TRAINING MODULES ON EUROPEAN CITIZENSHIP 2006

Module 5: European Citizenship and Human Rights

23 – 29 October 2006
Eisenborn, Luxembourg

Documentation

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EXECUTIVE SUMMARY

The training course "European Citizenship and Human Rights" was the fifth course in the 2006 series of the European Citizenship Modules organised in frame of the Partnership between the European Union and the Council of Europe in cooperation with the National Agency of YOUTH Programme in Luxembourg. It gathered 23 participants from 21 countries for one October week in Eisenborn, Luxembourg.

The main aim of the training was to support the professional development of youth workers and youth leaders by extending their competencies to integrate elements of European Citizenship within their projects and practice and support their role as multipliers with young people. To reach the aim, the international trainers' team prepared the programme that could explore theme of the European Citizenship and the Human Rights from various approaches and perspectives. Participants – activists working professionally and voluntarily with young people were actively involved in the course, engaging in lively and enriching discussions and building strong group feeling atmosphere. They experienced different educational proposals during the course. The team offered some theoretical inputs and shared own reflections and experiences as food for thoughts. Participants looked at Human Rights challenges facing them and young people they work with at the local level, as well as they analysed global tensions. Some programme exercises offered a space for sharing own perspectives on geographic, cultural and historical developments and dimensions in Europe. Participants discussed relations and meaning of the European issues, including European Citizenship and the European values for young people at local realities. Important programme elements focused on exploring complexity of interrelation between Human Rights and European Citizenship concepts. This included also analysis of educational approaches to these two subjects. Plenary discussions, working groups and organisations' presentations gave a chance for everyone to exchange own visions, understandings and practical experiences from working with young people and promoting Human Rights and European Citizenship values on ground level. Last and not least, the course created space for making new friendships, and new contact for future cooperation.

The training course could be definitely called successful, although the trainers' team had to invest energy in rescheduling part of the programme so that it responds participants' experience, knowledge and learning needs. The evaluation gave impression that participants assessed that they learned a lot, enjoyed the learning process and environment.

INTRODUCTION

BACKGROUND TO THE INTEREST OF THE TWO INSTITUTIONS IN THE THEME OF "EUROPEAN CITIZENSHIP"

European Citizenship has recently become a widely used buzz-word, but its promotion has been a long-standing priority of the Council of Europe and European Union alike. Violations of human rights within and outside the EU and the increasing change of patterns of political participation are only two of many developments, which have brought the two big European institutions together to work on European Citizenship. This co-operation between the Council of Europe's Directorate of Youth and Sports on the one hand and the European Union's European Commission on the other, happens in the framework of a Partnership with the following aims:

⇨ to make young people and multipliers aware of human rights and the common values European citizens share and to provide them with the skills and tools to enhance their activities in this context;

⇨ to train, at trans-national level, youth workers and youth leaders as well as other multipliers in the youth field, as well as to develop and consolidate innovative training approaches in this context and to sustain and widen existing networks of youth workers and youth leaders;

⇨ to promote the understanding of and respect for cultural diversity and intercultural cooperation.

THE MODULE CONCEPT

The Partnership held three pilot training courses on European Citizenship between 2001 and 2003. Based on the need for a higher number of training activities and a wider outreach in this field, the Council of Europe and the European Commission have embarked on developing **European Citizenship training Modules**. Since then, 6 training Modules have taken place in 2005 and other six training Modules were offered in May-November 2006, hosted by the National Agencies of the YOUTH Programme of the European Commission.

The general aims for training Modules on European Citizenship were:

⇨ to develop a sense of space and place in contemporary Europe, the skills required to be active agents for change and development, and the knowledge required to make choices within this context

⇨ to support the professional development of youth workers and youth leaders by extending their competencies to integrate *elements* of European Citizenship within their projects and practice and support their role as multipliers with young people.

Objectives of the training modules were:

⇨ To provide participants with knowledge and information about the historical role and present function of European institutions and the concepts and formal meanings and expressions of European Citizenship;

⇨ To enable participants to reflect about European Citizenship and European identity and key values and concepts associated with it, such as safeguarding

human rights, participation in the development of democracy and respect for cultural diversity;
⇨ To develop participants' knowledge and motivation to critically understand the European youth programmes and their potential to support the European citizenship dimension of youth work.

Each training module focused on one important aspect of the concept and practice of European Citizenship, while the basis remained the same.

AIMS, OBJECTIVES AND CONTENTS OF THE MODULE EC AND HUMAN RIGHTS

The aim of this module was to support the professional development of youth workers and youth leaders by extending their competencies to integrate elements of European citizenship within their projects and practice and support their role as multipliers with young people.

To reach this aim, the team had defined a set of objectives and key issues as implied by these objectives, which were:

1. To reflect on the dynamic development of the concept of European Citizenship in different contexts in Europe (places, paces):
⇨ *historical background on Europe, Citizenship and European Citizenship (conceptually, in reality), actors involved in the process, institutions, stages of development, context in which development took place (e.g. enlargements), regional differences, speed of integration, perspectives;*
⇨ *concept of citizenship(s);*
⇨ *relationship between state and individual, European citizenship as participation in civil society vs. the substantive rights offered by state citizenship, EU constitution and national constitutions - human rights enshrined in those documents.*

2. To raise awareness about the complex relationship between Human Rights and European Citizenship in youth work:
⇨ *Human Rights documents and founding principles in relation to the historical development of European citizenship;*
⇨ *the ways in which the different element of the documentary codex of human rights and EC are competing, complementing, competing with each other;*
⇨ *citizen's rights are becoming a veil for the violation of human rights (especially of non-citizens);*
⇨ *the way in which senses of privilege, belonging and entitlement influence the way in which citizenship, EC, and human rights are distributed;*
⇨ *majority and minority "rule";*
⇨ *power relations – who has the power? what do they do with it?;*
⇨ *Problem of democracy – democratic deficit in Europe;*
⇨ *value based choices – why is idealism / activism is not cool any longer, why are youth organisations not responding to the idealism of young people and why cannot they mobilise it, short term emotional activism is common (the end justify the means!?);*
⇨ *passivity and tolerance in relation to political developments;*
⇨ *fear is pervasive in society – of foreigners, losing social status;*
⇨ *individualism and collectivity – eight societal tensions (outlined in education the treasure within);*
⇨ *function of and need for youth work in society;*

⇨ *reading and understanding society / critical political / social literacy (need to bring out the realities of the youth work that the participants are doing – in which way do these discussions appear when the participants meet the young people they work with).*

3. To explore the implications of the universality, inalienability and indivisibility of Human Rights for youth work:

⇨ *clarify what is a right, what is a human right, what is the differences?;*
⇨ *clarify the meaning of the terms: universality, inalienability, indivisibility of Human Rights;*
⇨ *clarify the difference between the 1st, 2nd and 3rd generation of rights;*
⇨ *working on themes or areas of rights;*
⇨ *learning about, learning for and learning through HR.*

4. To critically identify current challenges to Human Rights and European Citizenship in the participants' own communities and to share best practices for responding them:

⇨ *what kind of youth work they are doing? what concrete activities with young people are they engaged in?;*
⇨ *who are the young people they work with and what are their problems in relation to HR and EC?;*
⇨ *local realities of young people and the relation of the worker to them (is the participant involved / embedded in the community);*
⇨ *problem of Orientalism;*
⇨ *are the challenges identified in my community linked to the problems of other communities or in other places (European dimension, global dimension);*
⇨ *role of Media in influencing the issues that are considered important to work in the community;*
⇨ *what do we do to face up to the challenges, sharing of experiences good and bad of facing up to the challenges identified.*

5. To critically look at the political context in which European Citizenship is being debated and how that is translated into real life situations of young people:

⇨ *the reflection of the realities and challenges identified under objective 4 in the political sphere;*
⇨ *EC issues and debate – perceptions of EC, EC dilemmas;*
⇨ *look at political debates in Europe and at national / domestic level;*
⇨ *COE – EU;*
⇨ *European debates? what makes an issue a European issue? For young people?;*
⇨ *what impact do European issues have on the real lives of the young people the participants work with?*

6. To engage participants in assessing the place and relevance of Human Rights and European Citizenship in their youth work:

⇨ *tools for assessing the place and relevance of HR and EC in one's youth work;*
⇨ *identify the EC and HR dimensions of my youth work – what, how and why?;*
⇨ *level of engagement with EC and HR in youth work.*

7. To explore the potential of young people as active agents for emancipatory change in society:

⇨ *what is emancipatory change?;*
⇨ *why emancipatory change is an important function of youth work?;*
⇨ *educational approaches in youth work?;*
⇨ *empowerment – personal growth in / for collective environment;*

⇨ *to grow as an individual – to become able to avoid being manipulated in conducting change (warning against the normative approach).*

8. To clarify the role of Human Rights Education in relation to Human Rights and European Citizenship in work with young people:

⇨ *the difference and similarities between ECE and HRE;*
⇨ *ECE and HRE definitions, contents and approaches;*
⇨ *explicit introduction to tools available to participants as resources for their work in these fields – youth programs of the EU and CoE, DYS activities, Compass, other publications;*
⇨ *exchange of experiences of working with those educational approaches.*

9. To associate participants with the ADAE Campaign as a vehicle to multiply the competencies gained at the course:

⇨ *putting participants in touch with the national campaign in their country;*
⇨ *getting participants into thinking about what their contribution to the campaign could be (national / European);*
⇨ *using the Luxembourg campaign as an example of best practice or as a location / site for getting involved (we might include a presentation in the program of the campaign, meet the volunteers, participate in an action);*
⇨ *Participants will receive a Luxembourg campaign t-shirt and other materials about it.*

Just prior to the training course the team re-formulated and re-grouped objectives, so that they could have been easier understood by participants:
1. to reflect on the dynamic development of the concept of EC and its complex relation to the Human Rights;
2. to identify challenges to HR and EC in participants' own communities and share best practices for responding to them through the youth work;
3. to critically look at the political context in which EC & HR are being debated and how that translates into real life situations of young people;
4. to explore the potential of young people as active agents in society and to associate participants to the "All Different – All Equal" Campaign;
5. to engage participants in assessing the place and relevance of HR & EC in their youth work.

PROFILE OF PARTICIPANTS AND CRITERIA FOR SELECTION

According to the call for participation, the Modules were intended to be an opportunity for further training complementary to previous experience and training for both youth workers and youth leaders who:
⇨ have experience of at least 2 years in youth work (as volunteers or professionals);
⇨ have organised or co-organised at least 1 international youth project;
⇨ have experience in developing and managing a project with and for young people;
⇨ are directly involved in youth activities with young people;
⇨ are supported by their organisation in the application and in their work to integrate European Citizenship into youth work;
⇨ are committed to work directly with young people on issues related to European citizenship;

- ⇨ are motivated to undergo training and able to attend the course for its full duration;
- ⇨ are able to work in English;
- ⇨ have a general knowledge and understanding of youth work realities in their countries and a direct involvement with issues of European Citizenship in this context;
- ⇨ are resident in a member state of the Council of Europe or in another country signatory to the European Cultural convention.
- ⇨ have proven experience of youth work in the field of the specific focus of the Module that the applicant applies.

In addition to a candidates' fulfilment of the requirements of the profile, the following aspects were taken into consideration in the selection:
- ⇨ Diversity of experiences among participants (cultural, social, economic, demographic, political, etc);
- ⇨ Diversity of target groups with whom the youth workers work (immigrants, disabled young people, disadvantaged young people, peripheral youth, youth from rural contexts, urban youth, etc);
- ⇨ Diversity of levels of youth work (local, national, European / international) and of organisations and institutions conducting youth work.

TEAM OF TRAINERS AND SUPPORT STAFF

Yael Ohana (course director). Until October 2005 she was an educational advisor at the EYC Strasbourg. Now she works freelance in the youth and non-formal education field out of Bratislava, Slovakia. Her main experience in the European Citizenship field was gained in the drafting of T-kit 7 – European Citizenship: Under Construction, the training course on how to use it, two of the European Citizenship Modules run in 2004 and 2005 and a short training seminar for National Agencies on the concept of European Citizenship, also in 2005.

Paola Bortini (senior trainer) is an freelance trainer and social researcher. Since 1994, she has been working in an organisation called Association Propentidatilo, focusing on citizenship education and creating impact on local level through international activities. She is a key actor in the Italian translation of Compass, the Italian HRE network and the development of the Compass training process in Italy. Specifically on European Citizenship, she has been in the team of two of the long pilot training course before the development of the modules process. She has also been involved in the overall evaluation of the impact of the initial pilot courses on European Citizenship. She has also been a member of the teams of the Training for Trainers in HRE in 2002 and 2003. Now she is involved in the Advanced Compass Training Course in DYS being undertaken by the DYS over the next two years. In this module

Xavi Baro (junior trainer) works as a freelance trainer although his profession is that of engineer. He is involved in a networking organization in Tallinn encouraging the development of international activities. He has been involved in Council of Europe training sector since 2000, a lot in the Caucasus and CEE, but also in the EYCs. He is mostly working in the area of NGO capacity building and youth work, a

lot with outdoor experiential learning. Is involved in the Trainers Pools of the CoE and the Europen Youth Forum (YFJ). With the YFJ, he is quite involved in the development of Global Education.

Milosz Czerniejewski (documentalist) has been active in Service Civil International since 1994. In SCI in Poland and internationally he worked with refugees through work camps and school educational programmes. This experience led him to get involved in Human Rights issues. He was a participant of Training for Trainers in CEE in 2000. With his organisation he has been involved in work with CEE and CIS countries and for the DYS he has been a documentalist for several courses. He is member of the Trainer's Pool of the DYS.

Charles Gasperi (Luxembourg's NA) has an educational background in social pedagogy. Worked in the field of social inclusion with socially disadvantaged people and handicapped people. This experience brought him to the National Agency. His main work areas are inclusion, training and youth exchange. He is interested in citizenship and participation issues and follows these closely in national and European politics. He is the President of local scout group in his spare time. This is his first time working so closely with the partnership.

Nariste Gruen-Sonunbekova (support staff) has worked in the Luxembourg National Agency for three years. She does logistical and technical support for the Training Activities of the NA.

PROGRAMME – DETAILED DESCRIPTION OF SESSIONS

This chapter embraces descriptions of the sessions that have been conducted during the course. Each session description shall explain some standard elements:
⇨ Aims – answering a question on a general purpose of the module in the training, usually referring to training objectives;
⇨ Objectives – The concrete objectives or goals that each session seeks to achieve;
⇨ Methods – which includes sometimes also the approach where appropriate, to make sure that the above mentioned objectives would be made achievable;
⇨ Programme – timetable of the actual programme implemented;
⇨ and Outcomes that often include summary of participants contributions, reflections and results from group and individual work during the session.
We believe this way the report becomes clear and easy to understand both for the participants of the training course as well as for the outside readers.

Final programme

	Monday 23/10	Tuesday 24/10	Wednesday 25/10	Thursday 26/10	Friday 27/10	Saturday 28/10	Sunday 29/10
Breakfast 08:30 – 09:00							
09:00 hrs Morning session *coffee and tea break included*	CITIZENS ARRIVE	Opening and Introduction to the course and course context Getting to know each other and group building	The history and geography of Europe	European Citizenship how does EC appear / exist for the young people we work with	European Citizenship Education and Human Rights Education – approaches and perspectives	European Citizenship Education and Human Rights Education – approaches and perspectives	CITIZENS GO HOME AND MULTIPLY
Lunch break 13:00 – 14:30							
14:30 hrs Afternoon session *coffee and tea break included*		Results of "Take a Step Forward Exercise" conducted at home Challenges to Human Rights, Youth work and Citizenship	Tensions, myths and dilemmas of Human Rights Evaluation check point	Free afternoon Citizens enjoy Luxembourg	European Citizenship Education and Human Rights Education – approaches and perspectives	Taking action: transfer and getting active Evaluation Closing	
Dinner 19:00				Dinner in town			
Evening	Welcome citizens!	Citizens celebrate internationally ☺	Citizens are free	Citizens enjoy Luxembourg	Citizens build partnerships	Citizens say farewell ☹	

AIMS
⇨ To provide space for ice-breaking, getting to know each other, situate the participants into context, and… enjoy.

METHODS
⇨ Welcoming by team and the Luxembourg's National Agency;
⇨ Icebreaking participatory and interactive (and also physically active) exercises for work in the whole group using methodology for exchanging of information, interpersonal communication, and group dynamics;
⇨ Welcome drink.

PROGRAMME
20:00   Welcome word in the name of Luxembourgish National Agency

- The Module presentation (name, issue, venue, a few words on organisational framework – Partnership and National Agency Luxembourg)
- Presentation of the Team and Support staff
- Basic instructions and technicalities.

20:15   Presentation of participants and icebreaking games:

"Name and ball"
Round of names with a ball (each one says 1st the name of who threw the ball, 2nd his/her own name, 3rd the name of the person to whom the ball is thrown).

"Name, name, name"
Group stands in a circle with a person in the centre. This person has to say the name of someone in the group three times. If the called person doesn't say the name of the person in the centre before he/she finishes, the called person replaces the one in the centre.

"Molecules and music"
While the music is played, participants walk around. When music stops, they have to form quickly groups of individuals having the same characteristic (month of birth, colour of eyes, by shoe size, colour of underwear).

21:00   Welcome drink

AIMS
⇨ To introduce participants to the background information they need to know in order to place the course in its political and educational context and to have relevant expectations concerning what will take place in the course.

OBJECTIVES
⇨ To introduce participants to a background to the module process;
⇨ To introduce the course to participants – learning objectives, contents, approach, methodology, programme, expectations, team;
⇨ To initiate group building process among participants.

METHODS
⇨ Official welcome address from the Luxembourg's National Agency;
⇨ Introduction to the political context of EC modules using slide show presentation;
⇨ In plenary, verbal introduction to the methodology and the programme of the module using visual presentations on flip charts and wall size programme grid;
⇨ Interactive creative exercises involving all participants for getting to know each other and group building;
⇨ Interactive construction of a group agreement with principles for working together;
⇨ Participants' visual presentation of their expectations and contributions.

PROGRAMME
09:00   Opening of the course and welcome address by the representative of the Luxembourg's National Agency
09:10   Introduction of the participants
09:30   Introduction to a political context of the modules' process
            Political and institutional background of choosing this module
09:50   Getting to know each other through "Speed Dating" exercise
10:20   Coffee Break
10:50   Introduction to objectives and the programme
11:10   Expectations (as citizen, participant, youth worker)
            Using the "final evaluation" method
            Participants were asked to imagine themselves at the end of the course and to answer the following questions: what did I get out of the module / what I bring back home from the module? where and what did I contribute to this module?
11:40   Group building exercise "The Chocolate River"
12:40   "Citizen's agreement"
13:00   Lunch break
14:30   Feedback on expectations of participants made by team

A. **European Citizenship Modules – Institutional Context**. The course director Yael Ohana gave a presentation to provide participants with the background information for the course. The following slides were used:

European Citizenship Modules
Institutional Context

Module 5 – Human Rights

Eisenborn, Luxembourg

General objectives of the Partnership

- Intercultural dialogue and co-operation, human rights education and European citizenship
- Quality in youth work and training
- Recognition and visibility of youth work
- Better understanding of youth
- Youth policy development
- Promoting understanding of and respect for cultural diversity

PRIORITY WORK AREA IS EUROPEAN CITIZENSHIP
WE MADE EUROPE NOW WE HAVE TO MAKE EUROPEANS!!!

Work Areas of the Partnership

- Training activities (particularly in EC)
- Research activities (social inclusion, network of youth researchers, economic dimension of youth work, development of www.youth-knowledge.net)
- EuroMed activities (training in HRE and citizenship, youth policy development)
- General activities (publications, partnership portal, coyote, t-kits)

European Citizenship Modules

Developed on the basis of 5 years of pilot training activities on European Citizenship to disseminate the concept of EC more broadly to young people

- EC 1: Institutions and Politics (Hungary, May 2006)
- EC 2: Visions and Concepts of Europe (Germany, May 2006)
- EC 3: Citizenship (Switzerland, September 2006)
- EC 4: Intercultural Learning (UK, October 2006)
- EC 5: Human Rights (Luxembourg, October 2006)
- EC 6: Role of Youth Work in Participation (Italy, October 2006)

Goals of the Modules

3 main goals of overall package of modules and training process developing around it...

- To provide participants with knowledge and information about the historical role and present function of European institutions and the concepts and formal meanings and expressions of European citizenship.

- To enable participants to reflect about European citizenship and European identity and key values and concepts associated with it, such as safeguarding human rights, participation in the development of democracy and respect for cultural diversity.

Goals of the Modules

- To develop participants' knowledge and motivation to critically understand the European youth programmes and their potential to support the European citizenship dimension of youth work.

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Find out more...!

- www.youth-training.net
- www.youth-knowledge.net
- www.coe.int/youth

B. **Expectations and contributions.** This is a summary of expectations and offers for contribution expressed by participants:

Expectations:
⇨ getting knowledge, concepts and learning about dilemmas and debates on Human Rights (i.e. universality in context of values of different cultures, relevancy on Human Rights in European politics and policies, history and development);
⇨ learning various visions, dimensions and developments of the European Citizenship, listen what the others think about EC, wish to have it in the programme, finding out how to explain EC to someone in my country, who have never travelled abroad and did not meet anybody from abroad;
⇨ debate on the Human Rights and European Citizenship, being curious to hear how the others define it, finding links between the European Citizenship with Human Rights;
⇨ gaining ideas and inspirations, learning skills and good practises for future projects and actions that can be organised in my youth organisation to promote and protect Human Rights;
⇨ learning, exchanging perspectives, understanding and experiences of other people, their examples of good practices in youth work;
⇨ getting new friends, partners and contacts youth across the Europe, learning and better understanding their cultures, social, economic and political situation;
⇨ gaining information including practical information about projects within "All Different – All Equal" campaign and how to implement it, possibilities for getting involved;
⇨ learning methodologies, new technologies of conducting well-organised training.

Contributions:
⇨ sharing experiences and knowledge (i.e. increase of awareness of people in rural areas about their human rights, knowledge about the European Union, strange experiences, methods of promoting HR, experience on how to protect social rights);
⇨ sharing knowledge and experience on the youth field (i.e. cooperation between different organisations, working with young people from different cultural backgrounds);
⇨ active participation, lively discussions, ideas, motivation, point of view, "everything I will come up with - I will share", critical thinking on issue of HR & EC, critics on the concept;
⇨ Armenian cognac, face, sport activities, good mood.

In plenary team made a comment on some of raised expectations:
"Information about Campaign" – not possible to provide with details everywhere, only general information can be presented, more information can be given by participants, who are involved in ADAE activities;
"Examples of the good practices in partnership" – participants have to experience that themselves, there is no existing recipe, this depends on participants own initiatives;

"Training methodology" – this is not a training for trainers or project management training, different methods will be used, but this is not a space for practising methodology, they will be implicit, we will not learn how to manage the projects.

C. **The Agreement.** During debriefing on "The Chocolate River" group building exercise participants formulated a set of values and principles for good cooperation and work spirit during that week. The so called "Citizen's Agreement" included the following key elements:

⇨ strategy (having a common strategy to learn and work in the group)
⇨ support (each other)
⇨ care (about the others, helping if someone is lost or not understanding)
⇨ motivation (to learn, share and spend one week together)
⇨ openness (for comments, suggestions, other points of view)
⇨ flexibility (in running the programme)
⇨ negotiation (in cases of disagreements, to find compromises satisfactory for everyone)
⇨ trust (to each other, necessary for the healthy atmosphere in group)
⇨ tolerance (for other opinions)
⇨ cooperation (in the teams works)
⇨ emotions (sharing them, letting them being expressed)
⇨ empathy (for the others)
⇨ stretch (for new things, giving extra efforts)
⇨ challenge (for new things)
⇨ listening (active, what the others have to say)
⇨ respect (for each other, more than just a tolerance)
⇨ personal effort (to the success of the work of everyone)
⇨ participation (active one).

AIMS
⇨ To increase awareness about a practical and constructive approach towards defending Human Rights, based on the understanding of the emancipatory role of youth work for change in society.

OBJECTIVES
⇨ To identify and analyse key human rights issues in own community and in Europe;
⇨ To initiate a debate on the role of youth work and the importance of promoting and defending human rights with/in it;
⇨ To map the realities of youth work in Europe and to challenge some existing patterns of youth work;
⇨ To engage in and benefit from a clear and focussed dialogue with other colleagues working in the field.

METHODS
⇨ Request to participants to run a revised version of "Take a step forward" exercise taken from Compass, before coming to the module in Luxembourg;
⇨ Collecting the evaluation of the exercise from the participants (evaluation done before coming to Eisenborn through a set of questions sent to participants with the exercise) and to process them so to have a statistical overview to be presented in Eisenborn;
⇨ Group work and plenary discussions about the issues that are human rights issues at local level and European level by answering the question: why do you think that some issues are European? What does make them European?

PROGRAMME
14:30   Introduction
14:45   Mapping the challenges: statistics from the exercise outcomes
15:30   Discussion and possibility to comment on the activity and contents
16:45   Group work and Feedback from the groups to the plenary: What are the challenges at European level?
17:45   Introduction to the international evening and preparation by participants
18:30   End of programme
19:00   Dinner
21:00   International evening
Standard format of sharing food and drinks with the other participants

Outcomes

A. **Summary of Take a step forward exercise.** This part includes summary of findings after exercise run by participants in their local youth environment before coming to the training course. Results were collected by Paola Bortini and presented in slide show presentation:

TAKE A STEP FORWARD
summary of findings

Module 5 – Human Rights
Eisenborn, Luxembourg, 23 - 29 October 2006

TAKE A STEP FORWARD

SOME DATA ABOUT THE IMPLEMENTATION

➲ 420 young people involved

➲ 22 participants involved

➲ 37 different nationalities involved

➲ 11 one nationality group

➲ 11 with mixed nationalities

Afro-Caribbean, Albanian, Armenian, Austrian, Belarusian, British, Bulgarian, Colombian, Croatian, Czech, Dutch, Estonian, Ethiopian, Finnish, French, FYROM, German, Greek, Kenyan, Kosovo, Italian, Latvian, Lithuanian, Maltase, Moldova, Montenegrin, Moroccan, Polish, Portuguese, Romanian, Russian, Senegalese, Serbian, Spanish, Swiss, Turkish, Ukrainian

MIRRORING SOCIETY

YES

➲It shows inequalities

NO - PARTIALLY

➲Not all the roles are present

➲There are missing roles for having a faithful representation of society

YES basically in Western and big countries

NO in Baltic countries and East

TAKE A STEP FORWARD

ROLES DISTRIBUTION

➲Distributed by chance

➲Selected according to the environment

➲Added to facilitate identification with

ROLES PERFORMANCE

➲Not directly related to the development of the country

➲Acted according to one's personal history and cultural perspectives

UNDERSTANDING SOCIETY

➲ The people and situations I am voluntarily relating with/involved

➲ The people and situations I accidentally relate to

CONCEPT OF TERRITORY

SOURCES OF INFORMATION

➲ Second hand information
➲ Stereotypes – making assumptions
➲ Emotions – people get touched by inequalities
➲ Simulations
➲ Direct contact

3

IN MY SOCIETY

- ➲ Immigrants make society aware of the world situations and abuses of HR
- ➲ Each person can do at least some steps forward = some basic rights are granted to everybody
- ➲ Difference between rights and privileges
- ➲ Power relation
- ➲ People are often not aware of the rights (freedoms, possibilities) they have/have not
- ➲ Social injustice and inequalities are part of every society
- ➲ Same issue, different importance and relevance, different level of rejection/exclusion

DIFFICULTIES IDENTIFIED

- ➲ Lack of knowledge about the situation of HR in the community/country
- ➲ Understanding HRs
- ➲ Exclusions
- ➲ Everybody is talking about HR but nobody does anything about them
- ➲ Distance from vulnerable groups
- ➲ Feeling of being powerless: huge problems and lacking competences to act

HUMAN RIGHTS AT STAKE

INEQUALITY OR UNFAIRNESS
- Civil an political rights
- Participation to public and political life
- Equality (not only gender based)
- Welfare
- Discrimination
- Right to health
- Right to empowerment
- Right to education
- Right to work, healthy working conditions and fulfilment
- Right of a democratic government
- Right of leisure time
- Access to information (media – internet)

FREEDOMS
- of movement and association
- of having a family
- of worship
- of opinion and expression
- of conscious objection
- Freedom and security

FIRST STEPS in ADDRESSING INEQUALITIES

- Inspire others
- Raising awareness and providing information
- Opening people's eyes first and then their minds
- Getting rid of stereotypes and prejudices
- Changing attitudes towards HR
- Putting people in touch with realities – direct approach – getting acquainted
- Start from local issues close to the lives of young people, not intellectual discussions
- Survey on familiarity with HRs
- Doing HRE without talking about HR
- Monitoring HR awareness and implementation
- Campaigning
- Making posters
- Using the media
- Develop reasoned judgement
- Reflect on the issue of social justice
- Challenging young people thinking

STRATEGIES IN ADDRESSING INEQUALITIES

- Publicising the Millennium Development goals
- Reconciliation of vendetta – addressing directly local problems
- Peace education and conflict resolution
- Understanding Europe
- State measures in place (legislation, control mechanisms)
- Single European Foreign policy
- Improving curricula in HRE at school

YOUTH WORK ACTIVITIES

AWARENESS RAISING
- On women and children rights
- Through intercultural exchanges
- Media
- Opinion poll
- Critical thinking

SUPPORT POLICY MAKING – ADVOCATING – LOBBYING
- About social rights, specific groups rights
- Provide neutral information (pros and cons)

YOUTH WORK ACTIVITIES

YOUTH GATHERINGS and GETTING TOGETHER
- Summer camps on HR issues
- Youth exchanges
- Discussion groups
- Conferences and seminars
- Intergenerational exchanges
- Street activities

TOPICS
- Gender equality
- Europe
- World concerns
- Health
- Environment
- Citizenship
- Democracy and respect of law
- Minorities and disabilities
- Life in rural areas
- Education

MOTIVATION

☺ PEACEFUL LIVING TOGETHER IN THE PLANET

☺ MAKE THE WORLD A BETTER AND SAFER PLACE TO LIVE IN

☺ URGE FOR JUSTICE

☺ I LIKE WORKING WITH YOUNG PEOPLE

☺ EACH INDIVIDUAL HAS THE RIGHT TO EXECISE MAXIMUM INFLUENCE OVER ALL MATTERS CONCERNING HIM/HER

☺ IT IS A SMALL STEP FOR HUMANITY AND A BIG STEP FOR ME

☺ FEELING GOOD

☺ I AM AN ACTIVIST AND IDEALIST – WE CAN MAKE A CHANGE!

☺ TO EXPERIENCE SOMETHING NEW AND TO LEARN

☺ DESIRE OF CREATING CIVIC AWARENESS

LET'S TAKE ANOTHER STEP FORWARD

QUESTIONS FOR FURTHER DISCUSSION
THE REALITY

What do we do to know the reality of
the young people in the
community/context we work in?

Where does the
knowledge/information come from?

QUESTIONS FOR FURTHER DISCUSSION
THE CHALLENGES

What are the challenges young people face?
What are the challenges youth work face?

Are all these challenges European or local?
What does make a challenge European?

QUESTIONS FOR FURTHER DISCUSSION
BEING READY

How do we equip ourselves for meeting the
challenges?

How far what we do help meeting the
challenges?

B. **Group work on the challenges on European and local level.** This is a collection of issues raised during the group work and plenary discussion following debriefing of "Take a step forward" exercise.

Q: What do we do to know the reality of the young people in the community/context we work in? Where does the knowledge/information come from?
⇨ Direct contacts with students in student organisations, direct meetings with young people i.e. in schools, hearing to young people, discussions, round tables;
⇨ Contacts, visits to schools;
⇨ Ways of expressing e.g. though art, drawing-art;
⇨ Statistics, questionnaires, researches, surveys;
⇨ Through media, although we know that they are not always right, internet, TV,
⇨ Participation in the seminars, projects, trainings, conferences, established networks, NGOs;
⇨ Hot-lines, help-lines;
⇨ Government institutions, other civil society actors, NGOs, established networks, yahoogroups, contact persons;
⇨ Involving young people in planning phase of projects, checking with them, what do they want, how do they feel about;
⇨ Experiment some ideas on youth;
⇨ Necessity to know legal frameworks, when organising youth exchanges, training, seminars.

Q: What are the challenges young people face?
⇨ Lack of information, or sometimes too much information and lack of skills to assess information, select information among huge number of commercial advertising coming up;
⇨ Ability to make decisions, choose one of the many options, sometimes young people don't take any decision, but let something happen, or they take the first option they see;
⇨ Question on identity, who am I?, who are they?;
⇨ How to understand ourselves, lack of opportunities to understand themselves;
⇨ They don't have possibilities;
⇨ Some young people don't care about the information, although this is being provided to them;
⇨ Unemployment and finding a job;
⇨ Studies, where to study, travels;
⇨ Paper-paper biurocracy;
⇨ Recognition, "youth is future, so they will be listened to in the future";
⇨ Access to rights;
⇨ Legalities, legal frames;
⇨ Accomplishing education;
⇨ Growing expectations with no resources to meet them;
⇨ Conflict in generations, family and society;
⇨ Starting life on its own;
⇨ Disorientation in the world – what is right and what is wrong?
⇨ How to agree with other groups (specially in the multicultural societies);
⇨ Mentality change e.g. towards gay and lesbian in Turkey.

Q: What are the challenges youth work face?
⇨ Being dependent on the external EU funding, depending on external support;
⇨ Using the language of the youth, so that we use the same words as young people;
⇨ Using correct methods working with young people;
⇨ No motivation of young people and no motivation to get involved in the youth work;
⇨ Some people don't want to change and sometimes they have to change because they were told do so, e.g. by the teachers, by authorities;
⇨ If they have motivation to change, there is a question, how to transfer knowledge;
⇨ Fundraising;
⇨ Lack of a knowledge on reality;
⇨ Include youngsters in active participations, how can they contribute;
⇨ Addressing global problems or local problems.

Q: Are all these challenges European or local?
Q: What does make a challenge European?
⇨ Challenges becomes European challenges, when they exist in many European countries, the problems are usually on local level, but the possibilities for offering solutions can be worked out at the pan-European level;
⇨ Is the majority criteria applied? Is something becoming European, when it exist in the majority of the European countries?;
⇨ The European is also when something happens simply on the local level in one of the European countries;
⇨ Challenge becomes European when is happening on the local level, but it affects, makes concern the whole Europe (e.g. education in Kosovo ten years ago);
⇨ Challenge becomes European, when that affects the European values, or European standards, but what are the European criteria?;
⇨ Is European meaning everywhere in Europe, not necessary dealt with by the European Institutions;
⇨ Is the European when there is responsibility for finding solutions at the European level, especially when the local authorities pass their competences and responsibilities to the European institutions?

C. **Outstanding questions.** During discussion the participants identified a number of key questions that were not answered immediately, but became outstanding questions accompanying them throughout the whole course duration:
⇨ What is my reality? How big is my reality, what does it include?
⇨ Who are the young people I work with?
⇨ What do we do with the information (about youth realities and youth work realities) we have?, which method is the most appropriate? Why do we need this information?
⇨ What purpose does understanding that reality have?
⇨ What are the criteria for calling an issue the European issue?
⇨ Instead of thinking what is Europe, shall we think rather what is the meaning of Europe for me?
⇨ What is the meaning of Europe for us?
⇨ Why should young people care about Europe?

⇨ How to deal with the global/ local dilemma?
⇨ How to motivate young people?

Session 4, Wednesday 25.Oct. (morning)
The history and geography of Europe

AIMS
⇨ To raise participants' awareness of the place and role of the historical backgrounds and geographic frames of the European continent in developing context of today Europe, European Citizenship and Human Rights.

OBJECTIVES
⇨ To raise awareness and reflect on geographical composition and diversity in Europe;
⇨ To reflect on the historical background and processes taking place on the continent.

METHODS
⇨ Drawing the European continent in small working groups;
⇨ Individual reflection;
⇨ Plenary visualisation of history time-line and discussion.

PROGRAMME
09:00   Introduction to the programme of the day
09:10   History and geography and Europe – introduction to exercises
09:30   Collective map drawing exercise in groups divided according to regions
             participants come from. Participants discuss and draw a map of Europe.
             They should include at least continent contours, their hometowns, main
             mountain areas and rivers and mark characteristics for the cultural
             diversity. Maps are exhibited in plenary.
10:00   Exhibition and presentations of each of the maps
12:15   The History Line. On a long piece of paper participants mark up to
             three historical moments/ events/ dates important for their
             communities.
13:00   Lunch break
14:45   Continuation debriefing of the History line

A. **Maps of Europe.** During the Geography of Europe exercise, participants in working groups presented their concepts of Europe through maps:
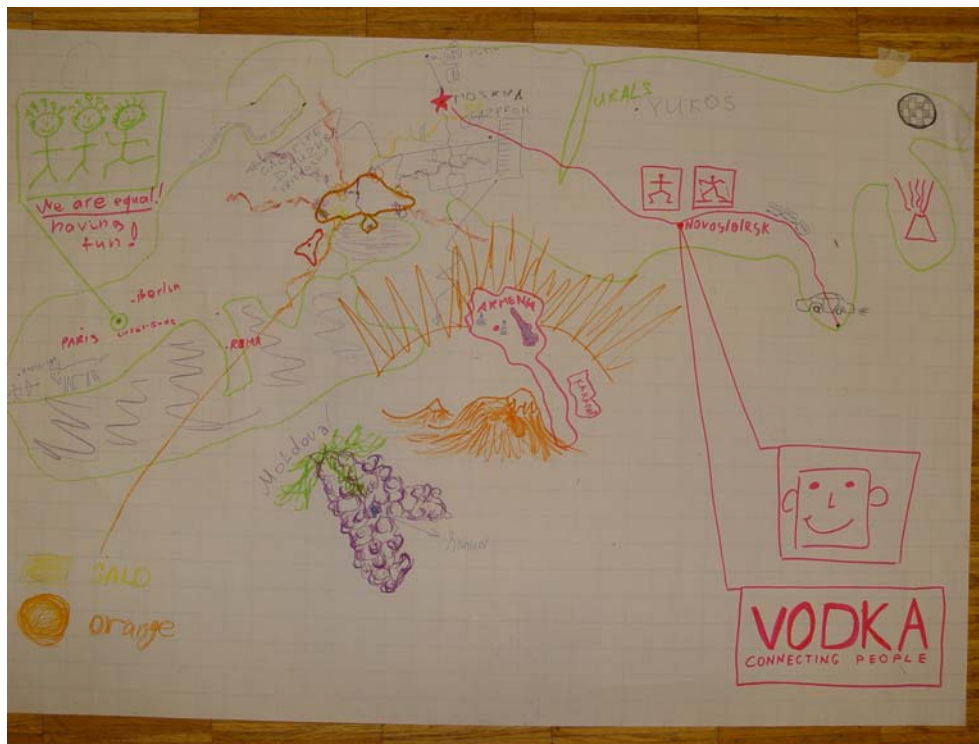
B. **Historical line.** During the exercise on history of Europe, the participants marked on a time-line the following dates important for their communities and countries:

V.-VI. c. BC	(MD) The Freank Geta population is located in the territory of today Moldova
III. c. BC	(IT) Alexander the Great
0	(IT) Jesus Christ – Roman Empire
101	(RO) Romans in Dacia – Romanian people
301	(AM) Armenia receives Christianity
323	(UK) Roman Empire brings Christianity to England
405	(AM) creation of the Armenian alphabet
908	(FR) Charles Allemagne
996	(PL) Poland accepts Christianity
X. c	(CZ) murder of Saint Venceslas (national Czech Saint)
1143	(PT) establishing Portugal
1201	(LV) Establishing Riga
1291	(CH) foundation of Switzerland
15. c	(EE) first book in Estonian published. More scientific and academic approach to language
1500	(PL) Copernicus writes On the Revolutions of the Celestial Spheres
XVI. c	(UK) King James – the Bible for the masses
1600	(IT) Lutheran reforms and freedoms of religion
1648	(CH) Independence of Switzerland in today borders
1680	(FR) Luis XIV defines French territory
1772	(PL) beginning of the country occupation
1789.07.14	(CH, FR) the French revolution
XVIII. c	(DE) classical period – strong influence on culture and women's movement

1870	(FR) War between France and Prussia
1876	(EE) Song festival – important contribution to Estonian identity
1877.01	(RO) Independency war of Romania
XIX. c	Defeat of the Ottomans
1903.08.02	(MK) Kruševo Republic for 10 days, after five centuries under the Turks occupation Macedonians succeed to make free territory
1910.10.05	(PT) Portugal becomes republic
1912	(ALB) Independence of Albania
1912	(MK) Paris agreement - Macedonia divided between Greece, Bulgaria and Yugoslavia
1914	(IT) World War I
1915	(AM) Genocide of Armenians
1917	(UK) World War I
1918	(PL) End of the World War I – end of partition, unification and recognition of independence
1918	(CZ) Czechoslovakia established after World War I
1918.11.18	(LV) Independence of Latvia
1918.12.01	(RO) Unification of Romania
1922	(ALB) Albania accepted in the UN League
1923.10.29	(TR) Turkish Republic established and country modernisation
1932	(PT) Estado Novo – Portuguese dictatorship
1933-1945	(DE) Nazis, World War II, genocide
1939-1945	(Poland) World War II
1939	(Latvia) August – USSR soldiers enter Latvia
1943.10.11	(MK) the first military resistance against Nazi
1945	(FR, PL, UK) End of the World War II
1945.05.09	(RU) World War II ends
1945	(CH) Foundation of UN
1946-1948	(IT) Union of Italy
1947	(IT) Italian Republic established
1948	(CZ) Communists take power in Czechoslovakia
1954	(TR) Turkey in the Council of Europe, Turkey applied to the EU together with Greece, but withdrew its application
1960 – 1970	(TR) Coup d'Etat
1963	(RU) Soviet state secretary Nikita Khrushchev takes his shoe off and shakes it in the front of world leaders at the UN General Assembly
1970 – 1975	(PT) decolonisation of the Portuguese colonies
1974.04.25	(PT) Revolution of the Carnations – overthrow of the dictatorship
1975	(ES) Gen. Franco dies – the end of dictatorship
1978	(PL) Pope from Poland - John Paul II
1978	(ES) Spanish Constitution
1979	(ES) First elections, beginning of a democracy
1980	(MN) No more SFR Yugoslavia
1986	(UA) Perestroika – beginning of the changes in USSR
1986	(ES) Spain joins the European Union
1986	(PT) Portugal joins the European Union
1988	(EE) start of *singing revolution* in order to break away from Soviet Union
1989	(PL) fall of communism
1989	(CZ) 17. November – *Velvet revolution* in the Czechoslovakia

1989	(RO) 22-23. December – fall of communism in Romania
1989	(DE) "Die Wende" – change in Germany
1991	(UA, AM, RU, LV) Independence after Soviet Union collapse
1991.08.27	(MD) Independence after Soviet Union collapse
1993.09.08	(MK) Independence of Macedonia
1995	(ALB) Albania joins the Council of Europe
1998	(MN) the beaches in Ustij started to be reconstructed
2004	(UA) Orange Revolution
2005	(TR) October, Turkey starts negotiations with EU
2006	(MN) Montenegro gains independence
2006	(DE) World Championship in Football in Germany – this also opens discussion on German identity
2006.06.12	(ALB) Albania signs Stabilisation and Association Agreement with EU
2006	(RU) Russia is a prosperous country

C. **Other comments on geography and history.** During discussion following the morning exercises, participants raised some comments and reflections:

⇨ Some dates important for communities not always are important for countries;
⇨ There are few events important for all or almost all, i.e. World War II;
⇨ Most of the given dates are about independence and establishing states;
⇨ What does influence our present situation?
⇨ Although I was not there, some dates are important for me, I feel these dates;
⇨ There are not only political facts (explicit on history line) that affect our lives;
⇨ There is sometimes contradiction between what we learn at school and at home, we need to have a critical look, make a research for identity;
⇨ We learn these dates at schools, there comes a pride about the country, I want to share with you;
⇨ We have to critically look as the history is usually written by the winners;
⇨ Countries use often the history to create national attitudes;
⇨ I could identify the dates that bring something positive to my country;

Q: What events make the European events?
⇨ An event that has an effect on the European level;
⇨ If I feel personal thing to be the European is the European! (sense of identity);
⇨ We overuse the term "European";
⇨ When politicians want them to be the European events;
⇨ When different European countries agree that some event affects them!;
⇨ People from other continents might see an event in Europe as the European event (geographic perspective of outsiders);
⇨ The event that affects lot of people in Europe but not elsewhere, e.g. Chernobyl catastrophe;
⇨ This training module is European!;
⇨ Some politicians at European level want us to talk about;
⇨ Legal frameworks/ criteria – if in legal criteria something is European, then it is European (e.g. through EU or CoE regulations);
⇨ Has an event to be in history book to be the European?

AIMS
⇨ To provide commonly built vision of human rights as a system of values and moral guidelines.

OBJECTIVES
⇨ To clarify the values as the base of human rights, and measure them against our own moral values;
⇨ To look at the historical development of the concept of human rights;
⇨ To challenge popular opinions that clash with human rights;
⇨ To practise powers of discussion and persuasion;
⇨ To identify and analyse key human rights issues in the world;
⇨ To engage in and benefit from a clear and focussed dialogue with other colleagues working in the field.

METHODS
⇨ Group work using the jigsaw method (5 groups of 5 persons) reading an article related to Human Rights and preparing a flip chart presentation
  A. The resuming of commercial whaling in Iceland,
  B. The right to wear the Hijab in Europe,
  C. The enforcement of law restrictions in the fight against terrorism,
  D. The access to cheap copied HIV medicaments in South Africa and the WTO position.
⇨ Then each group splits into five groups and each new group is composed of only one person from each of the previous groups. The new groups move next to a flip chart and the person in the group who was in the previous group preparing the flip chart has to present the contents to the rest of the group.

PROGRAMME
15:30   Introduction to the session
15:40   Explaining the process
15:45   Splitting up into groups with articles to read, discussions and preparing the flip chart:
17:00   Re-split the groups, going around for the presentations and further discussions
18:00   Re-convening for questions
18:30   Evaluation check point
19:00   Dinner

A. **Dilemmas on Human Rights.** During plenary discussion resulting from working groups presentations participants shared comments and questions:

⇨ What is a human right?
⇨ Some rights contradict each other: how do we deal with situations in which rights conflict?
⇨ Are all rights equal?
⇨ How can we deal with ever increasing claims for human rights?
⇨ Is there a reaction to the efforts made to protect HR?
⇨ Who / which is the authority that can guarantee HR? Whose responsibility is it?
⇨ What are the limits of Human Rights?
⇨ Are Human Rights universal or a western construct?
⇨ Where is a border line between protecting HR and defending (national) security?
⇨ What can be considered exceptional situation and who decides?
⇨ Does the state have a right to violate human rights ever?
⇨ How can human rights violations be caused by majority rule? (right to asylum)
⇨ What has changed since 2002?
⇨ How to stop commonly "accepted" HR violations?

The team decided to respond to the raised concerns by making a presentation about Human Rights on the following day.

Session 6, Thursday 26.Oct. (morning)
European Citizenship Synthesis

AIMS
⇨ To help participants to conceptualise the link between EC and HR and its relation to their realities; to address the complexity of that link in a manner which is empowering for participants.

OBJECTIVES
⇨ To introduce the variety of different ways in which Citizenship and EC can be understood, both from the perspectives of the participants and from different disciplines;
⇨ To assist participants in clarifying some basic distinctions about Citizenship and EC;
⇨ To identify ways in which EC appears for the young people that the participants work with, through the lense of human rights or from any other perspective they consider relevant.

METHODS
⇨ Theoretical input on Human Rights using slide show presentation;
⇨ Exercise "Where do you stand?" - controversial statements.

PROGRAMME
09:00 Introduction to the day and line of the day before
09:15 Input on Human Rights with interactive questions and answers
11:00 "Where do you stand?", 3 statements.
Debriefing and reflection on HR and Citizenship
12:30 End + preparation for departure
13:00 Departure to Luxembourg City
Free afternoon

OUTCOMES

A. **Input on Human Rights.** Team member Paola Bortini made an theoretical input about Human Rights, using the slides.

What are "Human Rights"?

an Introduction…

Module 5 – Human Rights - Eisenborn, Luxembourg

Human rights …

…. so close to us but so far…

What are Human Rights?

HRs describe not the maximum ideal
for which many people aim, but the
minimum conditions necessary for a
life of self-respect and dignity

"It is an ideal to live for and to achieve.
But if needs be, it is an ideal for which
I am prepared to die"
Nelson Mandela

What is a Human Right?

HRs are about real human beings and
real human lifes.
[Physical, emotional and spiritual needs]

"Human Rights start
with breakfast"
Léopold Senghor

What is a Human Right?

... recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world....

Preamble to the Universal Declaration of Human Rights

"Human rights is what
no one can take away from you"

René Cassin

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

The Universal Declaration...

3

Characteristics
"All human rights are:
- *Universal*
- *Indivisible*
- *Interdependent*...
- and *Inalienable*"

Vienna Declaration on Human Rights, 1993

The Universal Declaration... brief history

When the atrocities committed by Nazi Germany became apparent after the Second World War, there was a general consensus within the world community that a universal declaration that articulated and codified the rights of individuals was necessary.

John Peters Humphrey – Canada
Eleanor Roosevelt - United States
René Cassin – France
Charles Malik – Lebanon
P. C. Chang - Republic of China

among others.

The proclamation was ratified during the General Assembly on December 10, 1948.

48 in favor, 0 against and 8 abstentions
(all Soviet Bloc states, South Africa and Saudi Arabia)

4

The roots...

From...

granted rights

and natural rights

to *Human* (universal) rights.

Human Rights: definition and evolution

1st Generation rights *(liberty)*

- Civil rights
- Legal rights
- Political rights

2nd Generation rights *(equality)*

- Social rights
- Economic rights
- Cultural rights

3rd Generation rights *(solidarity)*

- Peace
- Development
- Environment...

Positive Right

… imposes an obligation on others and the state
to do certain things.

It is about to be provided with something through the
action of another person or the state.

Negative Right

... merely obliges others and the state
to *refrain* from certain activities.

It is about not to be subjected to an action of another
human being, or group of people, such as a state,
usually in the form of abuse or coercion.

Positive Rights

Positive rights are characterised as social or economic and held to
include rights such as the right to education, health care, social
security or a minimum standard of living.

Negative Rights

Negative rights are usually characterised as civil or political in nature
and held to include such rights as the right to freedom of speech,
property, habeas corpus, freedom from violent crime, freedom of
worship, a fair trial, freedom from slavery and the right to bear arms.

In the theory of three generations of human rights, negative rights
are often associated with "first-generation rights," while positive
rights are associated with "second-generation rights."

6

Is democracy a human right?

Is citizenship a human right?

Protective mechanisms

Your growing awareness
"The destiny of human rights
is in the hands of all our citizens in all our communities."
Eleanor Roosevelt

Protective mechanisms

Declaration (not legally binding!)

Charters – Conventions - Covenants

Organized national legislative system

Monitoring bodies and watchdog systems

European Court of Human Rights

…….

Valid even if I am not aware of them!!!

Limits/challenges to Human Rights

Implementation of commitments made to adhere to human rights principles and law

Increased complexity, interconnection and globalisation

Missuse and watering down

Still under debate

Conflictuality

Definition of exceptional situations

Increasing claims for rights to be recognised

Role of culture and cultural relativism

Socio-economic inequalities

Extra-territoriality

Due process

Further reading ....

Chapter 4 and 5 of Compass www.coe.int/compass

www.coe.int for the European Court of Human Rights and legally binding mechanisms in Europe

www.udhr.org for the Universal Declaration of Human Rights

And the many sites of international wacthdog organisations
www.amnesty.org
www.eumap.org
www.hrea.org

B. **Controversial statements.** During the exercise "Where do you stand?", participants made the following comments to given statements (+ agree, - disagree, ? no opinion):

1) "It is an act of patriotism, when a citizen makes public violations of human rights committed by their government" *(majority on --)*
(–) Government does not represent whole country;
(–) This has nothing to do with HR, this is about citizenship;
(–) HR are more than patriotism;
(–) This is more about values and citizenship than patriotism;
(–) Criticising internationally your government is like standing against your country;
(+) Patriotism is caring about the country, so you care about Human Rights respect;
(+) This is sharing the responsibilities among the public;

2) "National citizenship is the ultimate guarantee of Human Rights."
(everyone on --, advocate di diaboli needed)
(–) There is no ultimate guarantee at all
(–) If that was a truth, we would have only a few cases of HR violations;
(–) HR don't depend on citizenship, citizenship doesn't guarantee you HR protection;
(–) There is no "ultimate" guarantee, if we erase the adjective "ultimate", then there is no better way to protect HR than citizenship;
(?) Wondering about the meaning of "ultimate".

3) "Citizens should have the right to decide on the relevance of specific human rights for their society." *(divided more or less equally)*
(+) Who else than citizens should decide upon that?
(+) This concerns their HR, so they can decide either directly through the referendum or through parliament adopting laws or ratifying international acts
(–) HR are universal, it would be great if all citizens be aware of that, but this is not the case
(–) What about cultural, traditional rituals in some countries?

Due to time constraints team did not manage to propose for debating other statements that were prepared for exercise:
⇨ "If a violation of human rights saves lives, it can be justified."

C. **"Where do you stand?" exercise debriefing.** The exercise was followed by debriefing and plenary discussion, during which participants gave their comments, responding to the questions asked:

1. What was difficult / challenging about this exercise for you? (if at all?)
2. Are you surprised by any of the opinions / positions taken by your colleagues?
⇨ challenging tension between humanity and citizenship;
⇨ difficult to have opinion without experience;
⇨ this was a good exercise to experiment existing dilemmas;

3. Which issues/ problems / challenges for European nation states are raised by the statements and the discussions we had about them?

⇨ minorities;
⇨ migrations;
⇨ power relations between countries;
⇨ universality of HR vs specifity;
⇨ different views on terms, different understanding e.g. patriotism;
⇨ have HR to be written in legal acts?;
⇨ hierarchy of human rights;
⇨ who decides on HR.

4. What do you understand by citizenship?

⇨ belonging to place, country;
⇨ as a formal aspect, equal to piece of paper i.e. passport;
⇨ connection between state and persons, social aspect belonging to society;
⇨ difference between legal citizenship and European citizenship – quality of relationship to certain values;
⇨ it implies not only rights, but also requires responsibilities;
⇨ relationships between citizens – country – government;
⇨ difference between Human Rights and citizens rights;
⇨ importance to distinguish between technical citizenship and nationality;
⇨ symbols;
⇨ participation.

5. What do you consider to be the role of citizens in relations to human rights + the challenges raised during this discussion?

⇨ we as people should care about Human Rights and as citizens we can act to protect them;
⇨ we have to acknowledge that civil society is composed from citizens and from non-citizens, but citizens have a power to make a change;
⇨ as citizen you are not any more as a part of the crowd, but you should be active citizen, it gives you a recognition.

6. What do you consider to be the role of the institutions of state?

⇨ to secure rights;
⇨ to introduce orders;
⇨ to take taxes;
⇨ enforce laws;
⇨ to protect and realise will of citizens.

7. Which values do you associate with being a good citizen in Europe?

⇨ one need to be active citizen to be called a good citizen!

AIMS
⇨ To develop participants understanding of the relationship (including the overlaps and differences) between European Citizenship Education and Human Rights Education.

OBJECTIVES
⇨ To introduce some basic distinctions about the character of Human Rights Education and European Citizenship Education;
⇨ To provide participants with the opportunity to explore a variety of perspectives on the uses of these approaches in relation to their youth work;
⇨ To provide participants with an opportunity to "try out" or experiment with some theories, methods and different ways of understanding these educational practices in relation to their own experience in youth work.

METHODS
⇨ Revised version of the exercise "The Scramble for Wealth and Power" taken from Compass, debriefing and analysis on three different levels: personal, social and educational;
⇨ Individual reflections, working groups and plenary discussions;
⇨ Interactive gallery of the participants' organisations;
⇨ Theoretical input on educational approaches in Human Rights Education and European Citizenship Education;
⇨ Work group and analysis of the educational approaches reflected in the exercise "Scramble for power and wealth" run the day before.

PROGRAMME
        FRIDAY
09:00   Introduction to the day
09:15   Revised version of the exercise "The Scramble for Wealth and Power", taken from Compass, debriefing and analysis from the perspective of the themes of EC and HR relevant for the young people.
13:00   Lunch
14:30   Continuation the analysis
17:00   Working groups: "The citizenship is …" in reality, what it is? Feedback in plenary
19:50   Dinner

21:35   *Preparation to the Partnership building*
22:40   *Partnership building official opening and exchanges*

09:00   Introduction to the programme
09:15   Input on present work on educational approaches and Compass
09:40   Working groups analysing educational approaches applied
11:00   Presentations, Questions & Answers and clarifications
12:00   Individual reflection
              Trios in plenary
12:30   List of discussions
13:00   Lunch break

OUTCOMES

A. **The scramble for wealth and power (revised version).** This is a description of exercise with modification as conducted during this module training. Original can be found at: www.coe.int/compass.

Themes: Poverty, Human security, Globalisation
Complexity: Level 3
Group size: 8 - 25
Time: 90 minutes

Overview
This activity simulates the fight for wealth and power and inequality in the world. The main issues addressed are:
⇨   Inequality in the distribution of wealth
⇨   Power imbalance and the consequences
⇨   The injustice of poverty

Related rights
⇨   The right to equality in dignity and rights
⇨   The right to education,
⇨   The right to health, food and shelter

Objectives
⇨   To develop an understanding of the injustices that result from the unequal distribution of wealth and power
⇨   To think critically about the causes and consequences of poverty
⇨   To promote human dignity and justice

Materials
250 Coins, 3 to 4 pairs of socks (or a rope), 2 large sheets of paper and markers, Paper and pens, An open space

Preparation
Read through the instructions so you have an overview of the whole activity, Note that the simulation is divided into three parts: part 1, The Scramble (10 minutes); part 2, The Donations (10 minutes); and part 3, Creating Economic Fairness (40 minutes). Discussion follows at the end. Each participant brings 2 euro contribution to the exercise. At the entrance this is exchanged into small coins. Take 20 of the coins and keep them to one side Choose three people for the role of migrants. Make a wall chart to record players' wealth Prepare a chart headed "Honourable Donors"

Instructions
Explain that this is a simulation game. Participants will distribute the world's wealth and power among themselves.

Part 1: The Scramble (10 minutes)
Explain that the aim of the game is to get as many coins as possible. There is only one rule: no participant may touch another member of the group at any time (you may stipulate a punishment for this, for example, pay 1 coin). Ask everyone, except for those playing the "migrants", to sit on the floor in a large circle (so they can have enough space to play). Take the reserved twenty coins and share them out between any four or five of the participants. Some participants have their hands tided up on their back. Postpone any discussions of the reasons for sharing out the coins and tiding up until the debriefing. Scatter 100 coins evenly in the middle of the circle. On the word, "GO" participants are to gather up as many coins as possible. This will probably not take longer than 2 minutes! After all the coins have been collected, ask participants to report their wealth to the rest of the group. On the wealth chart, record each participant's name and the number of coins they have. Remind the group that these coins represent their wealth and power in the world. The amount they possess will affect their capacity to satisfy their needs (e.g. for basic education, adequate food and nutrition, good health care, adequate housing) and their wants (e.g. higher education, cars, computers, toys, televisions and other luxury items). The implications are as follows:
⇨ eighteen or more coins - people will be able to meet all their basic "needs" and most of their "wants"
⇨ seven to eighteen coins - people will be able to meet their basic needs
⇨ six or fewer coins - people will have difficulty surviving due to disease, lack of education, malnutrition, and inadequate shelter.

Part 2: The Donations (10 minutes)
Tell participants that they may, if they wish, give coins away to others. However, they are not required to do so. Tell them that those who do share will be honoured as donors, with their names written on the list of "Honourable donors". Participants can donate coins only through "bank" that takes a charge of 1 coin per each donation. List name of donors on the chart of "Honourable donors". Ask if anyone changed category as a result of giving or receiving coins and record these shifts on the chart with an arrow.

Part 3: Creating economic fairness (40 minutes)
Divide the players up into three groups according to the number of coins they have (great wealth, some wealth and little wealth) Place one of the "migrants" in each of the three groups. Take note of their reactions at being placed in one group rather than another, but save any discussion about their placement until the debriefing at the end. Hand out the pens and paper. Give each group the task of creating a plan for the fair distribution of the coins (the world's wealth) in order to decrease the gap between the different categories of wealth and power. Each group's plan of action should:
⇨ explain what needs to be done (if anything),
⇨ describe what the group plans to do and why, and
⇨ show why their plan is fair.
Give the groups ten minutes to devise their plans. Explain that it is not necessary to go too deeply into the drawing-up of the plan, but rather they should highlight some of the possible actions that should be done to address the problem of poverty. Ask each group to appoint a spokesperson to explain their plan to the others and answer questions. List the proposed plans on a large sheet of paper. Now announce that a vote will be held to decide which plan to adopt. The distribution of votes will be as follows:
⇨ each participant in the group with "Great wealth and power" - five votes
⇨ each participant in the group with "Some wealth and power" - two votes
⇨ each participant in the group with "Little wealth and power" - half a vote

Have participants vote. Record the votes cast for each plan on the large sheet of paper. Announce which plan is to be implemented. Carry out this plan, redistributing the wealth if necessary.

Debriefing and evaluation
For that, please refer to the part **B** of Outcomes of this session, you can find it below.

Tips for facilitators
The aim of this activity is to make people aware of the unequal distribution wealth and power in the world, yet there is a danger that it may confirm the existing inequalities. You should therefore be aware of the social and economic composition of the group and develop the discussion accordingly. Try to bring people into the feeling of the game so they get involved and really "act" as if the coins were their wealth. You could tell them that they will be allowed to keep the coins and after the activity or during tea break, be able to "buy" drinks and/or biscuits with the money. Emphasise that, as in real life, if they give away some of their coins they will lose some of their wealth and the privileges that wealth brings. If it is too hot to use socks, use other means to emphasise that some players have more wealth and power than others. For example, some participants could be held back and only allowed to join in after 15 to 30 seconds. Alternatively, players could have one hand tied behind their backs - if they are right-handed they should use their left hands and vice versa. The questions in the debriefing and evaluation are complex and may very well require deep and lengthy discussions. If the time is short or the group large, you may want to divide the questions amongst small groups. These small groups should be "mixed", that is contain people from each wealth category. Make sure that the different groups feedback in plenary so that everyone has a chance to hear and reflect on all the questions.
Note: This activity is adapted from another one in Economic and Social Justice: A Human Rights Perspective, Human Rights Resource Center, University of Minnesota, 1999

B. **"Scramble for wealth and power" exercise debriefing.** The exercise was followed by a plenary discussion. Participants responded to raised questions:

Q: How did people feel about the way in which the coins were acquired and distributed?
⇨ we did not notice people with disabilities (with hands tied up);
⇨ feeling like animals when grabbing for money.

Q: Why did the people who gave coins away do so?
⇨ I was sorry for the disadvantaged (people with hands tied up);
⇨ did not know about the bank commission, felt robbed otherwise could give the coins to the others differently;
⇨ wish to do something for the others;
⇨ raising a question why the rich people did not donate so much;
⇨ noticing a strange outcome of the distribution system, originally seven persons belonged to the poor group, after giving donations twelve people became poor.

Q: How did the people, who received coins in part 2 feel?
⇨ I did not want to get this coin, did not want to feel dependent on someone else;
⇨ sorry for not receiving the money, when the others did receive;
⇨ on one hand this is great to receive, I felt sorry on the other hand, because of receiving donation, I got to richer group.

Q: What about the three participants as "migrants" assigned to groups?

⇨ in the middle group: not having any coins, listening to the discussions about the taxes, migrant was told to wait to get some money later;
⇨ in the poor group: migrant received some coins, but put them back to the common fund;
⇨ in the rich group: migrant took approach: "as long as I don't get anything, I will not do anything".

Q: What were your feelings about creating a common strategy?
⇨ it was difficult to agree on one strategy in a big group;
⇨ it was rather not realistic to propose opening a bank in the group of the poorest;
⇨ the group of the poor have actually the proposal that was offered to the other groups.

Q: What links do you see between this discussion and your realities?
⇨ There were attempts for corruption, this is a strong link to the reality, the place I live, I face corruption every day;
⇨ This is really top issue in other countries, why don't we think about the others;
⇨ some things were linked to reality, but some things existed only in the game. I don't think the real huge donation don't happen in the world;
⇨ If you are really poor – you can get something, if you are just a poor, not the poorest, then you have to feel yourself. Usually the middle group people give something, the richest give not much;
⇨ it would be more effective to agree on donation system, otherwise some benefited a lot while the others did not. Lack of information, that you had to pay commission;
⇨ if you have more recourses, you can have better influence on the realities, on the changes;
⇨ it was not fair that some people got money in not transparent way. This is also in life – some people get advantaged although theoretically they are in the same position;
⇨ reality is that people grab the money as animals;
⇨ being in the difficult, pressure situation the community of poor agreed to something without thinking and reflecting that to the original strategy;
⇨ the composition of the groups changes, this happens in the reality;
⇨ space for flexibility exists only within the richest and middle group;
⇨ having large flipcharts for presenting strategy of the rich ones (comparing to small A4 paper of the poor group) could be translated to better opportunities and recourses for making strategies more visible to the public in the world (like G8 group);
⇨ feeling that only a few people, extremely rich people rule actually the country, they make decisions, from which they further profit;
⇨ everyone wants to be on the top, as poor we want also get more money;
⇨ in the group there was discussion, someone suggested to invest in education, but the response was that we don't have money for that, in some countries people prefer to have better material life than investing in education.

Q: Who are the "haves" and the "have-nots" in the world, countries and in your communities?
⇨ in Latvia - three richest people belong to the "haves", while the rest of the society do not have much;

⇨ in Montenegro there is one rich person, and there is a huge Roma group people, whose voice is not heard;
⇨ in Romania – the ones in the previous government are still rich, but without influence, the poor – Roma and elderly persons;
⇨ in France – the poor are the suburbs of the towns, north-Afrikans, but rich people are not very visible;
⇨ in Estonia, as a small community, everything is mixed or more equal, poor – disabled and Russian speaking people, children who depend so much, too excluded;
⇨ in Portugal "have" ones: politicians, "have-nots": migrants, young people just going out from education, migrants from ex-colonies of Portugal and migrants from Eastern Europe who have to pay to the mafia groups;
⇨ in Luxembourg "have-nots": people with no education, no dilemmas, with overqualified, school-drop outs, people with no papers – refugees, "have" ones: high level of middle class – majority, richest – is the small group, politicians are at the middle class, there is a recognition of their service for the country, people with power – people from banks, economics;
⇨ in Switzerland "have-not" ones: refugees, people without papers, not having protection from the state, not having recognition the life is really difficult;
⇨ in Albania – "have" ones – people having influence on media,
⇨ in Italy – "have" ones influential- some environmental groups, having access to the politics, "have-not" ones: migrants from other countries misused;
⇨ in Moldova, the problem is a poverty, there is a question of identity especially in the conflict region of Transdniestria – identifying themselves as Russians, Ukrainians, or Romanians – difficulty to create common identity of Moldovan.

Q: What links do you see between the issues, realities (of your countries) you raised and the discussions about human rights and citizenships?
⇨ the people that are in disadvantaged situation – are mainly people without formal citizenships;
⇨ the high responsibility for the human rights lays with the rich ones;
⇨ the link is obvious, HR should be universal – also poor people should have effective access to them, to education;
⇨ level of richness determines level of participation in the civil society, the poor ones have to straggle for the basic needs and not to think of education and active participation;
⇨ poor people are often don't know they rights, they are not aware of them, don't have access;

Q: How this discussion refers to your understanding of the citizenship?
⇨ there is certain difficulty to identify links;
⇨ during the exercise we forgot about human rights, in reality we also often forget about the rights;
⇨ in the poor group there was proposal to agree on some common values to protect ourselves;
⇨ in countries of former Yugoslavia some Roma communities don't have citizenship of any of the existing new states;
⇨ we as citizens should use the opportunities of citizenship's rights to discuss serious issues, but we too often just rely on the richest ones, who tell us what to

do on the other hand there is intuition rejection of the offers given by the rich, social groups actually compete between each other instead of cooperating;

Q: What are the dimensions of the Citizenship? We can observe political, social, cultural and economic dimension. Which values were present during the discussions?

Q: Which of these values are important for the citizenship of your country? Values on which the citizenship in your country is based? (added in brackets)
⇨ solidarity - therefore we made donations (important for Poland, Germany in east west context, Italy in north-south context);
⇨ equality (important for France, Portugal);
⇨ merit;
⇨ responsibility – due to having power; (important for Poland);
⇨ justice – it is up to citizens to make fair decisions (important for British);
⇨ transparency – we were disturbed by the actions were not transparent;
⇨ accountability – we have to be accountable for the negotiations before your group;
⇨ sacrifice (important for Montenegro, Romania, Portugal);
⇨ cooperation
⇨ sustainability – each group was trying to find the way to sustain, to be sustainable;
⇨ trust;
⇨ honesty, openness;
⇨ unity;
⇨ activism (important for Moldova);
⇨ empathy – with the poorest people;
⇨ care – how the groups did care of the migrants;
⇨ inclusion – how the groups included the migrants;
⇨ peace – in spite of the wish to get money, we kept to peaceful approaches;
⇨ passion (important for Poland);
⇨ dialogue;
⇨ self interest (important for Czech Republic, Estonia);
⇨ altruism
⇨ critical thinking
⇨ pragmatism (important for Czech Republic, Albania, Estonia, Latvia);

Added later:
⇨ respect for the authority (valid for Turkey);
⇨ pride (important for British);
⇨ self-determination (important for Switzerland);
⇨ language (important for Czech Republic);
⇨ participation (important for Moldova);
⇨ family values (important for Ireland, Albania, Estonia);
⇨ feeling of belonging (important for Latvia);

C. **Who is a European citizen?** Here are comments given by participants resulting from discussions in small, three person groups.

⇨ citizen with a European ID;
⇨ sharing European values, but what are the European values?, who decides on them?, We could agree on: solidarity, tolerance, act of participation, open-minded, care for the others, transparency, peace minded, cooperation, community mindedness, diversity, mobility, being discussed, acceptance for diversity, sustainability, rule of law;
⇨ personal sense of belonging;
⇨ knowledge about Europe – geography, history, culture;
⇨ importance of knowledge of languages;
⇨ Robert Schumann and others;
⇨ there is no end, but continues struggle for that;
⇨ this is a relative term;
⇨ access – open borders;
⇨ participation;
⇨ voluntary act;
⇨ common effort;
⇨ world/ global citizenship;
⇨ to have cultural connections;

D. **Picture of a Citizen.** Groups were asked to prepare the poster with features of the European Citizenship, particularly considering symbols, identity, right & obligations and participation. They gave the following comments while exhibiting their results.

GROUP A Comments:
⇨ The question appears on how much the concept of the European Citizenship is developed in the EU and how far somewhere else. The strongest development was made definitely in the EU: passport, European institutions. Other institutions also worked out frames, e.g. CoE: ECHR, legal systems;
⇨ Sense of belonging – you feel it, but cannot explain that;
⇨ Some rights are more developed within the EU but citizens of the other countries miss them, e.g. the travelling obstacles.

GROUP B Comments:
⇨ "Citizenship" is more technical term, when the "European" is identity term. European Citizen means to be a citizen of the European Union, citizenship is a broader sense;
⇨ Building pan-European citizenship like identity, this is more like sense of belonging. Citizens of the European national states, but when we talk about European citizenship – this is narrower sense;
⇨ Symbols – When we talk about symbols, the national symbols appear the first, when the European symbols are the next. We feel closer to national symbols than to the European symbols. We also thought the flag and anthem belonging to the EU;
⇨ Relationship to the others – this is an essence in the EU – cooperation between the countries, regional levels, peoples level, communities level. There is an issue

of solidarity and support for each other between the states of the European Union;
⇨ Feeling of being European can be discovered only when you come to the international, global context;
⇨ Participation – When we start on the local level, we go through international level, direct participation is just on the local level, on the European level it is mainly lobby participation. Also the international civil work is coming down to the local levels.

GROUP C Comments:
⇨ We focused on the area of the Council of Europe and not the EU as a reference point for our discussions;
⇨ There are many discussions about European identity and we feel it is still not clear, we think that local identity is also a European identity. If someone feels that part of his/her identity is the European identity – it means that he/she is the European citizen;
⇨ Relationship – there is a natural link between a person to the national state in first place and later in part to the EU;
⇨ European citizens share common interests (being in the Europe) and priorities (integration);
⇨ Many European policies and strategies accepts the standards that were worked out and exist in the EU;
⇨ Symbols – the flag, the money – Euro;
⇨ Participation – it does not really exist on the international level, but through national participation allows country joining the European institutions and standards. One example of the youth participation is the Council of Europe there exists a system of co-management (youth NGOs and governments).

GROUP D Comments:
⇨ European constitution would create also legal frames for European citizenships;
⇨ Rationalism – key word representative for Europe;
⇨ Discussion turns into the religion as the symbol of Europe. In the past the Christianity was an important political and ideological idea for the Europe. Christianity is not a basis for the European integration, but important element;
⇨ Most of the countries have history in common – many historical events have influenced other countries and the process of the European integration as well.

Other comments
⇨ National citizenship might be equally difficult to address, describe as the European citizenship
⇨ Challenging examples to the European cooperation, but the cooperation has to cope sometimes with the competitive logic between each other.

E. **Partnership building programme.** Friday evening participants were asked to prepare a "sandwich" board: on their back a paper with the general presentation of their organisation, on the front a paper with two parts: what I can offer partners and what I need from partners for cooperation about EC and HR.

F. **Present work on educational approaches and Compass.** Paola Bortini made an input on educational approaches in Human Rights Education and Compass using the following slides:

The Council of Europe

Human Rights Education

Human Rights Education

"Educational programmes and activities that focus on promoting **equality in human dignity** in conjunction with other programmes such as intercultural learning and participation.

The Council of Europe
Human Rights Education and Compass

all different all equal

Human rights education (HRE) promotes
Awareness, Understanding and Action
about
Individual and collective rights and responsibilities

L'éducation aux droits de l'homme (EDH) promoit:
La conscience, la connaissance et l'action
en matière de droits et responsabilités individuels et
collectifs.

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Human Rights Education and Compass

Learning objectives in HRE:

Knowledge – learning *about* human rights
Skills (learning *for* human rights
Attitudes and values (learning t*hrough* and learning *in*
human rights)

Objectifs d'apprentissage de l'EDH

Savoir– apprendre en *matière de* droits de l'homme
Compétences (apprendre *pour* les droits de l'homme)
Attitudes et valeurs (apprendre *par* et *dans* les droits de
l'homme).

Education aux droits de l'homme
Human rights education

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

Article 26.2 Universal Declaration of Human Rights

The Council of Europe
Human Rights Education and Compass

Essential education approaches in "Compass"

⊙ Holistic approach (knowledge, skills, attitudes and values
Aproche holistique (savoirs, compétences, attitudes et valeurs)

⊙ Cooperative learning/group work
Apprentissage coopératif basé sur travail en groupe

⊙ Participatory / Participatif

⊙ Experiential learning
Apprentissage expérientiel

⊙ Problem-solving and conflict transformation
Adresse des problèmes et des conflits

⊙ Learner-centeredness / Centrée sur l'apprenant

The Council of Europe
Human Rights Education and Compass

Manual on human rights education with young people

Manuel pour la pratique de l'éducation aux droits de l'homme avec les jeunes

The Council of Europe
Human Rights Education and Compass

MERCI...

PANCHO

▶ Sufficient

▶ Ready to use

▶ Up to date with young people

▶ Practical and experiential

▶ Addresses values and attitudes

▶ Encourages action

▶ Suitable for formal and non-formal education

▶ Adaptable

▶ A Starting point

▶ Generic and holistic

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Human Rights Education and Compass

Main Contents of Compass

1. Basic concepts in human rights education

2. 50 activities and methods

3. Taking action

4. Understanding human rights

5. Background information on themes

   Appendices

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Human Rights Education and Compass

Children

Citizenship

Democracy

Discrimination and Xenophobia

Environment

Education

Gender Equality

General HR

Globalisation

Health

Human security

Media

Peace and violence

Poverty

Social rights

Sports

The 16 themes of Compass

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Human Rights Education and Compass

COMPASS: translations into more than 12 languages

The Council of Europe
Human Rights Education and Compass

www.coe.int/compass

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World Programme on Human Rights Education...

"The World Conference on Human Rights considers human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace"

(Vienna Declaration and Programme of Action, Part II.D, para. 78).

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Human Rights Education and Compass

Objectives of the world programme

• To promote the development of a culture of human rights;

• To promote a common understanding, based on international instruments, of basic principles and methodologies for human rights education;

• To ensure a focus on human rights education at the national, regional and international levels

• To provide a common collective framework for action by all relevant actors;

• To enhance partnership and cooperation at all levels;

• To take stock of and support existing human rights education programmes, to highlight successful practices, and to provide an incentive to continue and/or expand them and to develop new ones.

Draft plan of action for the first phase (2005-2007) of the proposed world programme for human rights education

The Council of Europe
Human Rights Education and Compass

World Programme on Human Rights Education...

A programme in *several pluri-annual phases*

In accordance with resolution 2004/71 of the Commission on Human Rights, the first phase (2005-2007) of the world programme for human rights education will focus on the primary and secondary school systems.

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G. **Educational Approaches.** Working groups had a task to identify which actions (indicators) during the exercise "Scramble for power and wealth" made evident that each educational approach was present or not. This is a summary of results.

Educational approach	In favour-present	Against-absent
Participation Action oriented	- all were involved and had roles - whole exercise (grabbing the money, strategy making) - debriefing (sharing feelings and active listening) - negations for negotiators - fostering motivation to play and act - changing money - explaining rules - lack of time/ limited - type of questions asked	- no passiveness - enough time for debriefing
Experiential learning Learner centred	- real feelings and emotions (disabled people, different wealth, feeling excluded) - debriefing (relationship with own reality) - getting and managing money (e.g. contributing with own money, donations) - decision making process - having different roles; - link to reality through debriefing; - strategy making - reflection (evaluation) on one's own behaviour;	- no theoretical learning - the role of money
Cooperative learning Group work based	- strategy for solving problems (working as a group) - negotiation - debriefing (sharing opinions, reflecting on emotions) - divided in groups - the whole group played - cooperation between groups - group discussions - grabbing the money + donations - voting - limited time pressure	- no cooperation with the migrant in the richest group
Problem solving Conflict transformation	- strategy for solving problems - debriefing (reflection on different financial situations creating conflicts) - group of the poor: sharing the money for equality - strategy to redistribute money - finding common interest and building cooperation between groups - sharing money, dealing with migrants,	- voting – avoided the conflict, did not solve it - no recognition for migrant in the middle group

	negotiations process - having right to disagree - investigating reasons for conflicts	

H. Educational approaches follow-up. Participants were given the following task and request to reflect on the following questions:

Take the poster you prepared yesterday evening
Please reflect and think to which extent you apply the educational approaches in the work with young people you do?
Yesterday we identify a series of vulnerable groups.
Please think and reflect of the kind of young people are involved, you work with?
How far are they part of a vulnerable group?
How far are you open to vulnerable groups, how far are they part of your work or are a target group?
What's your relation with them?
How far the work is empowering or charity?
How can you integrate the educational approaches in your work with young people?
How can you integrate vulnerable youth groups?

Personal reflection, sharing discoveries in trios and then sharing with the entire group

This is a list of comments shared on the given questions during the plenary discussion:

there is difficulty to assess what is charity, what is empowering, similarly difficulty and different perspectives on what vulnerable groups are;

⇨ some of the educational approaches are new for us, like learner centred or experimental learning;

⇨ a bit scared to work with vulnerable groups, it requires skills and preparations;

⇨ the groups (of the vulnerable groups) have to accept us and our approach, this is definitely challenging for them;

⇨ necessity to recognise sometimes that interests of the vulnerable group could be in conflict with other interests of other groups;

⇨ the attitudes that we need to learn more about it, desire to make some project, some initiative using the exercises and methodologies learned here;

⇨ I started to question myself, to critically look at the work I have been doing so far;

Session 8, Saturday 28.Oct. (afternoon)
Taking action: transfer and getting active

AIMS
⇨ To understand the relevance and importance of taking action as active citizens.

OBJECTIVES
⇨ To associate participants with the ADAE Campaign as a vehicle to multiply the competencies gained as the course;
⇨ To reflect on the course experience and to set the basis for future plans.

METHODS
⇨ Presentation "All Different – All Equal" Campaign: General Presentation, Sharing best practices of the Campaign in Luxembourg, How is in my community;
⇨ Back to Reality: exercise "Mary goes round". What I have been doing a week in Luxembourg? (what is European Citizenship and Human Rights?);
⇨ Personal Action Plan (Personal commitment and contribution to issues raised in the Module, and ADAE Campaign).

PROGRAMME
14:30   Transfer and evaluation
             Presenting the Campaign (general, in Luxembourg and best practises from participants' experiences)
16:40   Taking action! Reflection in trios
17:15   Back to reality carousel
             What have I done for one week in Luxembourg? Explaining EC / HR in 3 minutes to your mother, your boss in the organisation, new volunteer in your organisation;
17:45   Personal action plan

A. Personal Action Plan.
Participants were offered to reflect on their personal action plan after returning home, according to the following grid:

From my module's Learning Process, I will bring back to my organisation the following aspects:

My personal Commitment to fulfil these concrete steps (concrete timing and how would I overcome possible obstacles)	**In order to follow-up this module, me and my organisations will take these concrete steps:**	What I still want or need to learn to help me in taking these steps is...

Points that I would like to remember and to keep in mind for future developments...

AIMS
⇨ To evaluate course at different moments.

OBJECTIVES
⇨ To provide participants with the opportunity to feedback to the team on their impressions of the course at different moments during the process;
⇨ To provide the team with information relevant to their continuing adjustment of the course contents to the fulfilment of the objectives of the course in keeping with the expectations of participants;
⇨ To provide the team with evaluation conclusions about the course as a basis on which to conduct their final evaluation after the course.

METHODS
For evaluation check-ins:
⇨ Participants meet in small groups for 20 minutes or so, and hand out some key questions about the day. The questions should be straightforward and limited to 3 or 4: What I have learnt (so far) today?, What I have not understood?, What would I have done differently? Why? How?
For final evaluation:
⇨ revised "standard" module questionnaire;
⇨ Dynamic Hot chair evaluation: participants can chose the statements and they stand in the central point to say out their statement. Participants move around accordingly. The team choose the categories: atmosphere, programme, organisational aspects of the centre, facilitation group of participants results.

PROGRAMME (DATE AND TIMEFRAME)

Evaluation Check in on **Wednesday 25.Oct.** at 18.30
and **Saturday 29.Oct.** at 18.15

         <u>SATURDAY</u>
18:15   Evaluation of the module
         Questionnaire
19:45   Dynamic evaluation
18:30   Closing the course
20:00   Farewell evening

A. **Hot chair evaluation.** Participants identified themselves statements evaluating different aspects of the training course. Others expressed their relation to that statement by moving and commenting:

Statements:

I disliked guided tour in Luxembourg
⇨ was not perfect, guide gave interesting information, he told a lot about the city;

Programme was extremely tiring
⇨ We are here to work;
⇨ Maybe too much, otherwise we could manage by ourselves;
⇨ I enjoyed, not too much, but physically was really tired;
⇨ Maybe sometimes too much, important also to stay evenings and get to know people better.

Discussions and debates were interesting
⇨ I really enjoyed in spite of tiredness;
⇨ It is truth!

There could be more practical examples of situations with human rights and citizenship
⇨ I would like to know more ideas, how to work with this issue in my country with youth;
⇨ I would not know where to put more examples.

Food was extremely good
⇨ Vegetarian food was really delicious;
⇨ Dinner in the restaurant was excellent.

Work of Charles and Nariste are perfect
⇨ We like them, but no one is perfect;
⇨ Appreciation for their attempt to get the lost luggage (of one of participants).

I hated the common showers and cold water
⇨ I had always hot water!

I came here for kind of inspirations and ideas and I got them
⇨ I learned about technology;
⇨ The programme makes me really think.

More questions than answers, but I love it!
⇨ It was a challenge for me;
⇨ Sometimes confusion;
⇨ I liked to leave some questions, because it brings me forward;

I don't have a clear idea I have to do now.
⇨ Confused how to apply to my realities;

⇨ It is up to me how to multiply back home;
⇨ I will see when I get home.

Respect
⇨ No respect for the right to sleep;
⇨ Respect!

Interactive discussions
⇨ Active discussions;
⇨ We listened to each other.

I felt good with the group
⇨ Lots of nationals, lots of people.

I heard the team worked for the first time together, but I did not notice that

Facilitators managed our discussions well.
⇨ It did not depend only on facilitators.

EVALUATION OF THE MODULE

SUMMARY OF PARTICIPANTS' EVALUATIONS

In the end the team received 22 filled in evaluation questionnaires (out of 23 participants, one departed earlier)

Participants were requested to conduct "Take a step forward" exercise in their local environment (with other young people) before coming to training course. In the evaluation questionnaire there was a separate question on that. Some difficulties with understanding the tasks hindered few participants to take all benefits from that exercise. Some of them did not know what is the purpose and how they can debrief exercise the best. Nevertheless they found that task very attractive and useful way to get familiar with themes and methods of the upcoming course.

Participants were asked to grade the level of realisation the course's objectives.
The average grade for the fulfilment of the first objective (To reflect on the dynamic development of the concept of EC and its complex relation to the Human Rights)
was 4,32 on the scale, where 1 = not at all fulfilled – 5 = fully fulfilled. Participants feel they learned a lot about both issues, although would like to have more about HR. They are also aware of complex relationship between EC and HR, but sometimes this is too complex, there is still lot of confusion, more questions than answers, thy would prefer to have more clear conclusions.
As for fulfilment of the second objective (To identify challenges to HR and EC in participants' own communities and share best practices for responding to them through the youth work) average grade is 3,70. General feeling as read from given comments is that they only started exchanging best practises, it will come in the future, and some of them would have preferred to have more about sharing in the agenda.
The third objective was fulfilled at average level of 3,98 grade (To critically look at the political context in which EC & HR are being debated and how that translates into real life situations of young people). Some comments say that it happened thanks to other critical and sceptical participants, some would like to discuss more the political context.
The fourth objective realised to average 3,91 (To engage participants in assessing the place and relevance of HR & EC in their youth work). Participants feel committed to bring results of this course to their realities, but preferred to learn more practical examples.
The fifth objective fulfilled to average 3,82 grade (To explore the potential of young people as active agents in society and to associate participants to the "All Different – All Equal" Campaign). They feel they were strengthened and empowered during the course, they see potential and opportunities for making changes. As for the young people they work with, this is not that clear to them. They learned about ADAE campaign, but rather don't associate themselves with that.

Majority of participants stated in their evaluation questionnaires that the given time was too short, they might require at least one day more to accommodate all themes. Because of that they realised programme being too intensive, sessions held sometimes till late evenings, and creating difficulties for healthy perception and

understanding the issues. They felt we discussed too much about European Citizenship, where the time dedicated to Human Rights was too short.

Participants evaluated the knowledge about EC they learned during the course, to average level of 4,05 on the scale from 1 to 6.

One question in the questionnaire asked about the most important programme element for participants. Quite many of them indicated that debating about EC was really new and opening for them. They were not so much aware of its importance and relevancy to their local youth work. During the course they realised that and were happy to learn other points of view on that issue. Quite many of participants mentioned however that they felt overwhelmed with emphasising reference to the EC at every topic discussed. Participants liked also exercises on Human Rights, particularly Tensions, Myths and Dilemmas. This is what they expected. A few of them mentioned that input on educational approaches and generally the way seminar was run were important contribution for their better work with young people as educators and multipliers. A few participants listed presentation on ADAE and building partnerships as the least relevant for them. Some mentioned various discussions held in late afternoon, mainly due to tiredness.

About the team, the absolute majority of comments were positive. Participants enjoyed working with this team.

One main conclusion that can be drawn from evaluation questionnaires is that participants enjoyed the training course. Many of them imagined that training differently they expected the training to provide them with more knowledge about the Human Rights. They thought it would be more theoretical, but with many practical examples, best practises served on a plate. Therefore to that extend the training didn't meet their expectations. Majority however did not feel disappointed, as they received broad introduction to the European Citizenship theme, and had opportunity for serious, open, constructive and sometimes hard debates involving everyone. The way the course was realised allowed them to initiate valuable exchanges, critical thinking and strong motivation for further work, which we all hope will happen.

All-team evaluation based on discussions at the final team evaluation meeting and the overall modules evaluation process.

PART I: THE PREPARATORY PROCESS:

1. To which extent do you consider the preparatory process of the module programme in general and this module in particular adequate? Please explain your answers and specify which parts of the preparatory process you were part of as appropriate:

The preparatory process was significantly assisted by the fact that the team meeting took place a long time in advance of the module. This meant that usual problems such as visa procedures were not problematic for this module. In addition, the communication between the different parties involved was clear and punctual, especially after the arrival of the new Partnership secretary. The good working relations established between the different members of the team and the clear division of tasks were important to the sense of satisfaction felt by the team for the preparatory process. The flexibility of both the Partnership administrator and the course director for the National Agency concerning the need of the team for an additional preparatory day in advance of the module was key. Without it, the team of the module would not have been sufficiently prepared to carry out the module to their full potential.

2. What would be your suggestions for the improvement of this preparatory process in case of further modules being offered in the future?

The number of days available to teams for selection and programme preparation should be calculated in a more realistic manner, based to the extent possible on a realistic assessment of the number of applications that will have to be assessed and how long the selection will take. 2 working days for selection and programming is certainly sufficient if there are only 50 applications, but in cases where there are 120+ it is not. In addition, teams need working time together to achieve the necessary level of trust and work relations to be able to carry a training activity, and the time it takes is not related to the number of working days of the course. Hence, some additional time for working together should be foreseen to ensure the quality of the modules. Finally, a module of 5 working days does not necessarily take less time to prepare than a longer training course. This has so far not been taken into account in the allocation of the number of preparatory days for the team.

3. Please share your comments concerning the recruitment and selection of participants?

The team is satisfied with the course that the selection of participants finally took. The selection was conducted in a rigorous manner and all applications received were assessed by the whole team, NA recommendations being taken into account. But, several national agencies did not "play ball" in this regard, refusing to accept the decisions of the team if they contradicted their recommendation or refusing to pay the travel expenses of participants they did not recommend but who were selected, etc. In addition, the hosting NA was put in the awkward position of having to foot the bill for the NA's in question. The time that the selection took from the

preparatory meeting was also a problem, because the team was not in a position to make a proper selection and finalise their preparatory work in the time available. Finally, the team was not satisfied with the presentation of the module, especially the fact that the modules are presented all together in one vague course description, or with the dissemination practises employed by certain NA's, which are clearly not reaching the relevant organisations or applicants. The application form is also not considered adequate to finding out background information about participants relevant for the selection procedure and will need significant revision. There is an urgent need for a complete revising of the application form, elaborated by a working group made up by members of the Partnership, experienced trainers from previous Modules and hosting National Agencies.

4. Please share your comments concerning the process of the composition of the team?

Team members were satisfied with the conduct of the composition of the team, which was felt to have been timely. In particular, the course director appreciated to have been consulted concerning the composition of the team. Some concerns were raised concerning the "transparency" of the process of recruiting the course directors, however, and especially the fact that NA and Partnership employees were recruited. Also, the use of "senior" and "junior" contracts for such team compositions is not considered adequate. A junior trainer is contracted to receive on the job training and a contract is given in order to avoid that this person works without any form of compensation. Today, these contracts are also being given to trainers who can be considered as seniors in terms of both professional experience and age in order to keep costs down. This is not considered an adequate approach, if quality is to be ensured and improved on an ongoing basis and it creates unnecessary inequalities inside the teams.

5. Please share your comments concerning the administrative and financial preparation of this course, as it affected your experience of the course?

There was a noticeable change in the speed and efficiency of communication concerning financial and administrative issues with the change of staffing at the Partnership, for the better. Nevertheless, the financial procedures remain slow, cumbersome and difficult, lacking in any flexibility. The team realises that this is not in the control of the Partnership secretariat but it is nevertheless a problem for the effective implementation of cooperation projects. Notably, payment of fees and reimbursement of travel expenses are a significant problem as they both take place unreasonably late. In the case of reimbursement rules seem to change on a regular basis without any change of information concerning requirements being passed on to the secretariat in communication with experts and participants. In addition, monies owed are often not fully reimbursed, with team members who work regularly for the Partnership incurring between 30 and 50 euros in costs for each contract undertaken. The administrative, logistical and financial work with the National Agency was very easy.

PART II: THE COURSE

1. Which programme elements do you think were the most important for the learning of the participants? Please be specific:

Tensions, Myths and Dilemmas of HR

Participants did not previously realise that many of the issues raised in this session were in fact HR issues and the ways in which they relate to EC.

Educational Approaches to EC and HR
Participants were not familiar with basic educational concepts and approaches and were provided with the opportunity to explore such during this session. It was a real eye opener because they could finally relate much of what they had experienced in the module to date with the work they do with young people.

2. **Which programme elements were least relevant for their learning? Please be specific:**
It is difficult to tell because we were under constant time pressure, which meant that some sessions did not provide optimal results. The team believes the results of those sessions would have been better with more time. No element of the programme was considered to irrelevant by the team as it chose an integral approach to the whole module programme.

3. **Was there any subject matter that you felt was treated insufficiently or excessively and if so which ones?**
All core elements of the module could have used additional time. This is not really applicable.

4. **Considering the experience of the module, and the way the group interacted with the programme, which programme elements would you prioritise if you had the opportunity to run this module again?**
Most of the participants had little or no basic knowledge about EC or HR, but they could relate to these themes to the challenges facing young people in their immediate sphere of youth work. As it is not possible to ensure the basic level of knowledge about politics and society required, it is important to develop their ability to access the issues through the work they are doing with young people. This request for basic knowledge should be part of the new application form and one of the selection criteria for the definitive participants.

It was simply not possible to address the issue of transfer and taking action in the time available and given the gaps in knowledge that had to be made up for along the way, but it was a crucial dimension of the module and would have been an important element of empowerment for the participants.

5. **To which extent did this group of participants correspond to the outlined participant profile? Please explain your answer:**
Yes, the rigorous selection paid off, because each of the participants, in their own way, is engaged with young people and is active on issues related to EC and HR. Nevertheless, the diverse levels of experience between participants in relation to each and both of the issues, in addition to the variety of kinds of work with young people they are conducting, sometimes made it difficult for them to recognise their work as relevant to EC or HR. The team however was satisfied with the participants' motivation and level of engagement.

6. **To which extent do you feel that the objectives of this course have been fulfilled (please using the following scale: 1 = not at all fulfilled – 5 =**

fully fulfilled), given the evaluation of participants and your own person impressions:

Objective	Comments
To reflect on the dynamic development of the concept of European Citizenship and its complex relationship to Human Rights	This objective was largely reached, but there was not enough time or space in the programme to deal with the "development" of the concept of EC. We also did not expect participants to have little or no knowledge of the history of European integration and other basic knowledge about citizenship in their own context, which complicated matters.
To identify challenges to Human Rights and European Citizenship in the participants' own communities and share best practices for responding to them through youth work	We did not manage to address the youth work dimension, in the sense that we could not work sufficiently on the "taking action" part of our programme. Realities in their home contexts and the realities of young people were very present, but the participants did not often enough offer real examples from their home situations, indicating the kind of "off and on" youth work they are doing (i.e. exchanges, etc)
To critically look at the political context in which European Citizenship and Human Rights are being debated and how that is translated into real life situations of young people	Yes, this objective was achieved for the theme of HR, but not to the same extent for EC. The participants were not what one could call "politically aware". But, in a more abstract manner they were able to engage in a concrete debate on EC through the sessions, in particular, the statement exercise. They did not, unfortunately, engage critically enough on the situation in their countries, again indicating a certain disconnect between them and EC issues.
To engage participants in assessing the place and relevance of Human Rights and European Citizenship in their youth work	The participants all developed their personal understandings of the relevance of EC and HR for themselves, as human beings and as citizens even. This was evident in the group dynamic and the intense questioning that developed. But, it is more difficult to determine the extent that they were able to develop this understanding in relation to youth work. This may be because, as mentioned above, many did not immediately understand their own youth work in HR or EC terms. The team believes that given time to actually work again with young people, the EC / HR dimension of their work will become clearer to them and they will access this issue through educational work with young people.
To explore the potential of young people as active agents for change in society and to associate them to the All-	The team took time to provide visibility to the ADAE Campaign and many participants expressed their intention to get in touch with the campaign committee in their country. But, there is a scale

Different All-Equal Campaign	problem for participants. They think that change means to eradicate all HR abuses world wide immediately and therefore they have difficulty to see their work as a contribution to change.

In general, the team remarked that they were able to achieve one level less than implied by these objectives and concluded that with more time and participants with a bit more basic knowledge, they could have been achieved in more depth.

7. Do you think that the time available for the programme of the course (5 working days) was enough to properly address the objectives? Please explain your answer:

No. Five working days is enough to raise the right questions, but helping participants to answer them sufficiently to feel empowered and confident is not possible in this amount of time. It cannot cater for differential learning speeds and the group dynamics, as well as for the delivery of a lot of complex content.

8. Do you have any suggestions for how to involve National Agencies and Salto Centres in the programme of such a module?

Refer to the results of the evaluation meeting in Bonn

9. How would you see this module evolving, if it is to be repeated?

Refer to the results of the evaluation meeting in Bonn

10.   Your evaluation of the team performance and co-operation?

The team was very satisfied with its own performance and with working relations within the team. The team managed to create a brand new course, which it was able to deliver having had little time to deal explicitly with teamwork issues. Each member of the team enjoyed the general team atmosphere and the opportunity to work with new colleagues about whom they has heard a lot.

PART III: LEARNING

1. In your opinion, to which extent did the course correspond to the learning needs and expectations expressed by the participants?

The expectations of the participants were focused mostly on factual information about EC, and in particular HR, about which they also received information. But, the attitudinal dimension of awareness for the complexity of EC and its relation to HR was not one of their expectations but this activity dealt with it in quite a lot of depth, and the team believes that it was one of the most fundamental needs of this group of participants.

2. What were the most important learning points for them, in your opinion?

⇨ Educational approaches to EC and HR and examples of how the educational approaches are put into practise in the module

⇨ Concepts of EC and the different interpretations of these (i.e. the awareness that there are different concepts and interpretations – they remain confused about this, although they gained in tolerance of ambiguity)

⇨ Tensions, Myths and Dilemmas in HR

3. In which areas did the course contribute to strengthening the knowledge and capacities of this group of participants to work with this theme? Please be specific:

Many participants did not feel empowered at the end of this module, despite the fact that they had the opportunity to explore and experience a variety of new perspectives on both the core themes of EC and HR. It is too soon to tell who will multiply and how although some partnerships and projects are already in preparation.

PART IV: TRANSFER

1. Which aspects of what participants have learned at this course are they most likely to be able to multiply?

In multiple ways, the participants have learned about the themes of the module, in particular about the broadness and complexity of the themes European Citizenship and Human Rights. But, the question of whether they can multiply those newly gained perspectives is another issue. The team believes that participants are in a better position now to understand how the issues of the module are present in their regular work with young people. They have also gained a lot of insight into how educational activities with young people can be constructed and implemented, both by example from the team during this module and as a result of the specific session run on educational approaches to both EC and HR.

2. To which extent do you think these participants are in a position to multiply their new knowledge?

Many of the participants were explicit about the fact that they did not feel able to assess their learning immediately after the course. Most feel confused about the issue of European Citizenship and need some time to get back into working with young people again in order to assess how they can use the themes and issues they explored during the module. They are not used to working regularly with young people in an educational manner and using educational resources such as Compass or the Education Pack. It is, therefore, somewhat difficult for many of the participants to imagine how they can integrate course contents into their work with young people. Nevertheless, participants have certainly gained new insights, as demonstrated by the number of questions they now have and want to explore further. A supervision of initiated and implemented activities in the national or European context should be part of the follow-up of the Modules.

PART V: WORKING CONDITIONS
1. Please comment on the working conditions provided by the Hosting national Agency?

Very good and most adequate, although some participants, especially female participants, did not like to have to share open showers with other participants and it would have been better if participants and team alike did not have to bring their towels with. But, these small details notwithstanding, we had the opportunity to work in a dedicated youth centre, largely alone with two full time members of the team taking care of the technical and logistical needs of the module participants and team. These are better than usual conditions.

2. Which concrete suggestions do you have for improving the working conditions for the Agency?

Nothing.

APPENDICES

A. **Handout on Citizenships and European Citizenships.** Participants received the following handout prepared by Yael Ohana:

Citizenships and European Citizenships

Module 5 – Human Rights
Eisenborn, Luxembourg, October 2006

Dimensions of Citizenship?

Citizenship is a status bestowed on all those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which the status is endowed. There are not universal principles that determine what those rights and duties shall be, but societies in which citizenship is a developing institution create an image of ideal citizenship … Citizenship requires a direct sense of community membership based on loyalty to a civilisation which is a common possession. It is a loyalty of free men endowed with rights and protected by a common law.

Marshall 1973

Dimensions of Citizenship?

Citizenship is the peaceful struggle through a public sphere which is dialogical.
Habermas 1994

Citizenship is not just a certain status, defined by a set of rights and responsibilities. It is also an identity, an expression of one's membership in a political community.
Kymlicka and Norman1995

Citizenship is a complex and multidimensional concept. It consists of legal, cultural, social and political elements and provides citizens with defined rights and obligations, a sense of identity, and social bonds.
Ichilov 1998

Citizenship is a complex and contested concept!

Citizenship - a legal status granted by the state?

- You get a passport, you can vote, you are entitled to the protection of the state
- A straight forward relationship between citizen and state involving predefined rights and responsibilities of each

Citizenship – a multidimensional personal experience?

- Feelings, morality, multiple senses of belonging, identity
- Relationships between: citizen - state > citizen - community > citizen - citizen
- Voluntary engagement in community > civil society
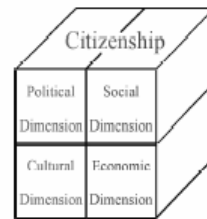
Representations of Citizenship

Individual citizen

Communities of reference and political structures

Individual
Citizen

Communities of reference
Political structures
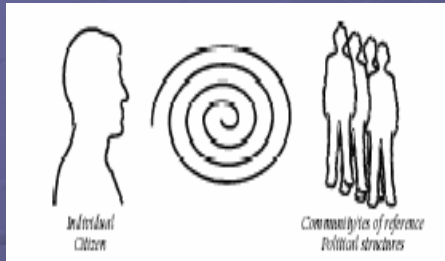
The four dimensions of citizenship

Figure 3 – The Four Dimensions of Citizenship

Citizenship

| Political Dimension | Social Dimension |
| Cultural Dimension | Economic Dimension |

Representations of Citizenship

Individual senses of belonging (nationality, family, generation, local community, etc, etc)

Figure 7 – Senses of Belonging

Mulitiple senses of belonging
(many communities of reference)

Figure 8 – Multiple Senses of Belonging

3

Quality of the experience of Citizenship?

Formal citizenship: citizens are equal before the law (universality) in rights and responsibilities and the state is neutral with regard to visions of 'the good life'

Substantive citizenship: formal equality is useless without a recognition of existing inequality, different needs and experiences of discrimination (often based on identity)

Political, Civil, Social, Economic Aspects of Citizenship…

Different national approaches to the relationship between formal and substantive citizenships

Human rights and the indivisibility of civil, political, social and economic rights

4

Rights – Duties – Belonging – Identity:

Relationships between rights, duties, belonging and identity are influenced by competing philosophies of citizenship present in national citizenship:

- Liberalism
- Republicanism
- Communitarianism(s)
- Multiculturalism(s)
- Feminism(s)

For descriptions of each of these in detail:
www.wikepedia.org

Multi-dimensional Citizenship?

Identity and commitment:

- Ethnic, cultural, religious, political Communities

- Sexuality

- Family organisation

- And other significant identifications of the individual…

Spheres of commitment and action:

- Community
- Locality
- City
- Region
- Nation State
- Diaspora
- Globe
- Environment
- Europe?

Differing Concepts of European Citizenship in use and practised

>> European Union

EU citizenship is clearly and strictly conditioned: Citizen of a member state = citizen of the EU

Lots of politicians talk about European citizenship, meaning only the legal citizenship of the EU (with an undefined sense of culture often used)

Sometimes, overconfident and self-centred. It is only defined beyond these limits (learn to live democracy) for convenience.

Differing concepts of European Citizenship are used and practised

>> Council of Europe

European Citizenship as a value-based concept: Human Rights, Democracy, Rule of Law.

Convention of Human Rights protects any human being in the geographical area covered by the convention

Differing concepts of European Citizenship are used and practised

>> Youth sector: We have made Europe, but how do we make Europeans?

EU: Individual and group intercultural experiences, voluntary service, direct dialogue with young people

COE: Intercultural group experiences, intercultural learning in protected environments (European residential youth centres), multipliers, co-management

PARTNERSHIP: Trying to bring the two approaches together and create something new using non-formal education (young people as actors of social change)

Representations of EC???

Figure 7 – Senses of Belonging

Figure 8 – Multiple Senses of Belonging

For those who do not benefit from the formal status, is EC just another personalised sense of belonging, among competing others?

Quality of European Citizenship?

Formal: yes, in the EU, but only in a very limited sense due to the fact that European Citizenship in the EU is considered additional to National Citizenship and is not backed up by equivalent democratic and participatory structures … **Is there a "real" European <u>political</u> community to be a citizen of?**

Substantive: yes, one can voluntarily subscribe to the values of EC and can actively participate, but **the lack of a formalised European public sphere limits the scope of substantive citizenship…**

Controversies…!

- The gap between the substantive and formal citizenships available to Europeans is growing with further enlargement of the EU (different formal rights of EU citizens concerning the four freedoms)

- European citizenship is understood by some as a form of larger national citizenship, or as a form of large-scale communitarian citizenship based on religion, heritage, culture…

- Democratic deficit in the Europe (problem of transparency and effectiveness of European Institutions, the failure of the European Constitution, distance between citizens and political institutions and representives, etc)

Controversies continued…

- Active participation in civil society is promoted as compensation for all other deficits of EC, including the lack of formal rights and exclusion (e.g. minorities, socially excluded persons, stateless persons, asylum seekers)

- Socio-economic dimensions of citizenship remain the domain of nation-states and subject to market forces which means socio-economic inequality between and within EU countries is growing without being considered an issue of EC

- What is the relevance of EC in a globalised world, where ideas of global citizenship gain importance?

Find out more!

- T-kit Under Construction – Europe, Young People and Citizenship
- Compass
- All Different – All Equal Education Pack
- Domino – Peer Education Pack
- T-kit Intercultural Learning
- T-kit Voluntary Service

Websites:

T-kits: www.training-youth.net (Partnership website)

Compass and other resources: www.coe.int/compass

Directorate of Youth and Sport: www.coe.int/youth

List of participants

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FURTHER READING
 (A few useful sites to consult)

ALL AROUND CITIZENSHIP
The European Year of Citizenship through Education, a project of the Council of Europe http://www.coe.int/edc

The T-Kit on European Citizenship
http://www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit7/index.html

The UK-based Citizenship Foundation
http://www.citizenshipfoundation.org.uk

The Institute for Citizenship, an independent charitable trust based in London:
http://www.citizen.org.uk

The Active Citizenship Network, a European grassroots movement with Italian roots:
http://www.activecitizenship.net/

A challenging article on citizenship and identity:
http://www.sociology.org/content/vol002.003/delgado.html

The Europa-Server Web-entry-page to education and training within the EU
http://www.europa.eu.int/pol/educ/index_en.htm

The EU on active citizenship and young people
http://www.europa.eu.int/youth/active_citizenship/index_eu_en.html

ALL AROUND HUMAN RIGHTS AND HUMAN RIGHTS EDUCATION
The European Court of Human Rights of the Council of Europe
http://www.echr.coe.int/echr

Commissioner for Human Rights of the Council of Europe
http://www.coe.int/t/commissioner/default_EN.asp

CoE Human Rights Education Portal
http://eycb.coe.int/eycbwwwroot/hre/index.asp

International Helsinki Federation for Human Rights
http://www.ihf-hr.org

Human Rights Education Associates
http://www.hrea.org/

Compass, the manual on Human Rights Education with young people
www.coe.int/compass

YOUTH POLICY IN EUROPE

For information about the process and key issues in the WHITE PAPER ON YOUTH POLICY and the European Youth Forum's work on it, please consult: http://www.youthforum.org/en/our_work/white_paper/wp.html

The EU Youth Portal
http://www.europa.eu.int/youth/

Eurodesk is a Europe-wide network of organisations working to give young people access to information on opportunities to work, study, travel and volunteer http://www.eurodesk.org/edesk/Welcome.do

Documents and useful links about the work of the Directorate of Youth and Sport: http://www.coe.int/T/E/Cultural_Co-operation/Youth/

The web site of the European Commission Unit on youth with information on the white book on youth policy, the youth programme and more: http://europa.eu.int/comm/youth/index_en.html

MATERIALS ON NON-FORMAL EDUCATION
http://www.training-youth.net/INTEGRATION/TY/Publications/T_Kits.html
http://www.coe.int/T/E/human_rights/Ecri/3-Educational_resources/
http://eycb.coe.int/compass/
http://www.infed.org/
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