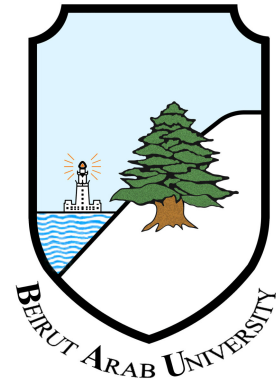


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European Union  
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Partnership between the European Commission  
and the Council of Europe in the field of Youth



# **Euro-Mediterranean training course for Human Rights Education with Young People**

Debbieh, Lebanon, 21-29 June 2009

## **EXECUTIVE REPORT**



The views expressed in this report are those of the authors and do not necessarily reflect the official view of the European Commission or the Council of Europe, their member states or the organisations co-operating with these institutions.

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Budapest, March 2010

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## Introduction

The Euro-Mediterranean Training Course for Human Rights Education with Young People, held from 21-29 June 2009 in Debbieh, Lebanon, was prepared and implemented using Arabic as a working language. A full and extensive documentation was produced in Arabic by Sally Salem. This document is a summary of that documentation.

### 1. The rationale and background of the project

The Euro-Med cooperation between the European Union and the Mediterranean countries signatory of the Barcelona process was initiated, among other things, to promote greater understanding and cooperation based on mutual respect, democracy, human rights and intercultural exchange. Recognising the potential of human rights education, the Partnership on Youth between the European Commission and the Council of Europe has, among others, a specific objective of promoting human rights education and respect for diversity.

The publication of the Arabic version of *Compass* by the Council of Europe provides the opportunity to enlarge the circle and scope of human rights education while allowing reaching new target groups and organisations.

In the context of acknowledging the importance of human rights and human rights education and the need of strengthening skills in broadening public awareness of the international human rights instruments, and enhancing skills in realizing human rights in the Arab world.

Taking into consideration the different challenges Lebanon and the region are facing and recognizing the potential of human rights education as one of the most fertile grounds for intercultural exchange and cooperation and confirming the need to deepen practices of human rights education as an educational approach to be used among young people in the region in support of the human rights development.

The Council of Europe and the Human Rights Center in the Beirut Arab University (HRC-BAU) have organized with the collaboration of Public Interest Advocacy Center (Pinacle) and Permanent Peace Movement (PPM) a training for trainers on human rights education using *Compass*, the manual on human rights education with young people.

This training course is not the first one in this framework. In 2005 the Council of Europe and the European Commission have organised a first workshop for Arabic-speaking trainers using *Compass*. The workshop was very successful and confirmed the needs expressed by other partners in Arabic-speaking countries that *Compass* can be a very important tool to support human rights development. A programme of three sub-regional courses in Jordan, Egypt and Morocco has been implemented with local partners from 2006 to 2008 in order to secure the highest possible multiplying effect.

### 2. Introduction to the main partners

The main partner with the Council of Europe for this training course was the Human Rights Center in the Beirut Arab University (HRC-BAU) with the collaboration of Public Interest Advocacy Center (Pinacle) and Permanent Peace Movement (PPM) .

### **The Human Rights Center in the Beirut Arab University:**

The Human Rights Center at Beirut Arab University (HRC-BAU) was established in 2009. The aims of HRC-BAU are the promotion of human rights knowledge, human rights education, raise awareness among the university students and to the community, as well as the cooperation with other national and international institutions and NGOs.

HRC-BAU works with students and graduates of Beirut Arab University through formal and non-formal methods as well as research.

In the short period since its establishment, HRC-BAU has organized different activities, including:

- Euro-Mediterranean Training Course for Human Rights Education with Young People at the Beirut Arab University – Debbieh Campus. This activity was in Partnership with the Council of Europe, and in collaboration of Public Interest Advocacy Center (Pinacle) and Permanent Peace Movement (PPM).
- Youth Building Reconciliation 2 project in partnership with ALEF. This activity was concluded by issuing a BAU Student Declaration Campus signed by the participants, faculty and President of the university.
- Moot Court Competition in partnership with the American Bar Association (ABA) at Beirut Arab University Campus in Beirut.

### **The Public Interest Advocacy Center Lebanon (“PINACLE”)**

PINACLE is a non-profit organization founded in 2002 in Beirut- Lebanon, by a group of lawyers from the Beirut Bar Association. PINACLE is a grouping of legal professionals experienced in human rights and social justice issues, trained in Lebanon and abroad who have joined to respond institutionally to the challenges of the post-war period in the field of public interest law. Since its establishment, it is actively involved in promoting public interest and social justice issues. PINACLE fosters the development of judicial precedents and promotes good governance through facilitating access to information and research in the Middle East and Mediterranean region.

### **Permanent Peace Movement**

The Permanent Peace Movement (PPM) was founded in 1986 at the height of the Lebanese civil war, by a group of university students. Unified by their aversion to violence and common vision of a brighter, more peaceful future, they set the cornerstone for what has grown into an experienced organization that promotes peace throughout the MENA region.

The mission of PPM is to foster and proliferate a culture of peace through assisting the transformation of protracted social conflict by means of dialogue, conflict resolution, education, advocacy and training. They seek to empower groups and individuals by emphasizing their agency and equipping them with skills to change the world they live in, in a constructive and non-violent manner.

PPM works on a number of issues related to peace building, which are expressed in the variety of projects we implement. Most recently they have worked on issues of conflict resolution, arms control, child soldiers, democracy and participation, restorative justice, non-violence, and socioeconomic rights

In the last decade PPM has mediated and delivered training in Cyprus, Syria, Jordan, Egypt, Yemen, Sudan and Lebanon and has instructed Iraqi NGO staff. The organization has developed into a regional hub for peace building issues.

### 3. Aims and objectives of the course

This course aimed at developing the competence of Arabic-speaking trainers and multipliers in working with human rights education at national and regional level and to enable them to act as multipliers for human rights education with young people using *Compass (Ittijahat)*.

#### Objectives

- To explore the role of human rights education in promoting intercultural dialogue and Euro-Mediterranean cooperation;
- To develop the trainers' knowledge and competence in key concepts of human rights education with young people;
- To familiarise the participants with the approaches and activities of *Compass*, the manual on human rights education with young people, and with how best to use it and adapt it to local contexts and realities;
- To review and address the essential competencies, skills and attitudes for trainers working with human rights education in non-formal learning settings;
- To explore the specificities and points of commonality in the practice of human rights education in the different countries and educational contexts represented in the course;
- To enable participants to develop activities and programmes for training trainers and multipliers in human rights education at national level;
- To prepare activities for disseminating *Compass* at national and local level;
- To contribute to the development of a Euro-Mediterranean informal network of trainers and organisations on human rights education with young people and mainstreaming of human rights education in the activities of the Euro-Med Youth programme.

### 4. The participants

This course was designed for participants who were or were expected to act as:

- Trainers active in non-formal education, especially within youth organisations and associations, in youth work activities and in other NGOs concerned with human rights education;
- Trainers and multipliers active within formal education systems and interested in non-formal educational approaches and practices.

All participants should also:

- Be supported by a local, national or international organisation/ institution
- Have experience in working as trainers or educators with young people
- Be able and committed to act as multipliers or trainers for human rights education after the course
- Be motivated to develop their knowledge and competence in human rights education and to share their experiences with other participants
- Be able to work in Arabic
- Be committed to attend the entire duration of the course
- Be aged between 18 and 35 years old

### Reflection of the participants who attended the training:

Twenty two participants attended the training course, 6 of which came from European countries and 16 from Arab countries including 10 from Lebanon alone.

### Some statistics:

Participants came from 12 countries:	Poland, Switzerland, Spain, France, Italy, Armenia, Syria, Iraq, Palestine, Lebanon, Jordan and Yemen.
Male/ Female	7 male / 15 Female
Volunteers in their organisations	12
Employees in their organisations	10 (all the ten participants come from Arab countries)
With youth work background	6 (4 European/ 2 Arab )
Involved in formal Education	6 (Five from Lebanon (all females) and 1 from Iraq)
Working as trainers	6
Have worked with <i>Compass</i> before	5
Students	6

All 22 participants were highly engaged in areas of human rights and human rights education. The two participants from Switzerland and Spain were of Arab origin and spoke perfect Arabic; they also knew the realities of both their country of origin and the country where they live at the moment.

The participants came from a mixture of backgrounds, all of them were interested to explore and learn about *Compass* as a tool that would help them to work on Human Rights education with their target group. Their average age was 25.

They came from the following backgrounds: housing organisation, refugees organisation, the governmental centre for the Child, United Nations Relief and Works Agency for Palestine Refugees, capacity building organisations, International relief organisations, youth groups in universities, human rights educators and youth workers.

Participants ranged from volunteers to executive directors, all involved in different dimensions to Human Rights education through their organisations' activities.

Six participants had clear solid youth work background, most of the rest worked with young people as one of their main target groups.

## **5. The rationale of the programme**

The course was designed to give participants the opportunity to experience and reflect upon activities and concepts central to human rights education.

The programme of the course included:

- A review of the evolution of human rights education and the present challenges it faces in the participants' countries;
- An introduction to the approaches and structure of *Compass*, the manual on human rights education with young people;
- An analysis of the competencies, skills and values of trainers working with human rights education;
- Opportunities to share experiences and challenges of developing human rights education in formal and in non-formal education settings;
- Practical workshops on skills and attitudes essential to human rights education;
- Opportunities to experiment with and to evaluate different methods and activities found in *Compass*;
- Planning follow up activities and projects in view of sustaining the practice of human rights education.

These topics were chosen because of the assumption by the organisers and trainers that participants coming to the training course were already acquainted with human rights and human rights education. Therefore the programme content should focus mainly on human rights education through the use of *Compass (Ittijahat)* giving it the biggest "chunk" of time (4 days out of the 7 days of the training). The other three days were divided as one for introducing participants to the training, one on human rights as such and one last day as an evaluation, follow up projects and wrapping up of the training.

The course started with a formal opening, followed by activities and introductions and setting the framework for learning and working together. The second day focused on Human Rights and starts directly with quick review on the history of human rights. Followed by an exercise from *Compass* on the universality of human Rights (Diamond Exercise). Then an overview of participants about the conditions of human rights in their respective countries allowed to place the general introduction into the realities and concrete challenges to human rights today and how they are perceived by the participants.

From the third day 3 until the end of the training, the focus shifted to human rights education. The exercise 'Access to Medicaments', from *Compass*, was chosen for participants to experience the intertwining of many rights in one case. Then the same exercise was used to bring out the educational approaches present in it. A deeper look was taken about our different roles as human rights educators, facilitators, advocates or trainers.

An overview of *Compass* was presented and participants were left under guidance for one whole day to experience and facilitate to the rest of the group thematic workshops on discrimination, citizenship and refugees (themes which reflected the realities of the young people that the participants worked with).

An outsider look on the world of human rights education in Lebanon was given via the roundtable on the sixth day on the realities of human rights education work. Participants were now ready to think of ideas for human rights education projects they wanted to work on.

The last day was dedicated to presenting their projects and ideas for follow up and evaluation.



The expectation expressed by most participants to attend this training course was to get introduced to *Ittijahat* as a manual for human rights education with young people and to network with other participants. Through the different discussions many topics came to the surface and seemed interesting to participants as well, like: changing leadership within NGOs, difficulties funding HRE, and the place of human rights education in school curricula, especially in Lebanon.

## **6. The methodological approach adopted and its suitability**

The course was based on experiential learning approaches. It was also designed as a mutual learning process, where participants could compare their approaches to training and to human rights education in European and Arabic-speaking countries in a dialogical intercultural approach and environment. Contributions from experts in the field of human rights established a theoretical framework and a common reference point for learning and communication, but most of all opportunities to try out and evaluate some of the activities in *Compass*.

Towards the end of the course, multicultural groups of participants designed follow-up activities and projects for training in human rights education at national or regional level.

A diversity of working methods was used for learning about human rights and the approaches proposed in *Compass*. The previous experience of participants, as trainers or educators, was the starting point of the programme and of the learning process and it actually proved to be quite useful with this group; the diversity of experiences in the group made it impossible not to make use of the different experiences in the room. Most of these participants have also attended many workshops before, but the specificity about this workshop was the notion that “if you want to know about *Compass* then you need to try it on yourself, no one is going to give you a ready made recipe” or, in other words, to be a facilitator or trainer in human rights education, you need to be a learner as well.

This notion proved participants and kept them alert during the seven days span of the training.

## **7. The follow-up plans by the participants**

A session was dedicated at the end of the training to follow up plans and projects. Participants were asked three main questions to reflect upon:

- How to reflect what you learned in the form of follow up?
- What is your role as individuals and organizations in the follow up process?
- What is the role of other participants and the trainers in the follow up process?

Participants also designed five human rights education projects. After a process of downsizing with discussions on different ideas, participants presented a total number of 5 collective projects, these projects are:

- 1- *Lebanese Network for Human Rights Education*: by most Lebanese participants)
- 2- *We are worth knowing ourselves*: by Nadia (France), Bianca (Italy), Maram (Spain), Wasel (Switzerland), Sona (Armenia), Ewa (Poland).
- 3- *I have the Right to Know*, by: Arwa (Yemen), Mohamed (Iraq), Mohamed (Syria), Anwar (Jordan).
- 4- *Human Rights Education using Art*, by: Roba (Lebanon), Hamza (Palestinian Authority).
- 5- *Human Rights Defenders*, by: Majd (Palestinian Authority), Abdel Aziz (Lebanon).

## 8. Evaluation of the main results of the course by the participants

The participants had the possibility to evaluate the eight objectives of the training course.

Their scores came as follows : (one is the least, 5 is the utmost)

Objectives	1	2	3	4	5
To explore the role of human rights education in promoting intercultural dialogue and Euro-Mediterranean cooperation;			2	<b>10</b>	9
To develop the trainers' knowledge and competence in key concepts of human rights education with young people;		3	5	6	<b>7</b>
To familiarise the participants with the approaches and activities of <i>Compass</i> , a manual on human rights education with young people, and with how best to use it and adapt it to local contexts and realities;			2	8	<b>11</b>
To review and address the essential competencies, skills and attitudes for trainers working with human rights education in non-formal learning settings;		1	<b>8</b>	5	7
To explore the specificities and points of commonality in the practice of human rights education in the different countries and educational contexts represented in the course;		1	<b>8</b>	7	5
To enable participants to develop activities and programmes for training trainers and multipliers in human rights education at national level;		3	3	<b>8</b>	7
To prepare activities for disseminating <i>Compass</i> at national and local level;			4	<b>9</b>	8
To contribute to the development of a Euro-Mediterranean informal network of trainers and organisations on human rights education with young people and mainstreaming of human rights education in the activities of the Euro-Med Youth programme.			4	7	<b>10</b>

As we can see from these findings, the objectives that scored highest are the exploration of *Ittijahat* and the role of Human Rights education in Intercultural learning. And the two objectives that scored least were the specificity and commonality of HRE in each country as well as the skills, attitudes and competences of HR educators.

When asked about their main learning points the participants mentioned different activities, the main activities that were mentioned:

The reality of Human Rights through a visit to Saïda, the richness of the diversity of participants, the methods used to deliver the content of the training including facilitating actual activities from *Ittijahat*, speaker's interventions and the discussions with the team, the technique of Reflection groups where participants reflect each day on the contents of the day, the idea of valorizing our learning into projects.

Participants were also asked about their views on the impact their participation in this training course would have on their organizations, these were some of their answers:

- "Developing the work my organization do on Human Rights Education through the use of *Ittijahat* specially when working with young people."
- "The possibility to network with one of the organizations present in this training course through human rights education activities."

- “Trying to replicate this training in my organization.”
- “Introduce human rights education in the activities of my organization.”
- “The possibility of creating a Lebanese network on human rights education.”

## Learning

Participants stated learning on human rights in the following areas:

- the characteristics of Human Rights,
- the reality of HR in participant's countries,
- the Arab charter on HR,
- Child, women and Refugee rights,
- organizations that work on HR,
- the history of HR.

They stated need to learn more about:

The mechanisms of monitoring human rights violations, the reality of HR in the world, minority rights, training skills.

Participants stated also learning in Human Rights Education, particularly in the areas of:

- group work,
- active listening,
- cooperation,
- learning from what works and what doesn't work
- accommodating the activities depending on the target group.

## 9. Conclusions, recommendations and suggestions for follow-up

In addition to the different methods of evaluations that were carried on and that are summarized in this report, personal interviews were also carried on with most of the participants. From all these data it was clear that this training has achieved most of its goals due to many factors, the cooperation of all the partners, the choice of a good venue that served as a good environment for learning, the choice of a diverse team in matters of knowledge, competences and skills, the wide range of the backgrounds of participants, the use of appropriate methods to the target group.

The different levels of participants in matters of knowledge was sometimes a drawback, some of the participants had a good knowledge of human rights and came to this training to be introduced to a new manual being *Ittijahat*, others had much less knowledge of human rights and came mainly from a youth work background and so were not on the same level when discussions started to get deeper into human rights issues. Although on the overall, this fact helped to do a cross fertilization between the two and together with a good group dynamics in the group a high sense of peer education was felt and practiced.

Participants mainly concentrated on the importance of a follow up to this course, mainly in the form of a training with higher level of content as a second step 2 for this workshop.

## **Annex 1. Programme of the training course**

### **Day 1, Sunday, 21 June**

Arrival of participants

20:00 *Dinner*

21:00 Welcome words

Getting to know each other + Practicalities

### **Day 2, Monday, 22 June**

9:30 Introduction to the Day

10:00 Official opening ceremony, with:

Omar Hourri, Head of the Human Rights Center in the Beirut Arab University

Rui Gomes, Head of Unit Education and Training, Directorate of Youth and Sport of the Council of Europe.

Jo Karam, The Public Interest Advocacy Center Lebanon ("PINACLE")

Fadi Abu Alam, Permanent Peace Movement

Maya Mansour, Coordinator of the training Course.

11:30 Getting to know each other

11:40 Introduction to the course and methodology

13:00 *Lunch break*

14:30 Workshop on: Expectations

Experience

Motivation of participants.

Code of Conduct

15:15 Team building activity

16.30 *Break*

16:45 Introduction to Human Rights

18:00 Re-groups

18:30 End of the day

20:00 *Dinner*

21:00 Organisation Exhibition

### **Day 3, Tuesday, 23 June**

09:30 Introduction to the day

09:45 Introduction to Human Rights (History, evolution and the international HR system of protection)

Discussion Workshop

11:30 *Coffee break*

11:45 Universality, Indivisibility, and Interdependence of human rights in our lives

13:00 *Lunch break*

14:30 Sharing experiences and realities in our countries  
16:00 Exploring human rights in Saïda city  
20:00 *Dinner in Saïda*

#### **Day 4, Wednesday, 24 June**

09:30 Introduction to the day  
09:40 Briefing on Saïda field-visit/learning  
10:15 Human Rights Education: Universality and interdependence of HR  
11:30 *Coffee break*  
11:45 cont. Human Rights Education: Universality and interdependence of HR  
13:30 *Lunch break*  
14:30 Human Rights Education in the context of non-formal learning  
17:00 *Coffee break*  
17:15 Review of *Compass*  
18:00 Re-groups  
18:30 End of the day  
20:00 *Dinner*

#### **Day 5, Thursday, 25 June**

09:30 Introduction to the day  
09:45 Competencies in human rights education: roles and approaches  
11:30 *Coffee break*  
11:45 cont. Competencies in human rights education: roles and approaches  
12:30 Midterm evaluation  
13:00 *Lunch*

Free afternoon and evening

#### **Day 6, Friday, 26 June**

9:30 Introduction to the day  
9:45 *Compass* in Action: taking roles  
11:30 Break  
11:45 *Compass* in Action: taking roles (continued)  
13:00 *Lunch*  
14:30 *Compass* in Action: taking roles (continued)  
18:00 Re-groups  
18:30 End of the day  
20:00 *Dinner*  
21:00 *International evening*

#### **Day 7, Saturday, 27 June**

09:30 Introduction to the day  
09:45 Human rights education in various geographical and political contexts  
11:30 *Break*

11:45 Initiating human rights education projects  
13:00 *Lunch*  
14:30 Initiating human rights education projects (continued)  
16:00 *Break*  
16:15 Initiating human rights education projects (continued)  
18:00 Re-groups  
18:30 End of the day  
20.00 *Dinner*  
21.00 *Movie show (Arabic) optional*

#### **Day 8, Sunday, 28 June**

09:30 Introduction to the day  
09:45 Mobilisation of youth and networking among organisations  
11:30 *Break*  
11:45 Mobilisation of youth and networking among organisations (continued)  
13:00 *Lunch*  
14:30 Presentation of the follow up human rights education projects  
15:15 Report of the training course proceedings  
15:30 Final evaluation  
17.30 End of the day  
20.00 *Dinner and Farewell evening*

#### **Day 9, Monday, 29 June**

Departure of participants

## Annex 2. List of participants

<b>PARTICIPANTS</b>	
<b>Armenia</b>	
Sona Tajiryan	World Independent Youth Union
<b>France</b>	
Nadia Hadj-Bouziane	La guilde européenne du raid
<b>Iraq</b>	
Mohammed Abdullah Radhi	Iraqi Centre for Human Rights and Democracy Studies
<b>Italy</b>	
Bianca Carlino	H.R.Y.O. - Human Rights Youth Organization
<b>Jordan</b>	
Anwar Rateb AL-Khatib	United Nations Relief and Works Agency for Palestine Refugees (UNRWA)
<b>Lebanon</b>	
Grace Foskolos	ALEF (Lebanese Association for Education and Training)
Hala Sakr	Permanent Peace Movement
Hiba Walid Huneini	Human Rights Center – Beirut Arab University
Layal Imad Ibrahim	Tadamoun Wa Tanmia Association
Mariana Jabbour	Permanent Peace Movement
Mazen Abou Hamdan	Lebanese Red Cross – Youth
Roba J Sleiman	Norwegian People's Aid
Abdel Aziz Tarekji	Palestinian Human Rights Foundation (Monitor)
Rowaida Mroue	Tawasol: Lebanese Youth for Different Society
Amal Wehbe	Higher Council for Childhood
<b>Palestinian Authority</b>	
Hamza Dwaikat	Palestine Red Crescent Society
Majd Hisham Albeltaji	Centre for Human Rights and Democratic Participation / SHAMS
<b>Poland</b>	
Ewa Alicja Bajbak	Association of Independent Initiatives Mikuszewo

<b>Spain</b>	
Maram Hassan Anbar	AIPC-PANDORA
<b>Switzerland</b>	
Wasel ELGAYAR	International Scout Centre
<b>Syria</b>	
Mohammad Sulaiman Khalil	Kurdish Organisation for the Defence of Human Rights and Public Freedoms in Syria (DAD)
<b>Yemen</b>	
Arwa Jarallah saleh Gawbah	All Girls Society for Development
<b>GUESTS AND LECTURERS</b>	
Jourmana Merhi	Arab Institute for Human Rights
Nabil Rawda Rights	United Nations Office of the High Commissioner for Human Rights
Diana Rhayem	Public Interest Advocacy Centre
<b>TRAINERS</b>	
<b>Maya Mansour</b> Lebanon	
<b>Khalil Raihani</b> France	
<b>Ahmad Alhindawi</b> Jordan	
<b>Ola Shahba</b> Egypt	
<b>Susanne Shomali</b> Jordan	
<b>DOCUMENTALIST</b>	
<b>Sally Salem</b> Egypt	
<b>Beirut Arab University Human Rights Center</b>	
<b>Dr. Omar Houri</b> Director	



**Council of Europe/Partnership between the Council of Europe and the European Commission in the field of youth**

**Rui Gomes**

Head of Unit Education and Training, Directorate of Youth and Sport of the Council of Europe

**Viktoria Karpatska**

The partnership between the Council of Europe and the European Commission in the field of youth