

# YOUTH EMPOWERMENT

Manual on human rights, democracy and  
civic participation education for local and  
regional authorities, civil society organisations,  
youth trainers and educators



Congress of Local and Regional Authorities  
of the Council of Europe



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# FOREWORD

**Y**oung people are at a crossroads in life where they have to take important decisions, which will impact their future. To help them face these challenges and move forward, they must be given a voice in their local and regional communities. In the Congress, which brings together elected local and regional authorities, we understand this and are committed to helping young people in this process by involving them in civic life.

Being the first level of government people are in contact with in their everyday lives, local authorities are in a pivotal position. They can co-operate and co-create with young people who are directly impacted by both the authorities' actions, and the quality of the service they provide. Local and regional authorities also have a responsibility to ensure equal access of youth to their social rights. One way to do this is by organising concrete activities to help young people exercise their rights. For example, they can provide active employment support measures, or put in place policies that contribute to the prevention of gender violence among young people.

However, youth participation does not only benefit young people. We believe that active participation of young people in civic life will contribute to good governance and social cohesion. By involving young people, we can also strengthen and promote the democratic values and respect for human rights, which are at the basis of all of the Congress' work. In other words, if we want to guarantee the legitimacy and credibility of our institutions, we *need* active participation of young people in the local political life.

This approach was anchored in the European Charter on the participation of young people in municipal and regional life, which was adopted in 1992 and revised in 2003. The Revised Charter was a milestone of this strategy. It recognised the importance of youth participation and proposed concrete guidelines for establishing and maintaining quality youth work at the local level to achieve this goal. One important point made in the Revised Charter and which is very relevant for local authorities is, I believe, the need to have an up-to-date mapping of local realities and needs of young people.

To stress the importance of youth participation to all member states, we launched the "Rejuvenating Politics" initiative in 2014. The Congress also

leads by example. A part of this initiative is our Youth Delegate programme, which allows young people from all member States to take active part in the Congress sessions and Committee meetings. Youth Delegates have their say in the debates and exchange with Congress members on the issues on the agenda. Our co-operation activities are also aimed at raising awareness among young people on local democracy and human rights, and to help them understand how they can interact with their local authorities and which role they can play in local political life.

Clearly, the Congress is committed to promoting youth participation at the local level. But for participation strategies to be effective, they must reply to the demands of the people they targets and young people must be involved in the planning, delivery and evaluation of local youth policy and youth work initiatives.

With this in mind, this Manual is aimed at local authorities, mayors, local councillors and civil servants, who are determined to improve youth participation in their villages, towns and cities. The Manual provides practical guidelines on organisation and implementation of relevant training courses for representatives of the local authorities and municipality staff, as well as youth trainers.

In conclusion, the Congress strongly believes that strong youth participation and quality youth work can bring change at the local level for everyone involved.

**Andreas Kiefer**

Secretary General  
Congress of Local and Regional Authorities  
of the Council of Europe



# INTRODUCTION

**T**his Manual was developed within the project “Strengthening democracy and building trust at local level in Ukraine,” which was implemented by the Congress of Local and Regional Authorities (the Congress) as part of the Council of Europe Action Plan for Ukraine 2018–2022. The project of the Congress aimed to improve the quality of local democracy in Ukraine by strengthening institutional frameworks and by supporting local authorities and their national associations in their efforts to promote ethical decision-making and more citizen oriented, inclusive, responsive and transparent local governance.<sup>1</sup>

The purpose of this Manual is to preserve and build upon the lessons which were learned through the organisation and implementation of the residential training courses for educators, trainers, and young people in Eastern Ukraine between 2019-2020. Furthermore, this publication is focused on developing a model that can be replicated by the Congress and/or regional and local authorities Europe-wide.

Within the framework of this project, the Congress implemented two training courses in Eastern Ukraine. A training for educators and trainers took place in Kharkiv in April 2019 and was followed with a course for young people organised in Dnipro in January 2020. In addition, two webinars were organised in July and September 2020 for selected local authorities from Ukraine to discuss the empowerment of young people and their engagement in political life.

This publication is developed on the basis of the aforementioned activities and their subsequent results. It is therefore placing exploration of the synergies between human rights, democracy and civic participation in the focus of proposed activities and training sessions.

## **Aims, objectives and target groups**

Young people are the intended beneficiaries and focus of this project, yet it is the representatives of regional and local authorities, municipal staff, educators and trainers who are recognised as the agents of change and to them that this Manual is addressed.

The main goal of the Manual is to support regional and local authorities in their efforts to promote citizen-oriented, responsive, transparent and ethical local governance, through the inclusion and engagement of underrepresented young people. The thematic framework is designed with the aim of exploring the synergies between human rights, democracy and civic participation. The specific objective of this model is to empower young people to become active citizens engaged in the democratic process at local, national and international levels and can contribute to building a universal culture of human rights, equipping them with tools and a comprehensive knowledge about local democracy and human rights, and their interrelations.

Finally, this publication provides fundamental information and step by step guidelines to the representatives of the local authorities and municipality staff, as well as representatives of NGOs, educators and trainers. It aims to support and further encourage them to empower underrepresented youth through human rights education, and teachings on democracy and civic participation.

## Using the manual

To assist readers in navigating through the content, the Manual is divided into four main parts:

- 1) Introduction and context: these parts outline the theoretical and institutional context in which the publication is embedded. Thus, they present the aims and objectives of the Manual, as well as profiles of the target groups and beneficiaries. Additionally, it includes suggestions to help users better understand how to use the Manual.
- 2) Taking action: step by step guide: this section provides guidelines for concrete actions divided into three main steps:
  - a) Training of trainers;
  - b) Training of youth;
  - c) Post-training activities.

Under each of the steps the following information is provided: Specific objectives for each of the training courses; suggested participant's profile for residential activities; program outlines for the two events; and tables with timelines and task divisions. The latter has been colour-coded to emphasise specific task divisions for each of the target groups.

- 3) **Session Outlines:** this part suggests session outlines for both of the residential activities of the “Training of trainers” and “Training of youth” courses. Each outline includes duration of each session, objectives, expected outcomes, suggested training methods, used resources and additional information.
- 4) **Annexes:** this part includes information about different manuals, handbooks and tools, links to policy documents, websites and programmes which were referenced in the previous parts. Additionally, it contains a glossary of terms, and examples of pre- and post- event evaluation forms.

Users of the Manual are encouraged to read it in a chronological order noting that parts “Introduction and context” and “Taking action: a step-by-step guide” are aimed at both target groups, the representatives of the local authorities and the educators and trainers. “Session outlines” and “Annexes” are the most useful for the educators and trainers, as these contain session outlines and a list of the suggested methods, additional readings and resources. Nevertheless, it is highly recommended that both target groups familiarise themselves with this Manual in its entirety as this will enable a better quality of communication and stronger collaborations between them.

# CONTEXT

*"It is not always the same thing to be a good person and a good citizen."*

Aristotle

## Human rights education and active citizenship

**T**he importance of human rights lies in the fact that injustices greatly diminish a person's quality of life. Human Rights Education (HRE) acts as a preventative measure to avoid violations altogether. People who acquire values of respect, equality and who develop critical thinking skills are more likely to contribute to a democratic, peaceful and cohesive society. Furthermore, the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010) defines HRE as education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society.<sup>2</sup>

While citizenship relates to a legal relationship between the individual and the state, nowadays "citizenship" is much more than a legal construction and relates not only to a legal relationship, but also to "one's personal sense of belonging, for instance the sense of belonging to a community which you can shape and influence directly."<sup>3</sup> Meanwhile democratic citizenship, specifically, refers to the active participation by individuals in the system of rights and responsibilities that citizens enjoy in democratic societies.<sup>4</sup>

The Congress has always been convinced that local and regional good governance entails a full compliance with fundamental freedoms and human rights. Resolution 427 (2018)<sup>5</sup> on Promoting human rights at local and regional level calls for the application of human rights in grass-roots' policies that will serve to achieve the goal of strengthening local and regional democracy throughout Europe. It builds on the activities of the Congress with a view to assisting local and regional authorities in promotion and application of human rights in grass-root policies on the basis of examples of good practice of implementation of human rights at local and regional levels in member states of the Council of Europe.

## Youth participation

The Council of Europe recommends that member states facilitate and encourage youth<sup>6</sup> participation in politics and civil societies at both local communities and national levels and to make youth participation a priority in public policies.<sup>7</sup> The Congress states that:

*"Participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship are about having the right, the means, the space and the opportunity, and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society."*<sup>8</sup>

A number of recent studies highlights the decline in voter turnout and trust in political institutions amongst young people in Europe.<sup>9</sup> To tackle this, it is essential to recognise young people's agency, building partnerships with young leaders and civil society and furthermore to prioritise underrepresented youth.

Young people are in an ideal position to act as educators to their peers and facilitators of human rights education processes. Therefore, municipalities who use their presence are better equipped to develop effective processes to support democratic and civic engagement. Youth participation is an essential element of citizenship in a democratic society and is needed to:

*"Foster young people's active citizenship, enhance their integration and inclusion and strengthen their contribution to the development of democracy."*<sup>10</sup>

Therefore, youth participation at all levels of decision making, local, regional, national and international, is instrumental in building more democratic and prosperous societies.

The value of youth as assets should be recognised both as colleagues and stakeholders. Having an active approach to youth participation is crucial if local policies are to be truly representative and effective.<sup>11</sup> However, in the 21st century, the landscape of youth has changed, and young people are not engaging as they once did.<sup>12</sup> There is a growing disconnect today in how political institutions understand participation and how young people do. Today, young people are faced with various problems such as unemployment, job insecurity, and difficult transitions to adult life, to name just a few. Disenchantment and exclusion from the political and civic processes are also two other topical and recurring issues.

If a democratic system is to be legitimate and credible, then the citizens of that system must be actively engaged. Through co-operation with young people and local and regional authorities, for a long time, the Congress has shown that it has a committed interest in promoting youth participation. Furthermore, it has demonstrated a profound understanding of the value of young people with regards to social cohesion and for stability of democratic principles in any society founded on a respect for human rights. This policy of inclusion of youth can be clearly seen with the adoption (1992) and revision (2015) of the European Charter on the Participation of Young People in Local and Regional Life.<sup>13</sup>

## Youth engagement and policy

Since participation in democratic life constitutes more than voting, it is crucial to establish means for young citizens to be involved and to influence decisions on an ongoing basis. Local authorities should underpin key principles and values of youth participation in the development of local policies, which should include young people's access to human and social rights, and formal and non-formal education. Additionally, local policies should ensure the inclusion and social cohesion, citizenship and participation, safety, health and well-being of young people, especially those from the underrepresented groups.

As stated in the latest report of the Congress,<sup>14</sup> if youth work is "to be based on and respond to the needs, interests, ideas and experiences of young people as perceived by themselves,"<sup>15</sup> young people need to be systematically addressed regarding these issues. This could be done through questionnaires, focus groups, debates and other active citizenship initiatives, directly involving young people in the whole process, including the decision-making process, especially about the prioritisation and inclusiveness of young people's diverse interests and needs, that change according to cities and villages.

The Revised European Charter on the Participation of Young People in Local and Regional Life<sup>16</sup> draws special attention to the importance of promoting the involvement of youth organisations. This is largely due to the fact that youth-lead and youth-focused organisations<sup>17</sup> are uniquely positioned to reflect the views and represent the interests of young people. The Charter recommends that local and regional authorities should:

- ▶ Have a specific budget designated solely for supporting youth organisations that run activities or provide services or act as the voice of young people in the community and advocate on their behalf;<sup>18</sup>
- ▶ provide financial and other resources to NGOs which actively promote the participation of young people in their activities and democratic decision-making structures and procedures;
- ▶ in partnership with political parties and in a non-partisan manner, should promote the involvement of young people in the party-political system in general, and support specific actions, such as training;
- ▶ Local and regional authorities should develop the Council of Europe co-management principle and system of decision making in partnership with young people and youth organisations in policy areas of relevance to young people.<sup>19</sup>

Besides the co-management, the Charter also gives examples of other potential structures to facilitate active participation of young people in policy and decision making, i.e. forums to ease consultation with young people and their associations and organisations; and promoting the participation of young people in various consultative bodies, etc.

Moreover, the standard-setting work of the Council of Europe in the field of youth policy is an important resource for representatives of national authorities responsible for youth issues. The Council of Europe suggests that public youth policies of local authorities would benefit from the following:<sup>20</sup>

- ▶ Investing purposefully in young people in a coherent and mutually reinforcing way, through an opportunity-focused rather than a problem-oriented approach;
- ▶ Involving young people in the strategic formulation of youth policies and to elicit their views about the operational effectiveness of policy implementation;
- ▶ Creating the conditions for learning, opportunity and experience which ensure that young people are able to develop their knowledge, skills and competencies to play a full part in both the labour market and in civil society;
- ▶ Establishing systems for robust data collections both to demonstrate the effectiveness of youth policies and to reveal the extent to which “policy gaps” exist in relation to effective service delivery to young people from disadvantaged groups.

In Ukraine, several legislative documents were adopted in 2021 to facilitate youth engagement in all spheres of community life. Firstly, the Law on Fundamental Principles of Youth Policy<sup>21</sup> provides a wide range of instruments for the youth participation in the decision-making and shaping of the state youth policy. The Law also ensures youth participation in the decision-making through the National Youth Council to be set up under the Cabinet of Ministers of Ukraine, as well as Youth Councils on the local level. Moreover, the Law recommends the introduction of Youth Advisers to public officials at local level who should facilitate better co-ordination between the state, local self-government bodies and youth representatives.

Also, the National Youth Strategy for Ukraine until 2030<sup>22</sup> introduces new approaches to youth development in Ukraine and takes into account important aspects of the Ukrainian commitments to Sustainable Development Goals until 2030. It builds on the existing youth strategies and documents from Ukraine, as well as on governing principles of youth policy of the Council of Europe, United Nations and European Union. There are four main priority areas of the Strategy:

- ▶ Safety: improving the safety of the environment and strengthening the resilience of young people;
- ▶ Health: promoting healthy ways of life, development and preservation of physical culture healthy food and hygiene;
- ▶ Capacity building: youth engagement in public life, increasing their independence, competitiveness and development of their civic competencies;
- ▶ Integration – increasing the mobility, social and cultural integration of young people in the public life of Ukraine and the world.

National Strategy advocates for an urgent need to strengthen partnerships between national institutions, local authorities and civil society institutions working with children and youth, to disseminate tools for youth participation in decision-making, in particular through the development of youth advisory bodies, student self-government bodies. Also, it finds it necessary to increase the level of competencies of both young people and professionals who work with children and youth, including youth workers and representatives of youth centres



# CHAPTER 1

## EMPOWERING YOUNG PEOPLE: STEP-BY-STEP

**T**his chapter provides a step-by-step guide for the regional and local authorities and municipal staff on how to empower young people to become active citizens who contribute to building a culture of human rights and support the values of democratic participation.

This part draws on the human rights and non-formal education approaches and encourages educators, trainers and young people to act as multipliers promoting human rights, democracy and civic participation. It also outlines how to implement the following three main steps: [1] Training of trainers; [2] Training of youth; [3] Post-trainings activities.

### Colour coding

The Colour coding is used to identify the different sections of information and will help users to navigate through this part in a quick and efficient manner.

Step 1: Training of trainers

Step 2: Training of youth

Step 3: Post-trainings activities

Representatives of the local authorities and/or municipal staff

Educators, trainers and civic society organisations

## Proposed timeline and task divisions

Month	Tasks	Representatives of local authorities and/or municipal staff	Educators, trainers and NGO's
1	Identifying relevant stakeholders for possible collaborations	X	
	Preparing an evaluation strategy	X	
	Selecting an international and national trainers' team	X	
	Developing an invitation call for participants	X	
	Launching an invitation call for participants	X	X
2	Selecting participants	X	X
	Consulting with participants selected	X	X
	Finalising logistical arrangements. Adapting the program of the training	X	X
3	Implementing the "Training of Trainers" course	X	X
	Preparing and analysing participants' evaluations of the training course	X	X
	Encouraging and supporting the follow-up activities	X	X
4	Selecting the trainers' team to conduct the "Training of Youth"	X	
5	Launching a call for participants	X	X
	Work between the trainers		X
	Selecting participants	X	
6	Consulting with the selected participants	X	X
	Finalising logistical arrangements	X	
	Adapting the program of the training		X
7	Implementing the "Training of Youth"	X	X
	Assessing training results	X	X
8	Encouraging and supporting the follow-up activities	X	X
9	Evaluation	X	X
10	Visibility and the dissemination of the results	X	X
	Closing	X	

## Step 1: Training of trainers

### Human rights education, democracy and civic participation

#### *Specific objectives:*

- To provide the participants with the knowledge and skills needed for deconstructing the synergies between human rights, democracy and civic participation;
- To enhance the learners' competences of applying theory to practice;
- To present a variety of non-formal and human rights education tools and methods for enhancing the educational practices of the participants;
- To further develop the educators' and trainers' capacities for working with underrepresented young people;
- To encourage participants to become multipliers for conducting the "Training of Youth" in cooperation with regional and/or local authorities;
- To create a pool of educators and trainers who are competent to implement quality activities within the framework of human rights, democracy and civic participation;
- To inform the participants about the work of the Congress.

#### *Participants' profile*

The best results can be achieved with a group of 20 to 25 participants of the "Training of trainers" course. It is suggested to train participants that demonstrate a basic level of knowledge in human rights, democracy and civic participation; some experience in non-formal education training; at least minimum involvement in working with underrepresented young people; a basic command of English (in case international trainers are participating and the interpretation is not provided) and a high level of motivation and availability to create and implement the follow-up actions and/or projects with young people in collaboration with the regional and/or local authorities.

## Training Program outline

	Day 1: Setting the context	Day 2: Human rights and human rights education	Day 3: Extending on trainers' competencies	Day 4: Follow-up, evaluation and closing
9.00 (30')	S.1.1. Introduction to the Council of Europe Congress for Local and Regional Authorities	S.2.1. Recap of Day 1 and introduction to Day 2	S.3.1. Recap of Day 2 and introduction to Day 3	S.4.1. Recap of Day 3 and introduction to Day 4
9.30 (1h30')	S.1.2. Introduction to the "Training of Trainers"	S.2.2. Human rights and human rights violations	S.3.2. Trainers' competences	S.4.2. Training design and project management
11.00 (30')	Coffee break			
11.30 (1h30')	S.1.3. Group building	S.2.3. Human rights and human rights violations	S.3.3. Conducting needs assessment	S.4.3. Evaluation and closing
13.00 (1h30')	Lunch break			
14.30 (1h30')	S.1.4. Human Rights	S.2.4. Human rights education with young people	S.3.4. Human rights education with young people: practice	Departures
16.00 (30')	Coffee break			
16.30 (1h30')	S.1.5. Human rights, democracy and civic participation	S.2.5. The Revised European Charter on the Participation of Young People in Local and Regional Life	S.3.5. Human rights education with young people: practice	
18.00 (30')	S.1.6. Reflection groups	S.2.6. Reflection groups	S.3.6. Reflection groups	
19.00 (1h)	Dinner			
20.00	S.1.7. Group building	Free time	Free time	

The suggested program outline is based on a non-formal education methodological approach: combining theoretical inputs with practical examples while engaging learners in collective activities that require active participation, thus emphasising the learner's intrinsic motivation, voluntary participation, critical thinking and democratic agency.<sup>23</sup>

Additionally, the program outline suggests employing the three main dimensions of human rights education:

- Learning **about** human rights: knowledge about human rights, what they are, and how they are safeguarded or protected.
- Learning **through** human rights: recognising that the context and the way human rights learning is organised and imparted has to be consistent with human rights values (e.g., participation, freedom of thought and expression, etc.) and that in human rights education the process of learning is as important as the content of the learning.
- Learning **for** human rights: by developing skills, attitudes and values for the learners to apply human rights values in their lives and to take action, alone or with others, for promoting and defending human rights.<sup>24</sup>

## Timeline and task division

Month	Tasks	Representatives of the local authorities and/or municipality staff	Educators, trainers and NGOs
1	Identifying relevant stakeholders for possible collaborations	X	
	Drafting a project evaluation strategy	X	
	Selecting an international and national trainers' team	X	
	Developing an invitation call for participants	X	
	Launching an invitation call for participants	X	X
2	Selecting participants	X	X
	Consulting with participants selected	X	X
	Finalising logistical arrangements. Adapting the program of the training	X	X
3	Implementing the "Training of Trainers" course	X	X
	Preparing and analysing participants' evaluations of the training course	X	X
	Encouraging and supporting the follow-up activities	X	X

\* Please note that "Session Outlines" contain a more detailed program outline which includes proposals for each session.

## Month 1

### Identifying relevant stakeholders for possible collaborations

During the preparation phase it is recommended that representatives of the local authorities and/or municipality staff identify relevant stakeholders for possible partnerships. It is suggested to create an official invitation call for collaborations directed at NGOs, formal-education institutions and informal civil society groups who work directly with and for underrepresented young people in their local communities. The partnership between the regional and/or local authorities, civil society and formal education institutions creates sustainable conditions for accessing a pool of potential participants for the “Training of trainers” and later, for the “Training of youth” courses, and more so, for implementing follow-up actions and/or projects in local communities.

It is advisable to set the evaluation strategy during this preparation phase in order to ensure that the evidence needed for evaluation is gathered throughout the whole duration of the project.

### Preparing an evaluation strategy

From the start of the project, the organisers should, in co-operation with the trainers’ team, prepare an evaluation strategy for the whole project. This evaluation will be used at the end of the training, during the ninth month. It should be adapted during the whole training to be finalised at the end of the youth training.

### Selecting an international and national trainers’ team

It is suggested that the Training of trainers combines national and international perspectives and expertise. Therefore, it is recommended that this course is delivered by a team consisting of one or two international and one or two national trainers with profound knowledge in human rights, democracy and civic participation (please note that international pools of trainers can be accessed through the different Council of Europe institutions, including the Congress). It is crucial that the selected members of the trainers’ team have a reasonable understanding of the different training styles and the Council of Europe structures and procedures, and more so, are committed to working towards enhancing participation of underrepresented youth groups in our societies.

It is advisable that at least two members of the trainers' team have a considerable amount of expertise in youth work, non-formal and human rights education. An excellent proficiency level of English is required for all trainers to ensure clear communication within the trainers' team. Interpretation services should be provided throughout the duration of the "Training of trainers" course. It is recommended to ensure equal gender division among the trainers' team if possible.

### **Developing a call for participants**

A call for participants should have the following information included in the preamble about the "Training of trainers":

- Aims and objectives of the course,
- Information about the course organisers' and trainers' teams,
- Expected learning outcomes of the participants,
- Description of conditions of participation,
- Location and duration of the course,
- Practical and logistical information (e.g. who will cover transportation to the venue, food, accommodation, participation fee (if any), insurance, etc.),
- Basic program timetable,
- Tools and methods to be used, and other information that organisers consider relevant.

The call for participants can be created using different digital tools, such as Google Forms, Survey Monkey, etc. Potential participants should be invited to submit an application form that can help assess the applicant's motivation for participation; experiences and expertise within the thematic area of human rights, democracy and civic participation; expectations for the course; commitment and availability to implement the follow-up actions and/or projects. Additionally, it should include the following personal information: name, e-mail address, organisation (if any), location (city), gender,<sup>25</sup> logistical needs (if any), dietary requirements, etc.

It is suggested that the national and international trainers' team design a questionnaire that helps analyse the participants' educational background, work experiences especially with groups of young people; reflects the level

of the participants' competences within the selected group and general understanding of human rights, democracy and civic participation, which will be further examined during the course. Additionally, it is crucial to collect information on the participants' expectations and preferred learning styles in order to ensure that the training program is adjusted according to the needs of the learners.

### **Launching a call for participants**

A call for participants should be launched at least six to seven weeks before the "Training of trainers" is due to take place. This time interval is needed in order to complete the next steps of the project, such as participant selection, consultations with the selected participants, adjustment of the training program, final technical and logistical preparations.

It is recommended to use the network of the relevant stakeholders, such as NGOs, formal education institutions and informal civil society groups that have been identified at the start of the project for the distribution of the call for participants. Additionally, it is suggested to use the communication channels of the regional and local authorities.

The selected national trainers are advised to provide support in disseminating a call to potential participants using their professional networks.



## Month 2

### Selecting participants

The selection of the participants should be carried out by analysing to what extent the applicants meet the requirements outlined in the invitation call. It is also suggested to give a reasonable amount of consideration for participants' willingness, motivation and availability to work on the follow-up actions and/or projects.

It is recommended to ensure equal gender division among the group of participants. It is advised to create a waiting list, as cancellations are common when organising large group events. Recommended group size for the "Training of trainers" is between 20 and 25 participants.

The national trainers could be requested to contribute to the participants selection process.

### Consulting with participants selected

It is proposed to carry out interviews with the selected participants in order to further assess their work experience, learning needs and logistical requirements.

It is recommended that the organisers' team focuses on clarifying all logistical issues such as participants' travel plans, accommodation arrangements, dietary requirements etc. This can be done through creating a questionnaire using some digital tools, such as Google Forms, Survey Monkey, etc.

It is suggested that the national and international trainers' team approaches the participants in order to receive more detailed information about their educational background, work experiences and their expectations for the upcoming course if more information is still required. It is recommended to use an online channel for creating a group among the selected participants and to share links to topic related readings and videos prior to the training course to stimulate the interactive educational process.

## **Finalising logistical arrangements and adapting the program of the training**

Once interviews have taken place with the selected participants, the final arrangements and adjustments to the program can be made based on the data that was collected. Representatives of the local authorities and/or municipality staff and trainers' team should be in regular contact in order to reach an agreement on the programme, that includes the sessions outlines and chosen methodology.

The proposed "Training of Trainers" program, the suggested session outlines and chosen methodology should be adjusted based on the information collected during the consultation process with participants. The trainers' team should be in regular contact with representatives of the local authorities and/or municipality staff in order to reach an agreement on the final training program draft.

## Month 3

### Implementing the “Training of trainers”

During the implementation stage of the training course, the organisers are responsible for technical, logistical and administrative duties, and the trainers’ team is responsible for the implementation of the educational content during the course.

It is recommended to have daily trainers’ team meetings each evening to discuss the learning achievements of the day and for making adjustments to the program based on the participants’ daily reflection groups if needed.

### Preparing and analysing participants’ evaluations of the training course

The team of organisers is suggested to provide the trainers’ team with a template for the summary evaluation report (see annex 2).

The information collected during the evaluation session of the course and the participant evaluation forms collected upon their departures, should guide the process of assessing and analysing the overall success of the “Training of Trainers”. Additionally, the trainers’ team should provide summary reports that reflect the main achievements, lessons learned and recommendations.

The trainers’ team is responsible for preparing a detailed summary evaluation report as requested by the organisers.

### Encouraging and supporting the follow-up activities

Following the end of the training, it is suggested that the organisers stay in contact with the participants and provides support for the implementation of the follow-up activities.

It is recommended that representatives of the local authorities and/or municipal create a strategy for on-going support and collaborations with the newly established pool of trainers. For example, the organisers could ask participants to submit a short bio outlining their field of expertise with photographs which would be gathered in a common database. Depending on the organisers’ decision, the pool of trainers could be made public or shared internally within the regional or local authorities.

The national trainers provide further guidance to the follow-up activities and/or projects (if requested by the representatives of the local authorities and/or municipal staff).

## Step 2: Training of youth

### Youth Empowerment through human rights, democracy and civic participation education

#### *Specific objectives*

- To equip the participants with comprehensive knowledge about human rights, democracy and civic participation;
- To engage the learners in human rights educational activities and to demonstrate how young people can contribute to building a culture of human rights;
- To explore good practice examples of collaborations between young people, civil society organisations and regional and/or local authorities;
- To motivate the young participants to become more engaged in local decision-making processes;
- To create an active network of young people;
- To improve the participants' capacities to use non-formal and human rights educational methodologies and tools in order to create activities and/or projects with their colleagues;
- To strengthen collaborations between political institutions, civil society and young people;
- To inform the participants about the work of the Council of Europe's Congress.

#### *Participants Profile*

The best results can be achieved with a group of up to 30 participants for the "Training of Youth". It is suggested to target participants within the age bracket of 18 to 22. The Manual can be adapted by local and regional authorities to the profile of youth in their municipality or region. The participants should be selected through an open call and priority given to those that have no previous non-formal and/or human rights education experiences, but demonstrate a strong interest in local democracy and human rights; and who are coming from disadvantaged backgrounds and belong to underrepresented youth groups, such as students in vocational training, LGBTQI+, Roma, and other ethnic minorities, IDP's, NEETs, etc.

## Program outline

	Day 1: Setting the context (understanding basic concepts)	Day 2: Human rights starts at home	Day 3: Exploring educational tools and good practices	Day 4: Creating collaborations and action plans	Day 5: Presenting follow-up action plans, evaluation and closing	
9.00 (30')	S. 1.1. Introduction to the Council of Europe Congress for Local and Regional	S.2.1. Recap of Day 1 and introduction to Day 2	S.3.1. Recap of Day 2 and introduction to Day 3	S.4.1.1 Reflection groups 4.1.2 Recap of Day 3 and introduction to Day 4	S.5.1. Recap of Day 4 and introduction to Day 5	
9.30 (1h30')	S.1.2. Introduction to the "Training of Youth"	S.2.2. The culture of human rights	S.3.2. "Tool Fare"	S.4.2. "World Cafe" – sharing good practice examples	S.5.2. Presenting "Action plans"	
11.00 (30')	Coffee break					
11.30 (1h30')	S.1.3. "Group building"	S.2.3. Human rights, democracy and civic participation	S.3.3. "Living Library"	S.4.3. Workshops with representatives from local authorities	S.5.3. Evaluation and closing	
13.00 (1h30')	Lunch break					
14.30 (1h30')	S.1.4. Human rights	S.2.4. Human rights, democracy and civic participation	S.3.4. Field visits to Youth projects	S.4.4. Follow up and action planning	Departures	
16.00 (30')	Coffee break					
16.30 (1h30')	S.1.5. Human rights, democracy and civic participation	S.2.5. The Revised European Charter on the Participation of Young People in Local and Regional Life	S.3.5. Field visits to youth projects	S.4.5. Follow up and action planning		
18.00 (30')	S.1.6. Reflection groups	S.2.6. Reflection groups	S.3.6. Free evening	S.4.6. Reflection groups		

	<b>Day 1: Setting the context (understanding basic concepts)</b>	<b>Day 2: Human rights starts at home</b>	<b>Day 3: Exploring educational tools and good practices</b>	<b>Day 4: Creating collaborations and action plans</b>	<b>Day 5: Presenting follow-up action plans, evaluation and closing</b>
<b>19.00</b>	<b>Dinner</b>				
<b>20.00</b>	S.1.7. "Group building"				

\* Please note that "Session Outlines" contains a detailed program outline which includes proposals for each session.

## Timeline and task division

Month	Tasks	Representatives of the local authorities or/and municipal staff	Educators, trainers and NGO'S
4	Selecting the trainers' team to conduct the "Training of Youth"	X	
5	Launching an invitation call for participants	X	X
	Work between the lead trainer and the selected trainers		X
	Selecting participants	X	
6	Consulting with the selected participants	X	X
	Finalising logistic arrangements	X	
	Adapting the program of the training		X
7	Implementing the "Training of Youth"	X	X
	Assessing training results	X	X
8	Encouraging and supporting the follow-up activities	X	X

## Month 4

### Selecting the trainers' team to conduct the "Training of youth"

**Trainers:** the pool of trainers has been created during the "Training of trainers"; thus, it is recommended to select two to four members from the pool for the implementation of a "Training of youth".

When selecting national trainers, the following criteria should be used: at least four years of experience in conducting formal/non-formal trainings; a profound knowledge of the training themes (human rights, democracy and civic participation) and a great awareness of youth participation as intersecting topics; fluency in Ukrainian; good knowledge of English; commitment to remaining engaged and to provide support during the follow-up activities.

**Lead trainer:** it is recommended to contract a lead trainer (preferably one of the trainers that delivered the "Training of Trainers" course) who will be able to provide support to the newly trained national trainers when needed.

## Month 5

### Launching an invitation call for participants

It is recommended to use the network of the relevant stakeholders (created during the first month of this project development), such as NGOs, formal-education institution, informal civil society groups, the newly created pool of trainers and the communication channels of the regional and local authorities for the distribution of an invitation call for participants.

It is crucial to ensure that the invitation to participate in the "Training of Youth" reaches underrepresented young people.

### Work between the lead trainer and the selected trainers

It is recommended to ensure that the selected trainers sign the contracts prior to starting their preparatory work. These documents should clearly define the roles and responsibilities of the trainers.

*Trainers* selected through a newly established trainers pool are the key people designing and implementing the "Training of youth" with the support of the leading trainer.

*Lead trainer* takes an active role of leading content preparation for the upcoming “Training of youth”, and also provides additional support to the members of the trainers’ team if needed.

This is a proposed agenda for starting the work of the trainers’ team:

- All trainers individually are expected to examine the timeline and the suggested session structure proposed in this manual (“Session outlines” part);
- The first online meeting between the team members is organised in order to get to know each other, preferred work styles and to discuss the timeline and suggested session outlines;
- Work on designing a questionnaire for selected participants that will help to assess their experiences in non-formal and human rights education; their knowledge of the training themes (human rights, democracy and civic participation); the learning needs and expectations for the upcoming course.

## Selecting participants

It is recommended to select up to 30 participants through an open call based on the participant’s profile, as previously described.

If possible, one representative of local authority from each participating municipality should be invited to attend parts of the training course, so the young people can get a chance to know their local elected representatives, and future partners and counterparts.

It is important to create a waiting list of participants, as dropouts are a common phenomenon when organising residential courses.

## Month 6

### Consulting with the selected participants

It is suggested to carry out consultations with the selected young people in order to ensure their active participation. When working with underrepresented and marginalised youth it is crucial to consider all logistical and technical issues in detail. For example, would a young person have enough financial means to ensure its travel to the venue or is it necessary to send prepaid train or bus tickets to the participants? Is the



venue easy to access by public transport? If young people are members of an ethnic minority group, do they all speak the local language, or should hiring an interpreter be considered? etc.

Thus, it is recommended that the organisers focus on clarifying all technical and logistical issues before the event. This can be done through a questionnaire and digital tools (e.g. Google Forms, Survey Monkey or simply by e-mail).

**Please note:** the trainers' team needs to collect all information necessary from the participants for the purpose of adjusting the training program.

It is suggested that the trainers' team focus on assessing the young people's learning interests and needs in order to make any necessary adjustments to the training program. This can also be done with a questionnaire.

It is important to note that the organisers team will need to collect information from the participants relating to logistical and technical issues.

**Quick tip:** Organisers' and trainer's teams should collaborate to create single questionnaires for the purpose of collecting all the data from the participants which is required by both teams. It is strongly advised not to overload the participants with too many questionnaires.

## Finalising logistical arrangements

Once the consultation with the participants is complete, the organisers' team is required to finalise all logistical and technical preparations (e.g. securing a training venue that has extra rooms which are suitable for the small working group sessions, ordering meals according to the participants' dietary requirements etc.). Furthermore, it is suggested that an info pack with all of the logistical and technical information is prepared and e-mailed to participants in due time before the training.

## Adapting the program of the training

The trainers' team needs to adapt the proposed timeline and session outlines for the "Training of youth" (included in "Session outlines") based on the analyses of participants responses to the questionnaire. It is crucial to ensure that the training program meets the needs, interests and expectations of the young people. Therefore, a reasonable amount of time should be allocated to the interactive, non-formal human rights education methods that are suitable for young people who have a lot of energy!

## Month 7

### Implementing the “Training of Youth”

The organisers’ team is responsible for any logistical and technical issues during the implementation phase. Thus, both teams (organisers and trainers) should work in collaboration and maintain close contact throughout the training. The organisers’ team should also provide certificates to participants to confirm their successful participation in the training.

The trainers’ team is responsible for the implementation of the educational content during the “Training of youth”. Furthermore, it is expected that the trainers’ team would need to introduce minor adjustments to the training program on a daily basis, and thus respond to suggestions which are collected during the “reflection groups” sessions.

### Assessing training results

The participants’ “pre-training” and “post-training” learning forms, as well as the information collected during the evaluation session of the course, should serve as basis for assessing the results of the training. Additionally, the trainers’ team should provide summary reports that reflect the main achievements, lessons learned and recommendations. The organisers’ team should create and provide trainers with a template for the summary evaluation report.

The trainers’ team is responsible for preparing detailed summary evaluation reports as requested by the organisers.

## Month 8

### Encouraging and supporting the follow-up activities

As a follow-up to the training, it is suggested to present and promote potential follow-up activities and potential projects in an online form, in order to preserve the contact with participants and further encourage group cohesion. For example, an article could be written and posted on the website of the Council of Europe in Ukraine<sup>26</sup> as well as websites of local and regional authorities who implemented the training.

It is necessary to provide support and guidance to the young people, in particular during the implementation of their follow-up actions and/

or projects developed during the training. The trainers are best suited to provide such guidance and support and should maintain contact and provide feedback/suggestions when needed. Where possible, the trainers are encouraged to visit local actions and/or projects to meet with the young organisers in person.

## Step 3: Post- trainings activities

### Timeline and task division

Month	Tasks	Representatives of local authorities and/or municipal staff	Educators, Trainers and NGO's
9	Evaluation	X	X
10	Visibility and the dissemination of project results	X	X
	Closing of the project	X	

### Month 9

#### Evaluation

An evaluation strategy should be prepared at the beginning of the process, focusing on the following questions:

- What are the reasons for carrying out an evaluation?
- What are the objectives of the evaluation?
- How and when should the evaluation be conducted?
- What are the methods and sources?

If these questions are clarified at the start of the project, at this stage, the evidence for evaluation should be already gathered and ready to be systematically analysed.

It is suggested to include trainers in the overall evaluation, as they have been involved in almost all stages of project preparation and implementation, in the capacity as proposed by the organisers.

### Month 10

#### Visibility and the dissemination of results

Visibility and dissemination of results increases the impact of trainings and therefore considerable efforts should be dedicated to this aspect of the process. There are different methods and tools which can be used to create visibility and dissemination strategies. Consult Annexes under the section "Manuals, handbooks and tools," as well as booklet: "Making

Waves: Creating more impact with your youth projects” for some practical examples.

The trainers are invited to contribute to the visibility and dissemination of all results using their professional networks.

## **Closing**

The closing of the project should have two main parts:

- administrative closing
- official closing.

The administrative closing depends on the internal organisational standards and procedures, whereas the official closing can take different forms, such as public youth events and media conferences etc.

# CHAPTER 2

## TRAINING SESSION IN DETAILS

### Training of trainers

#### DAY -1: ARRIVAL OF THE TRAINERS' TEAM

#### DAY 0: PREPARATORY MEETING/ ARRIVAL OF PARTICIPANTS

It is recommended to precede the training course with a preparatory meeting of the teams of trainers and organisers, and an informal opening of the event with the participants in the evening.

► **Trainers and organisers meeting:**

- Visiting training/work room(s) available at the venue;
- Checking the list of materials needed (such as flipchart paper, stickers, markers etc.);
- Ensuring that all equipment is in working order (projector, printer, microphones, etc.);
- Confirming the timetable for the upcoming event;
- Addressing any other practical or technical issues.

► **Trainers preparatory meeting:**

- Short introductions among the team of trainers, including areas of expertise and preferred working styles;
- Working through the training outline (session by session);
- Making any final adjustments to the training program if needed.

► **Informal opening of the event:**

- After dinner, an informal gathering of the participants, organisers' and trainers' teams is recommended;
- It is suggested to use a non-formal education method that allows people to get to know each other;
- Please note that the informal opening should be no longer than an hour, as some participants may be tired after travelling.

## DAY 1: SETTING THE CONTEXT

The first day of the “Training of trainers” is dedicated to group building activities and to setting the theoretical context for the program.

Objectives of the day are: to clarify and reach consensus on the aims, objectives and expected outcomes of the training course; to create an inclusive and positive work atmosphere; to initiate trust building among participants; to present the work of the Congress of Local and Regional Authorities of the Council of Europe; to introduce some basic concepts of human rights; to explore the synergies between human rights, democracy and civic participation; to establish links between the theoretical inputs and the lived experiences of the participants.

### Session 1.1.

#### Introduction to the Congress of Local and Regional Authorities of the Council of Europe

► **Duration: 30 min.**

► **Objectives:**

- To provide information about the Congress;
- To clarify the vision and context of the training;
- To highlight the importance of human rights, democracy and civic participation within the context of working with underrepresented youth.

► **Expected outcomes for participants:**

- Becoming more familiar with the work of the Congress;
- Attaining a clear perspective of the broader context in which the training course is embedded;
- Clarifying participants' expectations and also those of the organisers;
- Improving knowledge of the synergies between human rights, democracy, civic participation and work with underrepresented youth.

## **Session 1.2.**

### **Introduction to the “Training of trainers”**

▶ **Duration: 90 min.**

▶ **Objectives:**

- To present the main training components: aims, objectives, timeline and methods;
- To create a space to reach a “Group agreement”;
- To hear the participants’ expectations and concerns for the upcoming day;
- To invite the participants to make contributions to the training course;
- To clarify any logistical and technical details if needed.

▶ **Expected outcomes for participants:**

- Gaining familiarity with the aims, objectives and expected learning outcomes of the training;
- Clarifying the schedule for the upcoming days;
- Getting an opportunity to express expectations and concerns (should be addressed by the trainers’ team if possible);
- Reaching an agreement on how to work and “live” together as a group (“group agreement”).

▶ **Further information:**

It is suggested to organise four sessions:

- 1) presentation of the training program;
- 2) presentation of the training aims and objectives;
- 3) creation of “Group agreement”;
- 4) space for voicing participants’ expectations, concerns and possible contributions.

▶ **Suggested methods and resources:**

- T-Kit 6: Training Essentials.



## **Session 1.3.**

### **Group building**

▶ **Duration: 90 min.**

▶ **Objectives:**

- To create an environment which allows participants to get to know each other better;
- To cultivate a positive and friendly work atmosphere;
- To encourage active participation;
- To start the process of group formation.

▶ **Expected outcomes for participants:**

- Getting to meet trainers and other participants;
- Gaining a sense of comfort and confidence within the group;
- Acquiring a readiness for effective group work and the learning process ahead;
- Familiarising with non-formal education activities and its principles.

▶ **Further information:**

Group building activities should be interactive, aimed at stimulating creativity and thinking “outside the box”, related to the theme of the training course and adapted to the participants’ personal and professional experiences. It is crucial to dedicate time for debriefing after each of the group building activities, which sets the tone for the upcoming sessions that are embedded in non-formal education principles.

▶ **Suggested methods and resources:**

- T-Kit 6: Training Essentials;
- Toolbox for Training and Youth Work – Salto.

## **Session 1.4.**

### **Human rights**

▶ **Duration: 90 min.**

▶ **Objectives:**

- To become introduced with the basic principles of human rights;
- To introduce the Declaration of Human Rights and the European Convention on Human Rights;
- To relate the human rights concepts to real life examples that are applicable to the participants;
- To set a theoretical foundation for the training course.

▶ **Expected outcomes for participants:**

- Developing a better understanding of the human rights concepts and principles;
- Familiarising with the Declaration of Human Rights and the European Convention on Human Rights;
- Promoting examples from the Congress Human Rights Handbook Volumes 1 & 2;
- Learning to establish links between theoretical concepts, official documents and real-life events;
- Stimulating critical thinking;
- Improving discussion, active participation and public speaking skills.

▶ **Further information:**

It is suggested to use a mixture of theoretical inputs and interactive non-formal education activities that stimulate critical thinking and provide space for open discussions among participants.

▶ **Suggested methods and resources:**

- Compass: Manual on Human Rights Education with Young People;
- The European Convention on Human Rights;
- The Universal Declaration of Human Rights;
- Congress Human Rights Handbook Volumes 1 & 2.

## **Session 1.5.**

### **Human rights, local democracy and civic participation**

▶ **Duration: 90 min.**

▶ **Objectives:**

- To explore the synergies between human rights, democracy and civic participation;
- To stimulate discussions on how these concepts effect day-to-day lives of the participants;
- To establish links between human rights, democracy, civic participation and the realities of underrepresented young people.

▶ **Expected outcomes for participants:**

- Expanding general knowledge of human rights, democracy and civic participation;
- Understanding how these concepts effect underrepresented young people;
- Gaining a better understanding of how human rights, democracy and civic participation synergises;
- Reflecting on personal and professional experiences regarding human rights, democracy and civic participation.

▶ **Further information:**

It is suggested to use a mixture of theoretical inputs from the trainers, interactive non-formal education activities, shared experiences of the participants and active discussions during this session to facilitate the objectives and expected outcomes.

▶ **Suggested methods and resources:**

- Compass: Manual on Human Rights Education with Young People;
- Have Your Say: Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life;
- Revised European Charter on the Participation of Young People in Local and Regional Life.

## **Session 1.6.**

### **Reflection groups**

▶ **Duration: 30 min.**

▶ **Objectives:**

- To support participants in recognising their learning outcomes;
- To create space for sharing of experience among the participants;
- To collect feedback about the training program and content;
- To gather suggestions for improving the training;
- To address technical and practical issues if any.

▶ **Expected outcomes for participants:**

- Learning to deconstruct non-formal educational activities;
- Improving skills of critical reflection and self-assessment;
- Setting and evaluating personal learning processes and goals;
- Developing skills for presenting constructive feedback.

▶ **Further information:**

It is suggested to create small reflection groups facilitated by the trainers (one group per trainer). It is recommended to carry out semi-structured reflection sessions with open-ended questions which encourage participants to speak openly about their learning experiences, and also assist in setting their learning goals.

## **Session 1.7.**

### **Evening activity: Group building evening activity: group building**

▶ **Duration: 60 min.**

▶ **Objectives:**

- To create an opportunity for participants to get to know each other better;
- To encourage a sense of groupness among participants;
- To facilitate the process of network building.

▶ **Expected outcomes for participants:**

- Enhancing a sense of groupness among participants;
- Creating possible networking links;
- Stimulating a sense of readiness for group work and collaborations.

► **Further information:**

It is suggested to facilitate an interactive group building activity which enables the participants to get to know each other better and which strengthens the sense of solidarity among the group. Furthermore, it is recommended to put emphasis on possible networking opportunities among the participants.

## **DAY 2: HUMAN RIGHTS AND HUMAN RIGHTS EDUCATION**

The second day of the “Training for trainers” is dedicated to further exploration of the human rights theme and to presenting a human rights educational framework, the tools and methods to use when working with young people.

Objectives of the day are: to analyse human rights violations that are the most relevant to the participants group; to present the framework of human rights education with young people; to suggest tools and methodologies developed by the Council of Europe for working with underrepresented youth groups (thematic focus: human rights, democracy and civic participation); to give a brief outline of the Revised European Charter on the Participation of Young People in Local and Regional Life. Additionally, it is suggested to include information about the role of the Congress in promoting local democracy.

### **Session 2.1.**

#### **Introduction to the day**

► **Duration: 30 min.**

► **Objectives:**

- To summarise the objectives of the previous day and the main learning outcomes;
- To present the program for the day;
- To address urgent technical and practical issues if any.

► **Expected outcomes for participants:**

- Gaining a better understanding of the set learning objectives of the course;
- Clarifying the upcoming sessions and the program for the day;

- Having an opportunity to voice any technical or practical concerns.

► **Further information:**

It is suggested to start this morning session with an energiser<sup>27</sup> before summarising the learning outcomes of the previous day and presenting the program of the day. Furthermore, it is recommended to address the participants' feedback from the "Reflection Groups" on the previous day.

## **Sessions 2.2. and 2.3.**

### **Human rights and human rights violations**

► **Duration: 2 x 90 min.**

► **Objectives:**

- To further explore human rights through the perspective of their violations;
- To investigate specific human rights violations that affect underrepresented young people;
- To engage the participants in critical discussions about the protection of human rights at local level;
- To further investigate the synergies of human rights, democracy and civic participation;
- To support participants (future trainers) in developing the knowledge, skills and attitudes needed for working within the framework of human rights education with young people.

► **Expected outcomes for participants:**

- Expanding knowledge about human rights and human rights violations;
- Getting familiar with the format of human rights education activities within the non-formal education framework;
- Gaining a better understanding of how human rights violations affect underrepresented young people;
- Building the capacity to plan and to deliver human rights education programs and activities with young people;
- Stimulating critical thinking, public speaking and group discussion skills.

► **Further information:**

It is suggested to organise two parallel workshops per session based on different human rights themes that organisers and trainers find the most applicable to the group and the underrepresented young people in question. Suggested themes include: citizenship and participation, culture and sport, democracy, disability and disablism, discrimination and intolerance, education, environment, gender, globalisation, health, media, migration, peace and violence, poverty, religion and belief, war and terrorism, and work.<sup>28</sup>

After the workshops, a session should be organised so that each group presents their reflexions and allow for some discussion.

► **Suggested methods and resources:**

- Bookmarks: Manual for combating hate speech online through human rights education;
- Compasito: Manual on Human Rights Education For Children;
- Compass: Manual on Human Rights Education with Young People;
- Have Your Say: Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life;
- T-Kit 6: Training Essentials.

## **Session 2.4.**

### **Human rights education**

► **Duration: 90 min.**

► **Objectives:**

- To present the core principles and framework for human rights education with young people;
- To examine human rights education within the context of working with underrepresented groups of people;
- To explore the tools and methods developed by the Council of Europe for supporting work with human rights education and interrelated themes, such as democracy and civic participation.

► **Expected outcomes for participants:**

- Gaining knowledge of the conceptual framework of human rights education;

- Raising awareness of human rights education with the specific underrepresented youth groups;
- Becoming familiar with different methods for working with human rights education within a non-formal education setting;
- Strengthening capacity to plan and to deliver human rights education activities with young people.

► **Further information:**

It is suggested to use a mixture of theoretical inputs and interactive non-formal education activities that stimulate discussions among the participants. Furthermore, it is recommended to present these educational tools and methods produced by the Council of Europe:

- Bookmarks: Manual for combating hate speech online through human rights education;
- Compasito: Manual on human rights education for children;
- Compass: Manual on Human Rights Education with Young People;
- Don't judge a book by its cover! The Living Library Organiser's Guide;
- Have Your Say: Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life.

## **Session 2.5.**

### **The Revised European Charter on the Participation of Young People in Local and Regional Life**

► **Duration: 90 min.**

► **Objectives:**

- To introduce participants with the main principles of the Revised European Charter on the Participation of Young People in Local and Regional Life;
- To facilitate an engaging discussion on how this Charter affects underrepresented young people in local communities;
- To further draw on the synergies between human rights, democracy and civic engagement.

► **Expected outcomes for participants:**

- Improving knowledge of young people's participation in local and regional life;
- Raised awareness about European standards of youth participation;



- Gaining an understanding how this Charter can affect under-represented young people in their communities;
  - Developing skills for linking official publications to the real life situation of the target groups;
  - Getting better equipped to plan and to deliver activities under the themes of human rights, democracy and civic participation;
  - Improving critical thinking and group discussion skills.
- ▶ **Further information:**
- It is suggested to use a mixture of the trainer's theoretical inputs and discussion with participants for this session.
- ▶ **Suggested methods and resources:**
- Revised European Charter on Youth Participation at Local and Regional Levels.

## Session 2.6.

### Reflection groups

- ▶ **Duration: 30 min.**
- ▶ **Objectives:**
- To support participants in recognising their learning outcomes;
  - To create space for experience sharing among the participants;
  - To collect feedback about the training program and content;
  - To gather suggestions for improving the training;
  - To address technical and practical issues if any.
- ▶ **Expected outcomes for participants:**
- Learning to deconstruct non-formal educational activities;
  - Improving skills of critical reflection and self-assessment;
  - Setting and evaluating personal learning processes and goals;
  - Developing skills for presenting constructive feedback.
- ▶ **Further information:**
- It is suggested to create small reflection groups facilitated by the trainers (one group per trainer). It is recommended to carry out semi-structured reflection sessions with open-ended questions which encourage participants to speak openly about their learning experiences, and also assist in setting their learning goals.

## DAY 3: DEVELOPMENT OF TRAINER'S COMPETENCES

The third day of the "Training of trainers" is dedicated to the further development of trainer's competences and skills for working with underrepresented young people in the field of human rights, democracy and civic participation.

The objectives of the day are: to create space and to provide tools for the participants to self-assess their personal competences as trainers and educators; to introduce tools and methods for conducting needs assessments; to provide support, guidance and feedback during the participants' practical exercises.

### Session 3.1.

#### Introduction to the day

- ▶ **Duration: 30 min.**
- ▶ **Objectives:**
  - To summarise the objectives of the previous day and the main learning outcomes;
  - To present the program for the day;
  - To address urgent technical and practical issues if any.
- ▶ **Expected outcomes for participants:**
  - Gaining a better understanding of the set learning objectives of the course;
  - Clarifying the upcoming sessions and the program for the day;
  - Having an opportunity to voice any technical or practical concerns.
- ▶ **Further information:**

It is suggested to start this morning session with an energiser before summarising the learning outcomes of the previous day and presenting the program of the day. Furthermore, it is recommended to address the participants' feedback from the "Reflection groups" on the previous day.

## **Session 3.2.**

### **Trainers competences**

▶ **Duration: 90 min.**

▶ **Objectives:**

- To provide space for personal and professional reflections;
- To introduce tools for self-assessment of trainer's and educator's competences.

▶ **Expected outcomes for participants:**

- Improving personal and professional self-reflection and self-assessment skills;
- Learning about tools and methods that can support critical reflection and self-assessment;
- Having a clearer personal analysis of the competences needed to work with young people;
- Identifying areas for further improvement of skills and competences.

▶ **Further information:**

It is suggested to introduce a couple of different tools and methods that assist trainers and educators in the field of youth to self-assess and self-evaluate their skills and competences. Additionally, it is recommended to ensure that a reasonable amount of time is given for self-reflection, and for sharing in small groups towards the end of the session.

▶ **Suggested methods and resources:**

- Youth Work Portfolio.

## **Session 3.3.**

### **Conducting needs assessments**

▶ **Duration: 90 min.**

▶ **Objectives:**

- To discuss the importance of conducting needs assessments when working with underrepresented youth;
- To introduce concrete methods and tools for conducting needs assessments of young people;

- To explore how to carry out an analysis of the data which has been collected during a needs assessment.
- ▶ **Expected outcomes for participants:**
  - Gaining a better understanding of how to conduct needs assessments with underrepresented young people;
  - Becoming equipped with methods and tools to conduct needs assessments and for analysing the data collected;
  - Learning how to design non-formal education programs based on the analysis of the needs assessment.
- ▶ **Suggested methods and resources:**
  - T-Kit 6: Training Essentials (3.1 Needs assessment).

## **Sessions 3.4 and 3.5.**

### **Human rights education with young people: practice**

- ▶ **Duration: 2 x 90 min.**
- ▶ **Objectives:**
  - To provide space for practicing and delivering non-formal education activities;
  - To further explore the themes of human rights, democracy and civic participation;
  - To strengthen the overall competences of trainers and educators in the field of youth.
- ▶ **Expected outcomes for participants:**
  - Gaining a greater knowledge of the topics of human rights, democracy and civic participation;
  - Improving confidence to facilitate non-formal education activities with young people using the Council of Europe manuals;
  - Building on the overall trainer's and educators' competences (knowledge, skills and attitudes) in the field of youth.
- ▶ **Further information:**

It is suggested to have two sessions in which participants deliver parallel workshops to their colleagues using activities from the Council of Europe's manuals (Compass, Compasito, Have Your Say! or Bookmarks). It is recommended to have a thematic focus on human

rights, democracy and civic participation in order to continue discussions on the synergies between these topics. The trainers should provide a framework and give support to the participants during the sessions.

► **Suggested methods and resources:**

- Bookmarks: Manual for combating hate speech online through human rights education;
- Compasito: Manual on human rights education for children;
- Compass: Manual on Human Rights Education with Young People;
- Have Your Say: Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life.

### **Session 3.6.**

#### **Reflection groups**

► **Duration: 30 min.**

► **Objectives:**

- To support participants in recognising their learning outcomes;
- To create space for sharing of experience among the participants;
- To collect feedback about the training program and content;
- To gather suggestions for improving the training;
- To address technical and practical issues if any.

► **Expected outcomes for participants:**

- Learning to deconstruct non-formal educational activities;
- Improving skills of critical reflection and self-assessment;
- Setting and evaluating personal learning processes and goals;
- Developing skills for presenting constructive feedback.

► **Further information:**

It is suggested to create small reflection groups facilitated by the trainers (one group per trainer). It is recommended to carry out semi-structured reflection sessions with open-ended questions which encourage participants to speak openly about their learning experiences, and also assist in setting their learning goals.

## DAY 4: FOLLOW-UP, EVALUATION AND CLOSING

The fourth day of the “Training of *Trainers*” is dedicated to follow-up activities, as well as evaluation and official closing of the event.

Objectives of the day are: to create follow-up activities; to further develop competences related to the planning, preparation and implementation of training courses; to create space for evaluating and closing the training.

### Session 4.1.

#### Introduction to the day

- ▶ **Duration: 30 min**
- ▶ **Objectives:**
  - To summarise the objectives of the previous day and the main learning outcomes;
  - To present the program for the day; To address urgent technical and practical issues if any.
- ▶ **Expected outcomes for participants:**
  - Gaining a better understanding of the set learning objectives of the course;
  - Clarifying the upcoming sessions and the program for the day;
  - Having an opportunity to voice any technical or practical concerns.
- ▶ **Further information:**

It is suggested to start this morning session with an energiser before summarising the learning outcomes of the previous day and presenting the program of the day. Furthermore, it is recommended to address the participants' feedback from the “Reflection Groups” on the previous day.

### Session 4.2.

#### Training design, project management and follow-up activities

- ▶ **Duration: 90 min.**
- ▶ **Objectives:**
  - To present models and examples of youth training courses within the framework of non-formal education;

- To introduce and examine the principles of project cycle management within any training course (planning, preparation, implementation and evaluation);
- To provide space for participants to create follow-up activities.
- ▶ **Expected outcomes for participants:**
  - Gain a deeper knowledge about designing non-formal education training programs for underrepresented youth;
  - Learning about the project cycle management and different stages of youth projects;
  - Exploring follow-up ideas and possibilities for further networking and collaborations.
- ▶ **Further information:**

It is suggested to have three main parts to this session: a.) training design b.) project management c.) follow-up activities. It is recommended that parts A and B are delivered in the form of theoretical inputs by the trainers' team. Part C should be implemented using engaging non-formal education methodologies providing scope for the participants' ideas and explorations.
- ▶ **Suggested methods and resources:**
  - T-Kit 6: Training Essentials.

### **Session 4.3.**

#### **Evaluation and closing**

- ▶ **Duration: 90 min.**
- ▶ **Objectives:**
  - To evaluate: educational content and the program of this "Training of Trainers" course; the work of the organisers and trainers' teams; technical and practical arrangements of the training;
  - To examine the learning processes of the participants;
  - To analyse the extent to which this training course has reached its aims and objectives, as well as the expected learning outcomes;
- ▶ **Expected outcomes for participants:**
  - Being able to self-assess personal and professional learning processes and outcomes;

- Having time to reflect and evaluate on the overall learning experience of the “Training of trainers”;
- Giving feedback to the organisers and trainers teams;
- Participants feel a natural end to the event.

▶ **Further information:**

This is a crucial part of the training course, especially for the organisers and the trainers’ teams. The participants’ feedback and the data collected during this session will help to evaluate the effectiveness of the training and the overall performance of the teams. It is suggested to use engaging, non-formal education methodologies that encourage the participants to express both their viewpoints and personal experiences related to the themes of the training course.

▶ **Suggested methods and resources:**

- T-Kit 10: Educational Evaluation in Youth Work;
- T-Kit 3: Project Management (3.4 Evaluating the project).



## Training of youth

### DAY -1: ARRIVAL OF THE TRAINERS' TEAM

### DAY 0: PREPARATORY MEETING/ARRIVAL OF PARTICIPANTS

It is recommended to precede the "Training of Youth" with a preparatory meeting of the trainers' and organisers' teams, as well as an informal opening of the event with participants in the evening.

#### ► **Trainers and organisers meeting:**

- Visiting training/work room(s) available at the venue;
- Checking the list of materials needed (such as flipchart paper, stickers, pens, markers etc.);
- Ensuring that all equipment is in working order (projector, printer, microphones, etc.);
- Confirming the time-table for the upcoming event;
- Addressing any other practical or technical issues.

#### ► **Trainers preparatory meeting:**

- Short introductions among the team of trainers, including areas of expertise and preferred work styles;
- Working through the training outline (session by session);
- Making any final adjustments to the training program if needed.

#### ► **Informal opening of the event:**

- After dinner an informal gathering of participants, organisers' and trainers' teams is recommended;
- It is suggested to use a non-formal education method that allows people to get to know each other's names and some basic background information;
- Please note that the informal opening should be no longer than an hour, as some participants may be tired after travelling.

## **DAY 1: SETTING THE CONTEXT (UNDERSTANDING BASIC CONCEPTS)**

The first day of the “Training of youth” is dedicated to group building activities and for generating a clear and shared understanding of the three main concepts: human rights, democracy and civic participation.

The objectives of the day are: to clarify the aims, objectives and expected outcomes of the training course; to create an inclusive and positive learning atmosphere; to initiate trust building among participants; to present the work of the Council of Europe Congress of Local and Regional Authorities; to introduce basic concepts of human rights, democracy and civic participation.

### **Session 1.1.**

#### **Introduction to the Congress of Local and Regional Authorities of the Council of Europe’s**

- ▶ **Duration: 30 min**
- ▶ **Objectives:**
  - To provide information about the Congress;
  - To clarify the vision and context of the training;
  - To explain why the concepts of human rights, democracy and civic participation are the primary thematic focus of this event.
- ▶ **Expected outcomes for participants:**
  - Becoming more familiar with the work of the Congress;
  - Attaining a clear perspective of the broader context in which the training course is embedded;
  - Clarifying their own expectations and also those of the organisers for this course;
  - Improving their knowledge of the synergies between human rights, democracy, civic participation and the realities of underrepresented youth.

## **Session 1.2.**

### **Introduction to the “Training for youth”**

▶ **Duration: 90 min.**

▶ **Objectives:**

- To present the main training components: aims, objectives, timeline and methods;
- To create a space to reach a “Group agreement”;
- To hear the participants’ expectations and concerns for the upcoming day;
- To invite the participants to make contributions to the training course;
- To clarify any logistical and technical details if needed.

▶ **Expected outcomes for participants:**

- Gaining familiarity with the aims, objectives and expected learning outcomes of the training;
- Clarifying the schedule for the upcoming days;
- Getting an opportunity to express expectations and concerns (should be addressed by the trainers’ team if possible);
- Reaching an agreement on how to work and live together as a group (“Group agreement”).

▶ **Further information:**

It is suggested to organise four parallel sessions: a) presentation of the training program; b) presentation of the training aims and objectives; c) creation of a “Group agreement”; d) space for voicing participants’ expectations, concerns and possible contributions.

▶ **Suggested methods and resources:**

- T-Kit 6: Training Essentials.

### **Session 1.3.**

#### **Group building**

▶ **Duration: 90 min.**

▶ **Objectives:**

- To create an environment to allow participants to get to know each other;
- To cultivate a positive and friendly work atmosphere;
- To encourage active participation;
- To start the process of group formation.

▶ **Expected outcomes for participants:**

- Getting to know each other and the trainers team;
- Gaining a sense of comfort and confidence within the group;
- Acquiring a readiness for effective group work and the learning process ahead;
- Familiarising with non-formal education activities and its principles.

▶ **Further information:**

Group building activities should be interactive, aimed at stimulating creativity and thinking “outside the box”, related to the theme of the training course and the participants’ personal and professional experiences. It is crucial to dedicate time for debriefing after each of the group building activities, this sets the tone for the upcoming sessions which are embedded in non-formal education principles.

▶ **Suggested methods and resources:**

- T-Kit 6: Training Essentials;
- Toolbox for Training and Youth Work- Salto.

### **Session 1.4.**

#### **Human Rights**

▶ **Duration: 90 min.**

▶ **Objectives:**

- To explore the basic principles of human rights;
- To introduce the Declaration of Human Rights and the European Convention on Human Rights;

- To relate the human rights concepts to real life examples that are applicable to the participants;
- To set a theoretical foundation for the training course.
- ▶ **Expected outcomes for participants:**
  - Developing a better understanding of the human rights concepts and principles;
  - Familiarising with the Declaration of Human Rights and the European Convention on Human Rights;
  - Learning to make links between theoretical concepts, official documents and real-life events;
  - Stimulating critical thinking;
  - Improving discussion, active participation and public speaking skills.
- ▶ **Further information:**

It is suggested to use a mixture of theoretical inputs and interactive non-formal education methods that stimulate critical thinking and provide space for open discussions among participants.
- ▶ **Suggested methods and resources:**
  - Compasito: Manual on human rights education for children;
  - Compass: Manual on Human Rights Education with Young People;
  - The European Convention on Human Rights;
  - The Universal Declaration of Human Rights;
  - Congress Human Rights Handbook volumes 1 & 2.

## Session 1.5.

### Human Rights, Democracy and Civic participation

- ▶ **Duration: 90 min.**
- ▶ **Objectives:**
  - To introduce the concepts of democracy and civic participation;
  - To explore the synergies between human rights, democracy and civic participation;
  - To invite the participants to make links between the theoretical concepts and their own lived realities;
  - To set a theoretical foundation for the upcoming sessions.

► **Expected outcomes for participants:**

- Gaining a better understanding about the core concepts of democracy and civic participation;
- Being able to identify the synergies between human rights, democracy and civic participation;
- Strengthening their capacity of linking theoretical concepts with real life examples;
- Improving active listening and group discussion skills through active engagement in the group.

► **Further information:**

It is suggested to use a mixture of theoretical inputs and interactive non-formal education activities that stimulate critical thinking and provide space for open discussions among the participants.

► **Suggested methods and resources:**

- Compass: Manual on Human Rights Education with Young People;
- Have Your Say: Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life.

## **Session 1.6.**

### **Reflection groups**

► **Duration: 30 min.**

► **Objectives:**

- To support the participants in recognising their learning outcomes;
- To create space for sharing of experience among the participants;
- To collect feedback about the training program and content;
- To gather suggestions for improving the training;
- To address technical and practical issues if any.

► **Expected outcomes for participants:**

- Learning to deconstruct non-formal educational activities;
- Improving skills of critical reflection and self-assessment;
- Setting and evaluating personal learning processes and goals;
- Developing skills for presenting constructive feedback.

► **Further information:**

It is suggested to create small reflection groups facilitated by the trainers (one group per trainer). It is recommended to carry out semi-structured reflection sessions with open-ended questions which encourage participants to speak openly about their learning experiences, and also assist in setting their learning goals.

### **Session 1.7.**

#### **Evening activity: Group building**

► **Duration: 60 min.**

► **Objectives:**

- To create an opportunity for participants to get to know each other better;
- To strengthen a sense of groupness among participants;
- To facilitate the process of network building.

► **Expected outcomes for participants:**

- Enhancing a sense of groupness among participants;
- Creating possible networking links;
- Stimulating a sense of readiness for group work and collaborations.

► **Further information:**

It is suggested to facilitate an interactive group building activity which enables the participants to get to know each other better and which strengthens the sense of solidarity among the group. Furthermore, it is recommended to put emphasis on possible networking opportunities among the participants.

## **DAY 2: HUMAN RIGHTS STARTS AT HOME**

The second day of the “Training of youth” is dedicated to examining the notion that “Human rights starts at home”.

The objectives of the day are: to explore how a culture of human rights is built through human rights education with young people; to further analyse the synergies between human rights, democracy and civic participation (with emphasis on the local dimension); to present the Revised European Charter on the Participation of Young People in Local and Regional Life.

## **Session 2.1.**

### **Introduction to the day**

▶ **Duration: 30 min.**

▶ **Objectives:**

- To summarise the objectives of the previous day and the main learning outcomes;
- To present the program for the day;
- To address urgent technical and practical issues if any.

▶ **Expected outcomes for participants:**

- Gaining a better understanding of the set learning objectives of the course;
- Clarifying the upcoming sessions and the program for the day;
- Having an opportunity to voice any technical or practical concerns.

▶ **Further information:**

It is suggested to start this morning session with an energiser before summarising the learning outcomes of the previous day and presenting the program of the day. Furthermore, it is recommended to address the participants' feedback from the "Reflection Groups" on the previous day.

## **Session 2.2.**

### **The culture of human rights**

▶ **Duration: 90 min.**

▶ **Objectives:**

- To introduce the concept of human rights education;
- To explore how a culture of human rights is built through human rights education (focusing on local dimension);
- To present good practice examples of human rights education projects with young people.

▶ **Expected outcomes for participants:**

- Improving their knowledge about human rights education with young people;



- Gaining a better understanding of how human rights education on a local level contributes to building global culture of human rights;
- Being inspired by positive examples of human rights projects implemented by and with young people;
- Having a better general knowledge of human rights education and human rights culture specifically within the context of local youth participation and non-formal education.

► **Further information:**

This session will contribute towards setting a theoretical foundation for the rest of the course. It is suggested to prepare well-structured theoretical inputs using different tools for presenting the information, such as PowerPoint presentations, videos, interview calls through online platforms (for example to present good practice examples) etc. It is important to remember that when working with young people, the tools which are used should allow for the conceptual information to be presented in an engaging way.

► **Suggested methods and resources:**

- Compasito: Manual on human rights education for children;
- Compass: Manual on Human Rights Education with Young People.

## **Session 2.3. and 2.4.**

### **Human rights, democracy and civic participation**

► **Duration: 2 x 90 min.**

► **Objectives:**

- To further explore the synergies between human rights, democracy and civic participation;
- To examine how these concepts affect the lives of young people today (globally and locally);
- To define and analyse the terms “social exclusion/inclusion” and “underrepresented young people”;
- To facilitate topic focused discussions and exchanges of opinions and experiences between the participants.

► **Expected outcomes for participants:**

- Increasing awareness about human rights, democracy and civic participation;

- Having better knowledge of how to connect theoretical concepts with the real life experiences of young people;
- Learning about social exclusion and social inclusion;
- Developing a deeper understanding about underrepresented groups and the need to make their voices heard in society;
- Improving active listening, public speaking and groups discussion skills;
- Becoming confident and empowered to create and implement collaborative programs with their colleagues in local municipalities.

► **Further information:**

It is suggested to use a combination of engaging, non-formal education methodologies (please consult the manual outlined below), theoretical inputs by the trainers' team, participants' discussions and sharing of experience.

► **Suggested methods and resources:**

- Bookmarks: Manual for combating hate speech online through human rights education;
- Compasito: Manual on human rights education for children;
- Compass: Manual on Human Rights Education with Young People;
- Have Your Say: Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life;
- T-Kit 8: Social Inclusion.

## **Session 2.5.**

### **The Revised European Charter on the Participation of Young People in Local and Regional Life**

► **Duration: 90 min.**

► **Objectives:**

- To introduce participants with the principles of the Revised European Charter on the Participation of Young People in Local and Regional Life;
- To facilitate engaging discussions on how this Charter affects underrepresented young people in local communities;
- To further draw on the synergies between human rights, democracy and civic engagement.

► **Expected outcomes for participants:**

- Improving their knowledge about young people's participation in local and regional life;
- Raised awareness about European standards of youth participation;
- Gaining an understanding of how this Charter can affect underrepresented young people in their communities;
- Acquiring skills for linking official publications to real life events of the target groups;
- Becoming better equipped to plan and deliver activities under the themes of human rights, democracy and civic participation;
- Improving critical thinking and group discussion skills.

► **Further information:**

It is suggested to use a mixture of theoretical trainer's inputs and discussion with participants for this session.

► **Suggested methods and resources**

- European Revised Charter on Youth Participation at Local and Regional Levels (*see "Annex 2: Policy documents, websites and programmes" for additional information*).

## **Session 2.6.**

### **Reflection groups**

► **Duration: 30 min.**

► **Objectives:**

- To support the participants in recognising their learning outcomes;
- To create space for sharing of experience among the participants;
- To collect feedback about the training program and content;
- To gather suggestions for improving the training;
- To address technical and practical issues if any.

► **Expected outcomes for participants:**

- Learning to deconstruct non-formal educational activities;
- Improving skills of critical reflection and self-assessment;
- Setting and evaluating personal learning processes and goals;
- Developing skills for presenting constructive feedback.

► **Further information:**

It is suggested to create small reflection groups facilitated by the trainers (one group per trainer). It is recommended to carry out semi-structured reflection sessions with open-ended questions which encourage participants to speak openly about their learning experiences, and also assist in setting their learning goals.

### **DAY 3: EXPLORING EDUCATIONAL TOOLS AND GOOD PRACTICES**

The third day of the “Training of youth” is dedicated to learning about and practicing with non-formal education tools and methods to address the themes of human rights, democracy and civic participation.

The second half of the day is set for visiting local NGOs and for exploring good practice examples of collaborations between civil society and regional and local authorities.

Objectives of the day are: to present a variety of methods and tools for working with the topics of human rights, democracy and civic participation; to create space for practicing with some of the methods and tools which have been presented (ex. “Living library”); to investigate and draw inspiration from examples of good collaborative practice between civil society and regional and local authorities.

#### **Session 3.1.**

##### **Introduction to the day**

► **Duration: 30 min.**

► **Objectives:**

- To summarise the objectives of the previous day and the main learning outcomes;
- To present the program for the day;
- To address urgent technical and practical issues if any.

► **Expected outcomes for participants:**

- Gaining a better understanding of the set learning objectives of the course;
- Clarifying the upcoming sessions and the programme for the day;
- Having an opportunity to voice any technical or practical concerns.

► **Further information:**

It is suggested to start this morning session with an energiser before summarising the learning outcomes of the previous day and presenting the program of the day. Furthermore, it is recommended to address the participants' feedback from the "Reflection groups" on the previous day.

## **Session 3.2.**

### **"Tool Fare"**

► **Duration: 90 min.**

► **Objectives:**

- To present a list of educational manuals which address the themes of human rights, democracy and civic participation;
- To introduce the Council of Europe Youth Department's activities for young people and funding opportunities for youth projects;
- To inform participants about further possibilities to engage in the Council of Europe Congress of Local and Regional authorities' programmes (e.g. Youth delegates).

► **Expected outcomes for participants:**

- Becoming familiar with a variety of non-formal and human rights education tools and methods;
- Being better informed about the different opportunities and supports that are available within the Council of Europe (Congress of Local and Regional Authorities and Youth Department);
- Developing a greater understanding of how local activities and projects can have an international dimension;
- Cultivating personal and professional competencies for implementing collaborative activities and projects which are focused on the themes of human rights, democracy and civic participation.

► **Further information:**

It is suggested that this "Tool Fare" is organised by using a dynamic methodology. An example would be to divide the participants into small groups with alternating trainers, each of whom present different methods, tools and institutional programmes. It is also recommended to document all the information which is presented and share it with all participants. Thus, the young people can access

manuals or institutional websites any time upon completion of the course with ease.

► **Suggested methods and resources:**

- Bookmarks: Manual for combating hate speech online through human rights education;
- Compasito: Manual on Human Rights Education For Children;
- Compass: Manual on Human Rights Education with Young People;
- Don't judge a book by its cover! The Living Library Organiser's Guide 2011;
- Have Your Say: Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life;
- T-Kit 3: Project Management.

### **Session 3.3.**

#### **"Living Library"**

► **Duration: 90 min.**

► **Objectives:**

- To present "Living Library", a human rights educational tool for challenging prejudice and discrimination;
- To facilitate practice trials of the "Living Library" methodology.

► **Expected outcomes for participants:**

- Learning through practice about the "Living Library" human rights educational tool;
- Gaining an understanding of how the "Living Library" method works from the perspective of participants;
- Sharing, listening and identifying with the powerful stories of exclusion, injustice and hope;
- Developing skills, knowledge and confidence to use the "Living Library" methodology during future projects and activities.

► **Further information:**

The "Living Library" methodology is an equality tool that seeks to challenge prejudice and discrimination. It is a method that can be used in different settings, such as schools, universities, libraries and any other public spaces, such as local administration buildings, music festivals, etc.

► **Suggested methods and resources:**

- Don't judge a book by its cover! The Living Library Organiser's Guide 2011.

**Session 3.4. and 3.5.**

**Field visits to youth projects**

► **Duration: 2 x 90 min.**

► **Objective:**

- To visit local NGOs and to explore good practice examples of collaborations between civil society and regional and local authorities.

► **Expected outcomes for participants:**

- Broadening the outlook of possibilities for collaborative activities and projects between civil society and regional and local authorities;
- Gaining a greater understanding of how to create such projects and activities;
- Becoming motivated and inspired to become more engaged in collaborations with the regional and local authorities.

► **Further information:**

It is suggested to make arrangements with at least two NGOs that have implemented collaborative activities or projects with regional and local authorities. Ideally, these NGOs should be working with underrepresented groups of young people focusing on human rights, democracy and civic participation. If it is not possible to find such NGOs in the city/town where training is taking place is not possible, then it is recommended to organise online video sessions.

**Session 3.6.**

**Free evening**

In order to ensure the active participation of young people throughout the duration of residential training courses, it is crucial to respect the suggested timetable, include breaks and to allocate some free time for personal, unstructured interactions among participants. Thus, it is suggested to have a free evening upon returning from field visits.

## DAY 4: CREATING COLLABORATIONS AND ACTION PLANS

The fourth day of the “Training of youth” is dedicated to sharing good practice examples among participants and exploring possible collaborative projects and activities between the underrepresented young people and regional and/or local authorities.

Objectives of the day are: to open a space for participants to share their experiences of projects and activities; to facilitate dialogue and to encourage collaborations between young people and regional and/or local authorities' staff; to equip learners with the knowledge and skills needed for action and project planning.

### Session 4.1.1.

#### Reflect on the past day

- ▶ **Duration: 15 min.**
- ▶ **Objectives:**
  - To support the participants in recognising their learning outcomes;
  - To create space for sharing of experience among the participants;
  - To collect feedback about the training programme and content;
  - To gather suggestions for improving the training;
  - To address technical and practical issues if any.
- ▶ **Expected outcomes for participants:**
  - Learning to deconstruct non-formal educational activities;
  - Improving skills of critical reflection and self-assessment;
  - Setting and evaluating personal learning processes and goals;
  - Developing skills for presenting constructive feedback.
- ▶ **Further information:**

It is suggested to facilitate small reflection groups in the morning, as participants had a free evening on the previous day.



### **Session 4.1.2.**

#### **Introduction to the day**

▶ **Duration: 15 min.**

▶ **Objectives:**

- To summarise the objectives of the previous day and the main learning outcomes;
- To present the programme for the day;
- To address urgent technical and practical issues if any.

▶ **Expected outcomes for participants:**

- Gaining a better understanding of the learning objectives of the course;
- Clarifying the upcoming sessions and the programme for the day;
- Having an opportunity to voice any technical or practical concerns.

▶ **Further information:**

It is suggested to skip the energiser on this morning in order to have time to facilitate reflection groups.

### **Session 4.2.**

#### **“World Cafe” sharing good practice examples**

▶ **Duration: 90 min.**

▶ **Objectives:**

- To open space for participants to share experiences about activities and/or projects that have been implemented in their communities;
- To further develop skills related to delivering presentations and public speaking;
- To encourage networking and collaborations between the participants.

▶ **Expected outcomes for participants:**

- Learning about good practice examples from peers;
- Developing competences of representation and public speaking;
- Becoming more confident and motivated to plan and implement collaborative activities and/or projects in municipalities.

► **Further information:**

During the previous days of the training course, the participants had an opportunity to learn about activities and project examples from the trainers, guest speakers and during their visits to NGOs. This session is dedicated to the sharing of the participants' experiences of activities and projects from their local communities. This session serves as an introduction to the day which is focused on developing stronger collaborations between young people and regional or local authorities, as well as action and collaborative project planning.

► **Suggested methods and resources:**

- "World Café" non-formal education method.

## **Session 4.2.**

### **Workshops with representatives from local authorities**

► **Duration: 90 min.**

► **Objectives:**

- To create space for a dialogue between the young people and representatives from the regional and/or local authorities;
- To encourage networking and future collaborations between underrepresented youth and regional and local authorities.

► **Expected outcomes for participants:**

- Increasing their knowledge of the role and responsibilities of regional and local authorities and elected representatives;
- Expressing concerns and discussing the issues that affect underrepresented groups of young people with the representatives of the regional and/or local authorities;
- Considering future actions and/or projects in collaboration with regional and/or local authorities;
- Increasing trust in regional and local authorities and elected representatives.

► **Further information:**

It is suggested to organise a session with young people and representatives from the regional/local authorities in order to support possible collaborative actions and/or projects. Thus, this interactive session would also strengthen the trust between young people and these authorities.

## **Session 4.4. and 4.5.**

### **Follow-up and action planning**

▶ **Duration: 2 x 90 min.**

▶ **Objectives:**

- To initiate discussion and ideas about follow-up possibilities;
- To introduce different tools for planning future activities and/or projects;
- To present the model of “Action planningaction planning” as one of the key methods for structuring follow-up plans;
- To create space and to provide support for drafting the follow-up ideas.

▶ **Expected outcomes for participants:**

- Generating ideas for the collaborative follow-up activities with their colleagues and with regional and/or local authorities;
- Improving their knowledge of the different tools and methods available for action and/or project planning;
- Receiving support and consultations while narrowing down the follow-up ideas;
- Creating a detailed follow-up action plan using the tools and methods presented.

▶ **Further information:**

These two sessions are dedicated to providing support and guidance for the participants to create follow-up action plans. It is recommended to ensure that by the end of these sessions, the learners will have well structured, achievable and realistic plans for collaborative actions and/or projects with regional and/or local authorities.

▶ **Suggested methods and resources:**

- Action Planning (see Annex 4 for suggested Action Planning template);
- T-Kit 3: Project Management.

## **Session 4.6.**

### **Reflection groups**

▶ **Duration: 30 min**

▶ **Objectives:**

- To support the participants in recognising their learning outcomes;
- To create space for sharing of experience among the participants;
- To collect feedback about the training programme and content;
- To gather suggestions for improving the training;
- To address technical and practical issues if any.

▶ **Expected outcomes for participants:**

- Learning to deconstruct non-formal educational activities;
- Improving skills of critical reflection and self-assessment;
- Setting and evaluating personal learning processes and goals;
- Developing skills for presenting constructive feedback.

▶ **Further information:**

As it is the last reflection group of the training course, it is suggested to prepare questions that not only reflect the learning experiences of the day, but which also relate more generally to the whole course.

## **DAY 5: PRESENTING FOLLOW-UP ACTION PLANS, EVALUATION AND CLOSING**

The fifth day of the “Training of youth” is dedicated to presenting the follow-up ideas and to evaluating and closing the training course.

The objectives of the day are: to create space for presenting the final follow-up activities and/ or project action plans; to carry out in-depth evaluations of the “Training of youth”; to close the process of learning; to issue certification to the participants.

## **Session 5.1.**

### **Introduction to the day**

▶ **Duration: 30 min.**

▶ **Objectives:**

- To summarise the objectives of the previous day and the main learning outcomes;
- To present the programme for the day;
- To address urgent technical and practical issues if any.

▶ **Expected outcomes for participants:**

- Gaining a better understanding of the set learning objectives of the course;
- Clarifying the upcoming sessions and the programme for the day;
- Having an opportunity to voice any technical or practical concerns.

▶ **Further information:**

It is suggested to start this morning session with an energiser before summarising the learning outcomes of the previous day and presenting the program of the day. Furthermore, it is recommended to address the participants' feedback from the "Reflection groups" on the previous day.

## **Session 5.2.**

### **Presenting the follow-up ideas and action plans**

▶ **Duration: 90 min.**

▶ **Objectives:**

- To create space for presenting follow-up ideas;
- To facilitate exchange of feedback among participants;
- To stimulate motivation for implementing collaborative activities and/or projects with regional and/or local authorities.

▶ **Expected outcomes for participants:**

- Presenting follow-up ideas and detailed action plans;
- Receiving and providing feedback on future actions and/or projects;
- Gaining readiness to implement collaborative activities and/or projects with regional and/or local authorities.

► **Further information:**

It is suggested to ensure that during this session participants have an opportunity to receive constructive feedback from their colleagues for the improvement of the follow-up actions and/or projects. Additionally, this could be an appropriate time to suggest creating a support network among the participants.

### **Session 5.3.**

#### **Evaluation and closing**

► **Duration: 90 min.**

► **Objectives:**

- To evaluate: the educational content and the programme of this “Training of youth”; the work of the organisers’ and trainers’ teams; technical and practical arrangements of the training;
- To examine the learning processes and learning outcomes of the participants;
- To analyse the extent to which the training course reached its aims and objectives, as well as the expected learning outcomes of the participants;
- To facilitate the process of group closing;
- To issue each participant with a certificate of participation.

► **Expected outcomes for participants:**

- Conducting a self-assessment of personal and professional learning processes and outcomes;
- Taking time to reflect and evaluate the overall learning experience of the “Training of youth”;
- Having an opportunity to give feedback to the organisers’ and trainers’ teams;
- Marking the closing of the event;
- Receiving an official certificate of participation.

► **Further information:**

This is a crucial part of the training course, especially for the organisers’ and trainers’ teams. The participants’ feedback and the data collected during this session will help to evaluate the effectiveness of the training and the overall work of the teams. It is suggested to use an

engaging, non-formal education methodology that helps people to freely express both their opinions and emotions.

► **Suggested methods and resources**

- T-Kit 10: Educational Evaluation in Youth Work;
- T-Kit 3: Project Management (3.4 Evaluating the project).

# ANNEXES

## Annex 1: The glossary of terms

### Debriefing

This is a valuable component of any learning process which is carried out after a single activity has been completed. It is a process in which the trainer/educator poses semi-structured questions to the participants to assist them in deconstructing the learning process and to further clarify the learning outcomes of the activity.

### Dissemination

This stage of the process refers to the distribution of the results of the training course to the relevant parties. For example, NGOs, civil society, funding bodies, national agencies, local and regional authorities and municipal staff and any other persons or bodies with an interest in the training course and its findings. The distribution can take place using social media channels, newsletters, or follow up events live or online for example.

### Group agreement

This is a process by which the participants hold a discussion among themselves with the aim of reaching a mutual agreement regarding the terms of working and living together during the upcoming period of the training course. It is a non-formal education method which is conducted at the beginning of a training event.

### Human Rights culture

A culture in which the values of human rights and individual freedoms are valued and safeguarded. Furthermore, on an individual level within that society, citizens are knowledgeable and respectful of human rights, demonstrate self-respect and respect for others. It is a culture which protects and promotes human dignity, equality, diversity, tolerance and non-violence.

### Human Rights Education (acronym HRE)

HRE comes with the understanding that it is not something which can be taught, instead it is something that is learnt through experience and so



involves the following three key aspects: Learning **about** Human Rights. Meaning that the learner gains knowledge of human rights, what they are and how they are protected or violated. Learning **through** human rights. Meaning that the way the learning is delivered and received is done so in line with human rights values: freedom of thought and expression, participation, etc. And also, that the educational process is valued equally to the content. Learning **for** human rights. Meaning that learners develop skills, attitudes and values to enable them to apply human rights values in their lives and to take action to promote and defend human rights.

### **Internally Displaced People (acronym IDPs)**

An internally displaced person is someone who has fled their home for reasons such as armed conflict, violence, violations against human rights, and natural or man-made disasters but have not crossed any internationally recognised borders and therefore remain within their home countries.

### **Living library**

A non-formal education method which aims to challenge prejudices and stereotypes that are commonly attached to people belonging to a particular race, nationality, gender, sexual orientation, or religion. It is an activity which gives people of different backgrounds an opportunity to meet each other face to face and to learn about each other's lives and cultures in order to challenge any pre-existing prejudices or stereotypes. The title 'Living Library' serves as a metaphor for the people who assume the role of a "book" as they share their life story with the "reader".

### **Minority**

Any ethnic, linguistic or religious group within a state in a non-dominant position, not identifying as the majority ethnic, linguistic or religious group in that state.

### **Not in Education, Employment or Training (acronym NEET)**

This term refers to a person who is currently unemployed and not receiving an education or vocational training.

### **Non-formal education**

Education that takes place outside of the formal educational system. The curriculum has clear aims, objectives and expected learning outcomes. It does not necessarily lead to a formal recognition of the learner's achievements nor does it involve examinations. Participation is voluntary.

It combines theoretical inputs with a practical, interactive, engaging and participatory style of learning.

### **Non-formal education methods**

The methods of this type of learning are often creative and engaging in style. They are designed to suit the learner's needs and to achieve specific learning outcomes through the active engagement of the learners. The methods are often designed to challenge the learner to think and approach tasks in new ways. Furthermore, the methods are designed to be inclusive and to encourage participation and input from the learners themselves.

### **Open space**

This is a participant driven method of running a workshop. It is an ideal method to foster a sense of ownership among the participants of a particular issue and encourages the learner to be proactive and find solutions themselves.

### **Trainer**

Someone who designs, delivers and evaluates non formal education activities based on the needs and interests of the participants.

### **Underrepresented young people**

Young people who are not involved themselves nor represented equally at a political or decision-making level, whether it be local, regional, national or international. Belonging to a particular group of young people which are excluded or does not participate in democratic or civic processes and as a result are marginalised or beyond the scope of policy making decisions. Groups of young people that commonly fall under this category are Roma, LGBTQI+, IDPs, Ethnic Minorities, NEETs, young people in vocational educational training etc.

### **World Café**

This is a simple methodology for conducting a large group dialogue. The method draws on seven integrated design principles and each element has a specific purpose.

# Annex 2: Templates

## Pre-event evaluation form

### Training of trainers: Human rights, local democracy and civic participation

*Answering the questions below will help organisers understand what your level of skills and knowledge related to the training is before you attend it. We want to assure you that your responses are completely anonymous and cannot be traced back to the respondent.*

#### 1. Please rate your knowledge of the specific areas below:

*Answers: Very knowledgeable/ Reasonably knowledgeable/ Some knowledge/ Low knowledge/ No knowledge*

- a) Local democracy in Ukraine
- b) Civic participation in Ukraine
- c) Human rights standards and human rights related issues
- d) Inter-relation between human rights, local democracy, civic participation
- e) The needs and issues of individual young people and underrepresented youth groups

#### 2. Please rate your training capacities in the specific areas below:

*Answers: Very knowledgeable/ Reasonably knowledgeable/ Some knowledge/ Low knowledge/ No knowledge*

- a) Empowerment work with young people
- b) Ability to build the capacities of young people to be more engaged in local decision-making
- c) Ability to carry out educational activities on human rights education, democracy and civic participation
- d) Have necessary methodological tools to develop a training for underrepresented young people on human rights, democracy and civic participation

#### 3. What do you expect to learn from this training of trainers? What do you intend to use this training for?

## Post-event evaluation form

### Training of trainers: Human rights, local democracy and civic participation

*Answering the questions below will help organisers understand what skills and knowledge you have gained/improved as a result of this training. We want to assure you that your responses are completely anonymous and cannot be traced back to the respondent.*

**1. Do you think this training has provided you with any of the following?**

*Answers: Strongly agree/ Agree/ Neither agree nor disagree/ Disagree/ Strongly disagree*

- a) Increased awareness of local democracy in Ukraine
- b) Increased awareness of civic participation in Ukraine
- c) Broadened knowledge of human rights standards and human rights related issues
- d) Increased understanding of the inter-relation between human rights, democracy and civic participation
- e) Increased understanding of the needs and issues of underrepresented young people
- f) New ideas about how you and your organisation could change or improve your services for young people
- g) An opportunity to network and share ideas

**2. Having completed this training course, please rate your training capacities in the specific areas below**

*Answers: Strongly agree/ Agree/ Neither agree nor disagree/ Disagree/ Strongly disagree*

- a) Building the capacities of underrepresented young people
- b) Empowering young people to be more engaged in local decision-making
- c) Ability to carry out educational activities on human rights
- d) Having necessary methodological tools to develop a training for underrepresented young people on human rights, democracy and civic participation

**3. Do you think you will do anything differently in your work role as a result of this training?**

*Answers: Yes/ No/ Not sure*

***If yes, please tell us what you will do differently***

**4. Was there anything you were expecting to learn that wasn't covered?**

*Answers: Yes/ No*

***If yes, what would you like to have seen covered?***

**5. How satisfied were you with the following aspects of the training?**

*Answers: Very satisfied/ Satisfied/ Neither satisfied or unsatisfied/ Not satisfied*

a) Trainer's ability to deliver the course

b) Information presented coherently / explanations clearly given

c) Training materials / handouts provided

d) Training pace and duration

e) Training environment and facilities

f) Please add additional comments:

**6. We will be developing a training program to help build the capacities of underrepresented young people to become more engaged in local decision-making. What topics and key pieces of information would you find most useful to include?**

**7. Other comments:**

## Action Plan

<b>Name and surname</b>	
<b>E-mail</b>	
<b>Type of action planned</b>	
<b>Target group(s)</b> <i>(e.g. individuals, peer groups, local authorities)</i>	
<b>Timeline</b> <i>(start and end dates)</i>	
<b>The aim</b> <i>(what issues is this project/ action aiming to address?)</i>	
<b>What are the objectives of your project/ action?</b>	
<b>A list of activities</b> <i>(please indicate the timeframe of each activity)</i>	
<b>Resources needed</b> <i>(please consider what resources will be needed in order to implement the planned project/ action; e.g. equipment, experts, money etc.)</i>	
<b>Additional supports needed</b> <i>(how can the trainers' and/or organisers' teams support this project/action?)</i>	

## Annex 3: Reference documents and further reading

### **BOOKMARKS: Manual for combating hate speech online through human rights education (2016)**

*“Bookmarks” is published to support the No Hate Speech Movement youth campaign of the Council of Europe for human rights online. It is useful for educators wanting to address hate speech online, both inside and outside the formal education system, as it gathers activities designed for young people aged 13 to 18; however, they are adaptable to other age ranges. Published by the Council of Europe Youth Department. Official website: <https://www.coe.int/en/web/youth/manuals-and-handbooks>*

### **COMPASITO: Manual on human rights education for children (2008)**

*“Compasito” is a starting point for educators, teachers and trainers who are ready to deal with human rights education with children of 7-13 years. The book familiarises the reader with the key concepts of human rights and children’s rights and provides substantial theoretical background to 13 key human rights issues, such as democracy, citizenship, gender equality, environment, media, poverty, and violence. Published by the Council of Europe Youth Department. Official website: <https://www.coe.int/en/web/youth/manuals-and-handbooks>*

### **COMPASS: Manual on Human Rights Education with Young People (2015)**

*“Compass” provides youth leaders, teachers, and facilitators of human rights education activities, whether professionals or volunteers, with concrete ideas and practical activities to engage, involve and motivate young people in living, learning and acting for human rights. It promotes a comprehensive perspective on human rights education and sees young people as actors for a culture of universal human rights. Published by the Council of Europe Youth Department. Official website: <https://www.coe.int/en/web/compass>*

### **Don’t judge a book by its cover! The Living Library Organiser’s Guide (2011)**

*The Living Library is an equalities tool that seeks to challenge prejudice and discrimination. It works just like a normal library: visitors can browse the catalogue for the available titles, choose the Book they want to read, and borrow it for a limited period of time. After reading, they return the Book to the library and, if they want, they can borrow another. The only difference is that in the Living Library, Books are people, and reading consists of a conversation.*

Published by the Council of Europe Youth Department. Official website: <https://rm.coe.int/16807023dd>

### **HAVE YOUR SAY! Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life (New Edition 2015)**

*"Have your say!" was produced to support local and regional authorities, youth organisations and young people who want to give young people a real say for a meaningful democratic youth participation. Participation is a fundamental human right recognised, among others, in the Universal Declaration of Human Rights and the Convention on the Rights of the Child. Participation is also a core principle of human rights and is a condition for effective democratic citizenship for all people.* Published by the Council of Europe Youth Department. Official website: <https://www.coe.int/en/web/youth/manuals-and-handbooks>

### **Making waves. Creating more impact with your youth projects**

*A practical booklet about how to make most out of youth project by raising visibility about the project and developing a plan to distribute project results. Practical methods and tips included.* Published by SALTO Inclusion Resource Centre. Official website: <https://www.salto-youth.net/downloads/4-17-1408/MakingWaves.pdf>

### **T-Kit 3: Project Management**

*This handbook offers theoretical and practical tools to work with and use when training young people.* Published by the Council of Europe and the European Commission. Official website: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-3-project-management>

### **T-Kit 6: Training Essentials**

*This handbook offers theoretical and practical tools to work with and use when training young people.* Published by the Council of Europe and the European Commission. Official website: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-6-training-essentials>

### **T-Kit 8: Social Inclusion**

*This handbook offers theoretical and practical tools to work with and use when training young people.* Published by the Council of Europe and the European Commission. Official website: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion>



## **T-Kit 10: Educational Evaluation in Youth Work**

*This handbook offers theoretical and practical tools to work with and use when training young people. Published by the Council of Europe and the European Commission. Official website: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-10-educational-evaluation-in-youth-work>*

## **Toolbox for Training and Youth Work – Salto**

*The Toolbox for Training holds a collection of resources useful for training activities in the youth field. They can be of various types: energisers, exercises, (powerpoint) presentations, background & reflection texts, CD-roms, videos etc. They can be about various topics: anti-racism & cultural diversity, social inclusion, EuroMed, South-East Europe, project management, intercultural learning, etc. Official website: <https://www.salto-youth.net/tools/toolbox/>*

## **Youth Work Portfolio**

*This is an online tool that helps individuals, teams and organisations doing youth work around Europe to understand their competence and to develop it more effectively. This tool can also be used by trainers, youth work managers and policy makers and generally all those interested in the topic of quality development and recognition of youth work. The Council of Europe Youth Work Portfolio is an initiative of the Council of Europe in co-operation with partners such as the European Commission and the European Youth Forum. Official website: <https://www.coe.int/en/web/youth-portfolio>*

## **The European Charter of Local Self-Government**

*The Charter affirms the role of communities as the first level for the exercise of democracy. It has become the benchmark international treaty in this area. It provides that the principle of local self-government shall be recognised in domestic legislation and, where practicable, in the constitution. Local authorities are to be elected in universal suffrage. The Charter was opened for signature on 15 October 1985 and came into force on 1 September 1988; it is ratified by 47 Council of Europe member states. It is complemented for the regions by the Council of Europe Reference Framework for Regional Democracy. Official website: <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/122>*

## **European Revised Charter on Youth Participation at Local and Regional Levels**

*The Charter presents concrete ideas and instruments that can be used by young people, youth organisations, local authorities, and other groups and institutions involved in participation work. The charter consists of three parts relating*

to different aspects of youth participation at a local level: sectoral policies, instruments for youth participation and institutional participation by young people in local and regional affairs. Official website: <https://go.coe.int/prH2U>

### **Promoting Human Rights at Local and Regional Level. The human rights dimension of the activities of the Congress of Local and Regional Authorities**

*This compendium of texts comprises the relevant recommendations and resolutions on human rights at local and regional level, which have been adopted by the Congress of Local and Regional Authorities of the Council of Europe since 2010. Official website: <https://rm.coe.int/168071b33b>*

### **The European Convention on Human Rights**

*The Convention for the Protection of Human Rights and Fundamental Freedoms, better known as the European Convention on Human Rights, was opened for signature in Rome on 4 November 1950 and came into force in 1953. It was the first instrument to give effect to certain of the rights stated in the Universal Declaration of Human Rights and make them binding. Since its adoption in 1950 the Convention has been amended a number of times and supplemented with many rights in addition to those set forth in the original text. Official website: [https://www.echr.coe.int/Documents/Convention\\_ENG.pdf](https://www.echr.coe.int/Documents/Convention_ENG.pdf)*

### **The Universal Declaration of Human Rights**

*The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. Official website: <https://www.un.org/en/universal-declaration-human-rights/>*

### **The Council of Europe Action Plan for Ukraine 2018-2022**

*The Council of Europe Action Plan for Ukraine 2018-2022 was approved by the Committee of Ministers on 21 February 2018 and extended on 1 July 2020 until the end of 2022. The Action Plan is a strategic programming instrument which aims, through co-operation, to accompany the country in its efforts to bring legislation, institutions and practice further into line with European standards*

*in the areas of human rights, the rule of law and democracy and, through this, to support the country in meeting its obligations as a Council of Europe member state. In meeting its objectives, this Action Plan will also contribute to the goals of the Ukraine-European Union's Association Agreement. Official website: <https://www.coe.int/en/web/programmes/ukraine>*

### **Council of Europe office in Ukraine**

*The Council of Europe Office in Ukraine facilitates the implementation of the Council of Europe's mission in the country on human rights protection, democracy support and the rule of law, and coordinates and implements cooperation projects and programs. Official website: <https://www.coe.int/en/web/kyiv>*

### **The Council of Europe Congress of Local and Regional Authorities – Co-operation Programmes**

*The co-operation programmes complement the statutory activities of the Congress, its Chambers and Committees. They provide a link between the recommendations and resolutions adopted at the plenary sessions and the situation on the ground and are based on political dialogue and the monitoring of the provisions of the European Charter of Local Self-Government. Official website: <https://www.coe.int/en/web/congress/co-operation-activities>*

### **The Council of Europe Congress of Local and Regional Authorities – Youth Delegate programme**

*Since October 2014, as part of its "Rejuvenating politics" initiative the Congress of Local and Regional Authorities of the Council of Europe has been inviting young people from the 47 member States from different backgrounds - activists of youth, youth workers, students, young politicians, to come to Strasbourg. Official website: <https://www.coe.int/en/web/congress/youth-delegates>*

# ENDNOTES

- 1 Strengthening democracy and building trust at local level in Ukraine. Congress of Local and Regional Authorities of the Council of Europe. Digital access: <https://rm.coe.int/project-leaflet-ukraine-eng/16808ff88e>
- 2 Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education Adopted in the framework of Recommendation CM/Rec (2010)7 of the Committee of Ministers. Digital access: <https://rm.coe.int/16803034e5>
- 3 COMPASS: Manual for Human Rights Education with young people. Council of Europe. 2020. Digital access: <https://www.coe.int/en/web/compass/citizenship-and-participation>
- 4 Consultation Meeting for the Education for Democratic Citizenship Programme of the Council of Europe. 1996. Digital access: <https://www.coe.int/en/web/compass/citizenship-and-participation>
- 5 Congress of Local and Regional Authorities Resolution 427 (2018): <https://rm.coe.int/090000168079cee2>
- 6 In the context of this manual, the term 'Youth' specifically refers to young people within the age bracket of 18 to 22 years old.
- 7 The Congress of Local and Regional Authorities of the Council of Europe (2003) Revised European Charter on the Participation of Young People in Local and Regional Life.
- 8 Ibid.
- 9 European Social Survey and OECD reports cited in: Willems, H., Heinen, A. and Meyers, C. 2012. Between endangered integration and political disillusion: the situation of young people in Europe. Report for the Congress of Local and Regional Authorities of the Council of Europe.
- 10 Lihong Huang. 2015. EU-CoE Youth Partnership policy sheet: Citizenship, participation and information, European Knowledge Centre for Youth Policy.
- 11 Youth Participation in Development. Summary Guidelines for Development Partners. United Nations. Digital access: <https://social.un.org/youthyear/docs/policy%20guide.pdf>
- 12 Youth and democracy: the changing face of youth political engagement. The Congress of Local and Regional Authorities. 2013. Digital access: <https://rm.coe.int/168071a321>
- 13 Revised European Charter on the Participation of Young People in Local and Regional Life. The Congress of Local and Regional Authorities. 2015. Digital access: <https://rm.coe.int/090000168071b4d6>
- 14 Congress report on Youth work: the role of local and regional authorities, CG-FORUM(2021)01-02: <https://rm.coe.int/0900001680a129f7>

- 15 The core principles of youth work, available at [to be based on and respond to the needs, interests, ideas and experiences of young people as perceived by themselves, thus bringing added value and/or joy in life. - Changemakerskit \(europegoeslocal.eu\)](https://europegoeslocal.eu)
- 16 The Revised European Charter on the Participation of Young People in Local and Regional Life. Council of Europe. 2015. Digital access: <https://rm.coe.int/090000168071b4d6>
- 17 They can be structured organisations or they can be informal groups of young people.
- 18 The Charter recommends that preference should be given to organisations that are run by and for young people and/or have policies and systems in place to enable active youth participation.
- 19 Cf. Session outlines for the Training of Trainers below
- 20 Council of Europe. 2018. Support, assistance and resources for youth policy development in member states. Digital Access: <https://rm.coe.int/the-council-of-europe-and-youth-policy-2/1680923fod>
- 21 The Law on Fundamental Principles of Youth Policy (No. 1414-IX) adopted 27 April 2021, available at: <https://zakon.rada.gov.ua/laws/show/1414-20/print>
- 22 National Youth Strategy, adopted by the Decree No 94/2021 of the President of Ukraine of 12 March 2021, available at: <https://www.president.gov.ua/documents/942021-37337>
- 23 Non-formal learning / education. The Council of Europe. The European Union. Youth Partnership. Digital access: <https://pjp-eu.coe.int/en/web/youth-partnership/non-formal-learning>
- 24 COMPASS: Manual for Human Rights Education with young people. Council of Europe. 2020. Digital access: <https://www.coe.int/en/web/compass/introducing-human-rights-education#Defining%20human%20rights>
- 25 Especially important in case of shared accommodation and for inclusion monitoring purposes
- 26 Council of Europe website in Ukraine: <https://www.coe.int/en/web/kyiv>
- 27 Energisers, energiser games, and ice breaker activities to bring energy into the room that should take around five minutes maximum
- 28 COMPASS: Manual for Human Rights Education with young people. Council of Europe. 2020. Digital access: <https://www.coe.int/en/web/compass>



**E**nsuring active participation of young people in local political life and democratic structures is key in promoting ethical decision-making and more citizen-oriented, inclusive, responsive and transparent local governance.

This Manual provides practical information and step-by-step guidelines on the organisation and implementation of relevant training courses to support and empower underrepresented youth through human rights education, and teaching on democracy and civic participation. The Manual is aimed at local authorities, mayors, local councillors, civil servants and youth trainers, who are determined to improve youth participation in their villages, towns and cities.

Boosting youth participation in local and regional democratic process requires concrete actions and policies at all governmental levels, in partnership with civil society, educators and trainers. Participation in training courses with detailed information on local democracy, human rights, and civic participation enables young people to acquire the knowledge and skills necessary to make the most of their rights. Real and meaningful participation requires not only the dedication of young people, but also the reliable and continuous support by the local and regional authorities that stand by their side.

ENG

[www.coe.int](http://www.coe.int)

The Council of Europe is the continent's leading human rights organisation. It comprises 46 member states, including all members of the European Union. The Congress of Local and Regional Authorities is an institution of the Council of Europe, responsible for strengthening local and regional democracy in its 46 member states. Composed of two chambers – the Chamber of Local Authorities and the Chamber of Regions – and three committees, it brings together 612 elected officials representing more than 130 000 local and regional authorities.

The Congress  
  
Le Congrès

COUNCIL OF EUROPE  
  
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