework and a common reference point for learning and communication, and there were opportunities to learn by using COMPASS. The course was also built around the expectation that participants will put in practice their learning by developing and implementing a human rights education project throughout the course. The e-learning and follow-up phases were a full part of the course structure and approach.

**Phase 1 - Building foundations** – e-learning preparing and developing a common knowledge basis (1 May – 23 September 2023)

This phase supported participants to acquire core knowledge on human rights and human rights education which was further addressed in the residential seminar. This phase also included work with self-assessment of competences and personal learning planning.

**Phase 2 - Empowering change** - the residential training seminar (24 September – 2 October 2023)

The seminar was an important moment for learning and skills developments within the training: the trainers and participants worked together face-to-face in an intercultural environment where intensive group work supports individual learning. Participants experienced and explored activities and approaches from Compass as a starting point for learning further about training and human rights education. The seminar finished with the finalisation of the planning of the human rights education projects and activities to be implemented by the participants after the course.

**Phase 3 – Enacting change** – follow-up activities including e-learning (3 October – 15 December 2023)

This phase consolidated learning of participants through their follow-up projects and activities, supported by the network of participants and trainers. Some new e-learning units were proposed based on individual needs and priorities of participants.

## PARTICIPATION

Each participant was expected to participate in the full duration of the course including its three phases. Based on these principles and on the course records,

Participants took part in the course main features, including:

**Phase 1** Building foundations – e-learning preparing and developing a common knowledge.

**Phase 2** Empowering change - the residential training seminar at the European Youth Centre Budapest

**Phase 3** Enacting change - follow-up activities including e-learning.

Participants has also completed the following **E-learning modules**:

**Module 1 – Welcome to Building Foundations!** focusing on introducing the Compass Training of Trainers in Human Rights Education, including its aim, objectives, features, and rationale behind it and enabling human rights educators participating in the course to make the first contact with each other.

**Module 2 – Self-assessment**, exploring and building an understanding of the competence framework for human rights education and identifying own strengths and areas in need of development and improvement as a human rights educator.

**Module 3 – Human Rights**, synchronising the understanding of the general terminology surrounding human rights and familiarising participants with the historical, philosophical, ethical, and legal dimensions of human rights.

**Module 4 – Human Rights Education** strengthening participants' understanding of key concepts in human rights education with young people including approaches and standards of the Council of Europe and United Nations.

**Module 5 – Non-formal learning** understanding the difference between formal, non-formal and informal education, and exploring the potential of the non-formal learning context for human rights education and discovering the non-formal learning principles serving as pedagogical approaches for human rights education.

**Module 6 – My future HRE activities as trainer** reviewing the e-learning modules, supporting participant's preparation for the programme and logistics of the residential training and enhancing participants' competence of planning one's own learning, so they can take an active and conscious role in their own learning and get the most out of TOTHE.

**Module 7 – What is next?** developing self-assessment skills for critically evaluation of the status and direction of your own follow-up, recognising areas for improvement and actionable steps and enhancing analytical thinking for identification and prioritization of project-related elements and relationships.

**Module 8 – Closing the course** revisiting participants' learning journey through the lens of the self-assessment form and identify the specific HRE competences developed in the course and evaluating the whole TOTHE course learning experience.

## HUMAN RIGHTS EDUCATION PROJECT

**At the end of the course, participants** designed a human rights education project with young people according to quality criteria applicable to all participants in the TOTHE 2023. The project was presented at the residential seminar as an idea for follow-up project to be implemented by the participant after the course.