



PARTNERSHIP
COUNCIL OF EUROPE & EUROPEAN COMMISSION
TRAINING-YOUTH

TRAINING MODULES ON EUROPEAN CITIZENSHIP 2005

MODULE 6

EUROPEAN CITIZENSHIP – HUMAN RIGHTS

2-8 December 2005, Deinze - Belgium

Documentation

Organised within the Partnership Programme between the European Commission and the Council of Europe in the field of youth policy, youth research and youth work

by *Diána Hajdu-Kis*

EUROPEAN CITIZENSHIP MODULE 6.

EXECUTIVE SUMMARY

The European Citizenship – Human Rights Module was the last one in the row of the six modules organized by the Partnership Programme and – the last three – interested national agencies. In the documentation you can read about the background to the interest of the two institutions – European Commission and Council of Europe, together with the prehistory of these six modules, i. e. the long term training courses which took place in 2001-2003 dealing with the same subject but more comprehensively.

As a consequence of the evaluation of these long term training courses it became clear that a lighter, ‘digestible’ curriculum is needed and there was also an explicit need for more effective multiplication – as to say to reach a higher number of young people. That is the reasoning behind the creation of the so called ‘training modules’. (More information about the module concept can be found below.) The curricula of the modules contained common elements but approached the issue of European Citizenship from an always different angle: intercultural learning, participation, human rights, etc. These modules took place from December 2004 till December 2005, the first three of them in the European Youth Center Strasbourg, the rest in the countries of the agencies who indicated their interest to organize such modules in the future and therefore hosted one.

The European Citizenship – Human Rights Module was held in Deinze, Belgium, in cooperation with JINT, the Belgian-Flemish National Agency. 26 participants from 24 countries, aged between 20 and 45 attended the course. The sending organisations range from different youth associations and councils to NGO-s explicitly dealing with citizenship and human rights issues. The background and the level of experience in youth work was very diverse in the group – which makes it worthy to consider to leave more space to deal more explicitly with non-formal education during the course and in this case especially with human rights education.

The course aimed to facilitate a fundamental discussion to clarify the issue of human rights, citizenship and European citizenship; cracking open certain relationships between the two concepts; look at the ways in which Human Rights and Citizenship intertwine; investigating how if at all European Citizenship supports Human Rights – and why it is a framework that is useful for working on human rights with young people - linking all the discussions and conclusions to the practice of participants and encouraging the participants to be agents of change in relation to Citizenship and Human Rights.

Basically the first one is considered to be the most achieved of the objectives. Evaluating the approach taken now, the team thinks that it might have been better to begin from European Citizenship rather than Human Rights in order to arrive at the clear and explicit link between the two. On the other hand the module format also needs to be reconsidered, as it is clear that these huge topics one cannot easily address even in a 10 day training. If the idea is to really modularise the curriculum then we have to cut through the need to work on all the broad concepts in a short period of time and address only the focus items, such as human rights or intercultural learning. (For a more detailed evaluation of the objectives and the module format please see the section on Evaluation.)

Apart from the broader context and the specific elements of the seminar you can also find the detailed description of the sessions conducted through the course. Every session is described in a standardized scheme, and in the documents and files bloc you can see if there are any supportive materials, inputs, handouts etc. that we attached as the appendices to the particular session. At the end of the documentation you can consult the final programme as executed and the list of actors, i. e. participants and teammembers having taken part in this module.

INTRODUCTION

Background to the interest of the two institutions in the theme of “European Citizenship”

Europe has an increasingly direct influence on the lives of young people. Whether we consider the domain of the European Union member states or the wider circle of member states of the Council of Europe, the influence and impact of “Europe” on young people is undeniable. Youth policies and programmes are an important part of this development. European citizenship implies a set of entitlements and *responsibilities* applying to all citizens in Europe. It also involves the question of access to rights concerning mobility, education and the labour market, as well as the question of the motivation of young people to actively get involved in the European dimension of their lives. Awareness is only the first step to enter a process. Youth workers are irreplaceable mediators in this process. Taking on this *active social role* implies, however, that youth workers themselves participate in the definition of the contents and practices of European citizenship.

The Partnership Programme on European Youth Worker Training, Research, Youth Policy and Euro-Med Cooperation (the Partnership) is a joint initiative of the Council of Europe and the European Commission. The two institutions decided to take common action in this field several years ago, and have since renewed their cooperation. Some of the aims of the Agreement are:

“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 Training Partnership held three pilot training courses on European Citizenship between 2001 and 2003. These 9-day courses were based on the curriculum framework developed by the Curriculum and Quality Development Group. 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 short-term, 5-day European Citizenship training modules. These modules were jointly developed and implemented with representatives of National Agencies and SALTO Centres of the YOUTH programme.

The introduction of shorter training modules was recommended by the institutions running the Training Partnership as well as the external evaluator firm that formulated recommendations for the continuation of the Programme. This recommendation is based on two main arguments. First, however the three courses run during the period 2001-2003 were in many ways successful; their curriculum was generally seen as too heavy. Secondly, the institutions also agreed that a larger number of young people should be reached through the training activities of the Partnership which activities should attempt to address the needs of National Agencies and the SALTO Centres more directly.

The training modules therefore did not attempt to address the concept and practice of European Citizenship as comprehensively as before, but rather focused on one important aspect per module. The Training Partnership funded three modules during December 2004 – February 2005. There were common elements in all of the modules and each of them focused on one important aspect of the concept and practice of European Citizenship. These modules dealt with: 'Citizenship in Europe', 'Europe: Concepts and Visions' and 'The Role of Youth Work in Participation'. The courses were hosted by the European Youth Centre Strasbourg of the Council of Europe and it involved staff and trainers of the National Agencies-SALTO network.

As a consequence of the evaluation meeting of these three Modules, held in Strasbourg in June 2005, the module concept was slightly modified. Following its recommendations in 2005 three more Modules took place. They were organized by the Partnership in close cooperation with three volunteering national agencies with a co-funding

approach in the following dimensions: 'European Institutions and Politics', 'Intercultural Learning' and 'Human Rights'.

As a longer-term aim to decentralise the EC Modules from 2006 onwards, there is a possibility for interested Agencies and SALTO Centres to incorporate some of these European Citizenship training modules into their Training and Cooperation Plans. These modules receive educational support from the Partnership Secretariat in cooperation with the SALTO network. Such courses are already being planned and prepared in different countries of Europe.

The aims and objectives of the specific module

The course description that presented the course to prospective candidates states its aims and objectives as follows:

The course will have to achieve:

- a fundamental discussion to clarify the issue of human rights
- a fundamental discussion to clarify the issue of citizenship and European citizenship
- cracking open certain relationships between the two concepts – the ways in which Human Rights and Citizenship intertwine
- investigating how if at all does European Citizenship support Human Rights – and why it is a framework that is useful for working on human rights with young people
- linking all the discussions and conclusions to the practice of participants
- encouraging the participants to be agents of change in relation to Citizenship and Human Rights.

Objectives of the course:

To facilitate participants' consideration of the following questions in personal, social and youth work terms:

- What is Human Rights?
- What is Citizenship?
- What is European Citizenship?
- What are the rights that on reflection I take for granted? What are the rights I am currently concerned about?
- What are the rights that on reflection the young people I work with take for granted? What are the rights that the young people I work with are currently concerned about?
- What human rights issues are present in dimensions of citizenship that participants identify?
- What is the value of EC for human rights advocacy? Is it a framework that is useful for working on Human Rights with young people?

- What are the possibilities and the limitations of youth work for addressing issues citizenship and human rights?
- How can I address these issues practically in my youth work?

The profile of participants of the specific module

The module was 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;
- were motivated to undergo training and were 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.

Priority was given to those applicants who, by their previous experiences, were able to contribute to the reflections and discussion on the specific programme contents, and/or planned to integrate European Citizenship and the focus issue of the module for which they applied into youth work following their participation in the training module.

There were specific selection criteria for all three Modules:

- Proven experience of youth work in the field of human rights (M6) or intercultural learning (M4) or political education (M5);
- 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 conducted (local through to European / international) and of organisations and institutions conducting youth work

Participants who attended the specific Module

26 participants from 24 countries, aged between 20 and 45 attended the course. The group was gender imbalanced in the extreme, with only 6 men in the overall group of 26 participants. The sending organisations range from different youth associations and councils to NGO-s dealing explicitly with citizenship and HR issues.

Regarding the background and the level of experience in youth work, the group was very diverse. Some of the participants were just starting their career as youth workers, some had considerable experience in the field of non-formal education and some came from a more formal background, studying law or international relations, European Studies.

Having participants coming from such different backgrounds it is logical that their needs and expectations differ a lot as well - as you can see here:

Expectations

- HR in general
- supplement knowledge of HR beyond existing field of children's rights
- meet people with different new experiences on the subject of HR in Europe
- work more effectively in HRE
- literature, links and methods for the subject of HR
- learning from example of how a HR training is run
- ideas for an online human rights school project
- to learn how to raise awareness of youth about their social role in addressing social problems
- gain capacity to integrate EC into daily work
- find connections and people for future projects
- find inspiration
- interactive training

Needs / Interests:

Human rights

- Child welfare issues
- Anti-Racism

- Disability as a HR issue
- More information on the evaluation of HR in Europe
- HR in Turkey
- National minorities
- Supplement knowledge of HR in relation to youth rather than children
- Approaches to working with notions of rights
- Fair trade
- Political dimension of HR and citizenship – civil rights
- Youth rights and how to claim them
- Learn ways to apply human rights from European perspective in a non-European context

Human rights education

- HRE expertise
- How to handle HR in international groups
- Working on this topic with young people with learning difficulties
- How to translate work on HR into activities with young people at risk
- Work on human rights issues with young people and children in rural areas and orphans
- Engaging others in HRE (motivation, practical skills for)

European Citizenship: EU, Constitution

- European institutions and their way of working
- Greater knowledge of constitution of EU in relation to HR
- Bulgarian accession to the EU
- How to integrate Turkey into the EU
- Turkey in EU (German context)
- Educating young people about EU, CoE, institutions
- European structures
- Broadening knowledge of EC
- Concepts and formal meanings of EC

European Identity

- Values: human rights, respect for cultural diversity and human democracy
- EC and Identity

What is citizenship?

- Formal dimensions of citizenship

Other

- Effective training skills for EC and promotion of values
- Peer and non-formal education
- Developing practical youth work
- Improve quality of activities
- Training for trainersImprove quality of activities
- Networking

The methodological approach

The training module was based on the principles and practice of non-formal education in youth worker and youth leader training, as they have been developed and implemented at the European Youth Centres as well as in other training contexts. Therefore, the module:

- was based on the intrinsic motivation of the learner;
- was practice and problem oriented;
- generally left the control of individual learning achievement to the person herself;
- was learner-centred and based on the experiences and youth work objectives of participants;
- based on a personal responsibility for learning, supported by a strong group dimension and a collective and collaborative approach;
- enabled participants to apply and transfer what they learned to their youth work practice;
- took into account the needs and motivations of participants and be open to regular feed-back and evaluations;
- was documented to gain a maximum multiplying effect.

In relation to this specific module the team felt also important to lay down while preparing that:

- it will not be a course in human rights education even if we will use human rights education
- it will focus on concepts and help participants to explore those constructively
- we aim to help participants to deal with the complexity of the issues and handle their ambiguity
- the course will focus on known realities and the realities of participants

Evaluating the adequacy of the methodology after the course the team felt pleased with what they consider a well designed methodology. It was quite appropriate to the groups' level of experience and it proved innovative to the extent necessary – the team developed and adapted several methods.

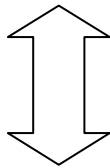
The programme flow and main contents/issues addressed by the module

Citizenship can be a good umbrella concept for many of the issues being brought forward, including racism, human rights, etc. It is important to make the ambiguities in European Citizenship constructive rather than deflating and immobilizing. Given the very diverse educational background of the participants it was essential to discuss and define what is citizenship, what are human rights and to address the ongoing debates today.

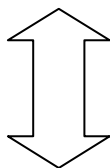
The European Union focuses on civil, political and cultural dimensions, but does not include issues of social and economic rights as it is a challenge to the model of economic integration. Issues of legitimacy come back again. European Citizenship is a dynamite at the moment, because it relates to ever increasing and decreasing circles of inclusion and exclusion – who is other to Europe? Who can join Europe – who has our values, who defines our values, what are the criteria for joining....

The team developed a four part logic for the course:

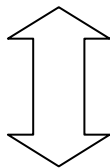
Human Rights – the basics (meanings and practices)



Citizenship and European Citizenship – the basics (meanings and practices)



The relationships between the two explored



Working on this with young people

- basis is their present experience
- concentrating on the way on how they could improve it.

The programme began with exploring the issue of human rights: from our personal perception of human rights, the knowledge of human rights, the most important human rights texts, current debates and wider issues, to protection mechanisms, etc. Making the link from the human rights issues present in dimensions of citizenship that participants identified we started to deal with citizenship and European Citizenship. What citizenship means for participants, how and why they arrived at it? What in their and the wider reality influences that? Different definitions and forms and approaches to citizenship, exemplifying the complexity of the ways in which different kinds of citizenship exist and interact. Visions of European Citizenship – why do we talk about European Integration, Cooperation, Solidarity, in terms of EC? What is the value of EC in the support of human rights?

While answering these questions we need to make the constant distinction between the formal and legal vs. the nonformal and not backed up by law (for example, the presence of civil and political rights, but the absence of citizenship, etc).

The transversal issue for the first part of the course was the following: How do I reflect on these issues in my daily youth work? This leads us to the main question of the last days: Is European Citizenship a framework that is useful for working on Human Rights with young people? In which ways is it valuable, in which ways is it not? And how can we address these issues practically in youth work?

And finally, practical information on how participants can use the tools from the programmes – HRE, Partnership, Youth Programme, etc.....

The team of trainers

Inez Adriansen works at the YOUTH National Agency in the Flemish Community in Belgium since 9 years, dealing with Action 5., training issues and internal coordination of YOUTH Programme within the agency. /Her role in the team: NA course director.

Xavier Baró Urbea works as freelance trainer in the youth field at European level for Youth Organisation Trajectory@ (training development and project consultancy). His major areas of work include Intercultural Learning, Conflict Transformation and Human Rights Education. He works as consultant and advisor for the Catalan National Youth Council and belongs to the Trainer's Pool of Council of Europe Youth Directorate (CoE-DGJS) and the Youth Forum-YFJ Pool of Trainers.

Xavier Baró is Geotechnical Engineer by the Catalan Polytechnic University, and Environment and Water Management Engineer by the Ecole Polytechnique de Lorraine (France). He used to work in the field of Environmental Consultancy and Sustainable Development. /His role in the team: core team member with expertise in the theme of citizenship and human rights.

Diána Hajdu-Kis is a freelance trainer and Spanish teacher, living in Budapest. She works as a trainer mainly on the youth field in Hungary and Europe. She teaches Spanish in an alternative secondary school for socially disadvantaged young people. /Her role in the team: documentalist of the course.

Yael Ohana was working as an educational advisor at the European Youth Centre in Strasbourg. Her main responsibilities included preparing and implementing training programmes for youth leaders and youth workers functioning at European level. One of her areas of specialization has been the training of minority youth leaders for the development of more participation and citizenship opportunities among their youth constituencies. One of her main interests is the development of new curricula for training and non-formal education with young adults. Today she works as a freelance trainer based in Bratislava./Her role in the team: programme course director.

Gavan Titley is a Lecturer in Media Studies in the National University of Ireland, Maynooth, having previously worked in the University of Helsinki. He has worked for many years as a trainer and researcher with the Council of Europe on issues of interculturalism, anti-racism, and citizenship. /His role in the team: core team member with expertise in the theme of citizenship and human rights.

European Citizenship and Human Rights
Module 6
2 – 8 December 2005, Deinze, Belgium

Friday 2/12	Saturday 3/12	Sunday 4/12	Monday 5/12	Tuesday 6/12	Wednesday 7/12	Thursday 8/12
	OPENING + INTRODUCTIONS <i>SO 2.</i>	HUMAN RIGHTS <i>SO 4.</i>	PRACTICES AND UNDERSTANDINGS OF CITIZENSHIP <i>SO 6.</i>	HUMAN RIGHTS AND DIMENSIONS OF CITIZENSHIP <i>SO 8.</i>	THE RELEVANCE OF EUROPEAN CITIZENSHIP FOR YOUTH WORK PRACTISE <i>SO 9.</i>	
A R R I V A L						D e p a r t u r e
	HUMAN RIGHTS <i>SO 3.</i>	HUMAN RIGHTS	APPROACHES TO EUROPEAN CITIZENSHIP <i>SO 7.</i>	From 4.30 pm, FREE TIME IN GHENT	THE RELEVANCE OF EUROPEAN CITIZENSHIP FOR YOUTH WORK PRACTISE	
Welcome Evening <i>SO 1.</i>	International Evening	Human Rights Bazaar <i>SO 5.</i>		Dinner in Ghent	EVALUATION AND CLOSING <i>SO 10.</i>	
					Farewell Party	

Sessions conducted

In the following part of the documentation you can find the descriptions of the sessions conducted through the training course. It explains the background of a particular session, i.e. the session's necessity and the context in which it was proposed (what happened before and what comes after...keeping the red thread), relation to the needs of the target group or sub-groups. After describing the aims and the concrete objectives that the session seeks to achieve we listed the main competencies of participants that was to be addressed and/or further developed during the given session.

Talking about method/s used in accordance with the methodological approach of the module, you can find a simple outline of them and not a detailed description. If a method was adapted or developed for the certain session, its detailed description is part of the appendices attached. You can also see the timetable of the session as implemented, the programme and its outcome: the main learning points and other significant results such as issues that came up or were raised by participants as important.

Finally, where appropriate there are comments on evaluation, feedback received from participants concerning the session and its achievement of its objectives. If during the implementation anything came up we would like to comment on for future use of methods, you will find it in 'Notes for further use'. In the 'Documents and files' we listed the materials needed and the supportive material used during the session, handouts, background reading etc. In case you want to see the place of sessions in the whole programme, please consult the timetable above where you can find the sessions with the followig abbreviations: SO1, SO2, etc.

SESSION 1.

Welcome evening

For a succesful beginning of an educational seminar is essential to faciliatate the process during which the participants get to feel at home in the place, in the group and in the activity in short time. The first steps of this process should happen during the welcome evening, and ideally it has to be accomplished by the end of the introductory morning with the clarification of expectations.

Aims

To start and to faciliate the group-development process.

To get to know each other

To create a nice, welcoming atmosphere.

To present yourself, to engage with others in an intercultural enviroment.

Name-games, getting to know each other games

SESSION 1.

Programme

Arrival of participants

17.30 Reimbursement for participants coming from a non-programme country

18.30 Dinner

20.00 Welcome speech, short presentation of the team

20.10.

- Round of names
- Human net to learn the names
- Sociometry
- Blanket game

21.15 Technicalities – how to survive in the house until next morning

21.30 Reception

Participants felt at ease. There was a good atmosphere created for getting in touch and initiate informal talks.

1. It was really good that we had a separate building (called Clubhouse) for our own disposal for evening programmes. The bar worked on voluntary basis (giving drinks and washing up) which is also a good tool to facilitate the group-development process.
2. It worked very well that apart from the host of the course (NA course director) we had one more person for logistics. It meant that he could fetch the late-coming participants from the airport or train-station, allowing the host to play her role.
3. Be ready to introduce/integrate the late-coming participants into the group!

Materials needed: Music set and music, a blanket, a string, drinks, candles and colour paper to create a special environment..

SESSION 2.

Opening and Introductory Session.

After the welcome-evening which created the first impressions and touch with the place and the people now we have to concentrate on the activity – the aim which brought us here – and the group. Introducing the broader context of the activity as well as clarifying the expectations are part of the process. For the group-development it is time for getting to know and group-building games.

Aims

To open and introduce the course, the participants and the context in which it all comes together.

SESSION 2.

- To introduce the participants and team to each other
- To introduce the participants to the course and the wider modules process
- To identify what each participant wants to get out of the course
- To foster group development process

Understanding the institutional priorities and objectives behind educational activities

Understanding the aims and objectives of an educational seminar

Ability to work in an international group

- Official opening of the course including presentation of the team and of the participants.
- Presentation of the political background to and the overall context of the course.
- Getting to know each other games.
- Introduction to the course using presentation and groupwork.
- Individual work and grouptalk - what do we want to achieve at this course, individually and together?

SESSION 2.

Programme

09.00 Opening of welcome, round of introductions

Deeper presentation of the team, including the documentalist role and the report

09.20 The political background of context of this Module

The partnership, the modules process now and the future, cooperation between NAs and the partnership on this theme, roles in the course – NA, Partnership, Trainers, the youth programmes of the EU and the CoE, the priority given to the EC framework...

09.35 “Ponchos” game combined with Caroussel.

10:15 „Puzzled about the objectives?”

Groupwork to put together and to interpret the objectives of the course.

10:45 *Coffee*

11:15 Feedback and interpretation

11:45 Introduction to the programme

11.50 What do we want to achieve through this programme?

- Individual reflection.
- Choice and explanation of symbols /lightbulb for want to contribute to that part, lightning for a threat / insecurity, a star for definitely can learn, a question mark for don't see the relevance, etc/.
- Participants put the symbols on the wall size programme together with their comments.
- Chronological review.

12.30 LUNCH

14.30 Group-building: „Chocolate river”

SESSION 2.

Here you have some of the concerns participants had regarding the programme:



- contributions -

- I have knowledge on this field from studies/work. (Human Rights)
- The situation regarding Serbian minorities in Croatia. (Human Rights in Europe)
- Teaching civics for young people – how to inspire young people to be active citizens. (The relevance of European Citizenship..)
- I have been working with children and minority youth coming from immigrant families (The relevance of European Citizenship..)



- do not see the relevance -

- What are the basic concepts? (Human Rights)
- Which human rights need to be followed in order for new applying countries to be accepted in the European Union? (Human Rights)
- What is the difference between Citizenship and European Citizenship? (HR and Dimensions of Citizenship)
- It might be hard to convey to the youth why/how „European Citizenship” matters to their life. (The relevance of European Citizenship..)



- definitely can learn -

- What is common for all countries and what is different? (Human Rights)
- HR is a universal category however situation is unique in every country.. (Human Rights)
- In my work/studies it is important the way in which we approach the controversial issues in HR (Human Rights)
- Rights and duties of citizens and rights and duties of people (non-citizens) who are present in a particular country (Practices and understandings..)

SESSION 2.

- What IS European Citizenship? Can we agree? (Practices and understandings...)
- How to pass this knowledge to young people? (Human Rights and dimension of Citizenship)
- How to interpret European Citizenship in my organization? (Practices and understandings...)
- I wish to have time to create concrete methods in teams to work on these topics with young people. (The relevance of European Citizenship...)



- *insecurities* -

- The rights vs. obligations (Human Rights)
- Latvian youngsters have little awareness how to be European Citizens...(Practices and understandings...)
- How to explain term of European Citizenship? Why European Citizenship? (The relevance of European Citizenship...)

The groupwork to put together and to interpret the objectives worked really well to break the monotony of the otherwise very frontal morning.

In the process of the course it came out that several participants have no real link with non-formal education, youth work, human rights education – therefore the methodology used was new for them. This way it should have been necessary to introduce it more indepth during this session.

Materials:

- Visual representation of the course programme, objectives and methodology to show participants
- The wall chart of the programme
- Different coloured and shaped symbols

Attached:

Puzzle made of the objectives

The political context of the Modules (PowerPoint presentation)

Appendices SO2

Objectives of the Module for the puzzle

To initiate a fundamental discussion to clarify the issues of Human Rights, Citizenship and European citizenship

To engage in an exploration of the relationships between the two concepts - the ways in which Human Rights and Citizenship intertwine

TO ENGAGE IN AN EXPLORATION OF HOW, IF AT ALL, EUROPEAN CITIZENSHIP SUPPORTS HUMAN RIGHTS AND WHY IT IS A FRAMEWORK THAT IS USEFUL FOR WORKING ON HUMAN RIGHTS WITH YOUNG PEOPLE.

To encourage participants to be agents of change in relation to Citizenship and Human Rights.

Political context of the Modules - PowerPoint presentation



General objectives of the Partnership

- European Citizenship and Human Rights Education
- Intercultural dialogue and co-operation
- 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

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)
- Budget total 845 500 Euro
- Secretariat of 7 persons working at the EYC Strasbourg

Training Activities in EC in 2005/6

- European Citizenship Evaluation Meeting (modules 1-3)
- European Citizenship Modules (4,5,6)
- Training the staff of NAs on European Citizenship
- Survey on training offers in field of EC
- European Citizenship Seminar (further development of EC education curricula)
- Development of a specialised training manual on EC education

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: Citizenship in Europe (Dec 2004, EYC Strasbourg)
- EC 2: Participation and Youth Work (Jan 2005, EYC Strasbourg)
- EC 3: Europe: Concepts and Visions (Feb 2005, EYC Strasbourg)
- EC 4: Intercultural Learning (Romania, November 2005)
- EC 5: European Institutions and Politics (Netherlands, November 2005)
- EC 6: Human Rights (Belgium, December 2005)

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

Goals of the Modules

- 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.

A Module

- @ 25 participants from programme and non-programme countries
- 5 full working days
- Co-financed and hosted by a national agency
- The partnership provides support (preparation, trainers, methodological guidance, on site support, evaluation)
- Team composed of: 1 hosting course director, 1 partnership course director, 2 trainers, 1 documentalist)

Decentralisation of EC Modules

- Evaluation of EC Modules 1 – 3 (2004 – 5)
- 2005 implementation of the Modules 4 – 6 on European Citizenship (RO, NL, BE-FL) in October-December 2005
- NA Staff Training in EC (November 2005)
- Evaluation of Modules 4 – 6 (Jan/Feb 2006)
- 6 modules to be run by NAs in 2006 (May to November) in co-operation with the Partnership (HU, UK, DE, CH, LUX, IT)
- From 2007 NAs should organise modules independently according to priorities within new Youth in Action Programme

Find out more...!

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

SESSION 3.

Introduction to Human Rights

Starting to deal with the content of the course first it is necessary to relate to and to recall the participants' knowledge about it - in this case by making participants answer the following questions:

- What do Human Rights represent for them?
- How do they understand them?

Afterwards it is time to clarify the basic concepts to create a common basis for the course. The ending exercise in this session is already a bridge to the next day which deals with the factual side (HR instruments and institutions) of the same subject.

Aims

Initiate a fundamental discussion on human rights to clarify what they are.

Increase the knowledge about Human Rights.

Ability to use create methods for self-expression.

Ability to work in groups.

Knowledge on human rights.

Thematic warming up game.

Preparing a piece of art on my understanding of human rights and sharing it in groups.

Input with visual aid.

Sketchionary.

SESSION 3.

Programme

15.20 Human Rights Bingo – adapted version of the Compass exercise (p. 206.)

15.45 My perspective of Human Rights

Individual work preparing a piece of art, sharing in groups, groups preparing list of keywords, presentation of 15 minutes.

Coffee break included.

16.50 What is “Human Rights”?

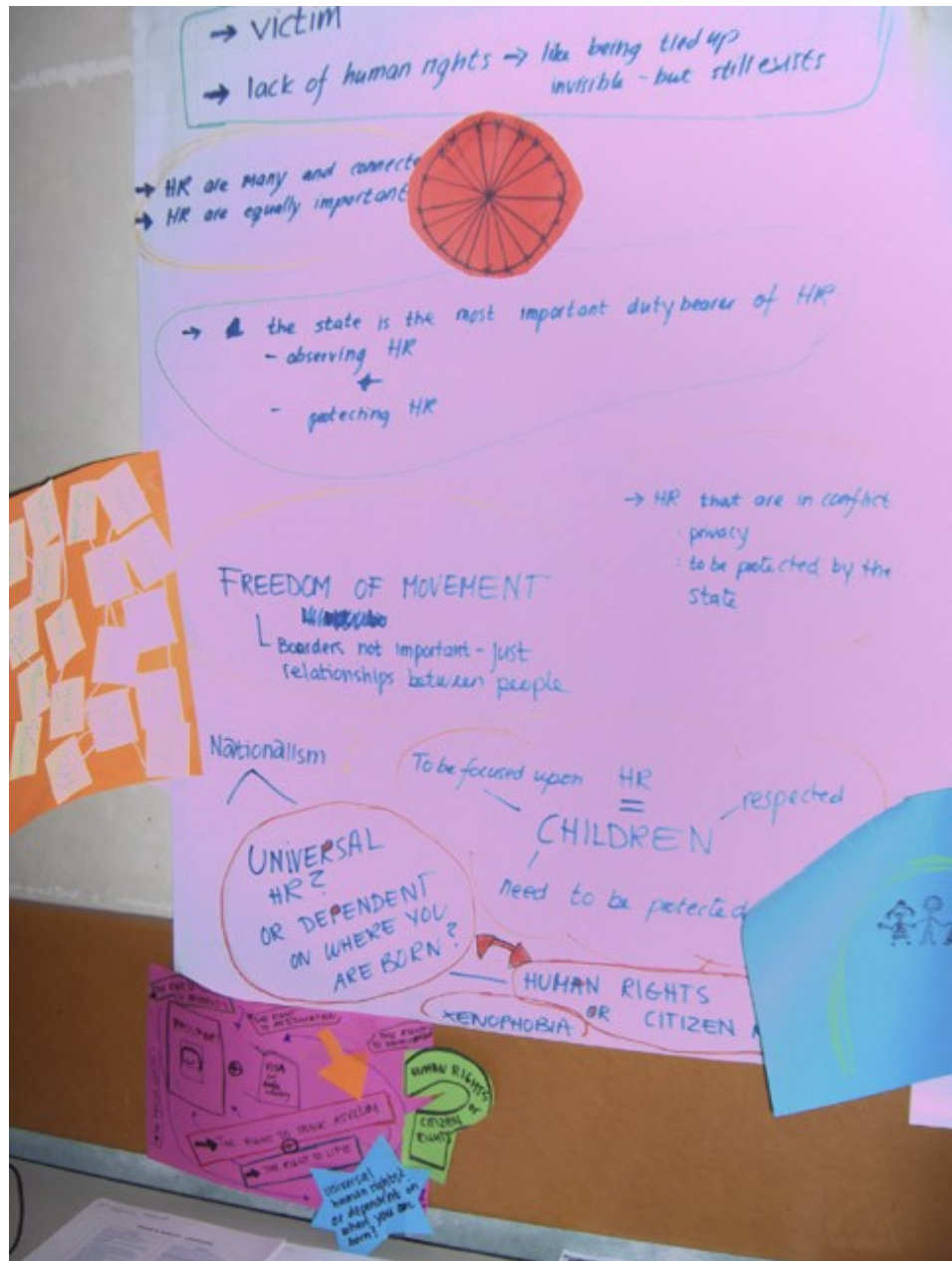
PowerPoint presentation

17.00 UDHR Sketchionary

SESSION 3.

Participants enjoyed working on their piece of art on human rights. Some of them were disappointed not to be able to present it in the big group, others inspite of the instructions planned to make a common dramatic representation of their understanding, which was obviously not possible to play due to the limited timeframe of the exercise.

In the lists of keywords they listed values, doubts and thought-provoking dilemmas connected to their perception of human rights. Here you can see one of the flipcharts:



SESSION 3.

The UDHR Sketchionary was very dynamic, groups of participants presented creative sketches and most of the groups achieved good scores in the game. Talking about the surprises it brought for participants the following things came up:

- How little I know after years of studying/working with the issue...
- Amazing to see the generations of HR and also how we generated them over the time...
- Negative surprise: there is a debate in Germany on family: what is a family? Me and my daughter; are we a family? The article is based very much on family...
- Question: Is the UDHR binding?
- Satisfied how many rights people have...
- Too abstract sometimes, people mix up those declaration points, they can have discussion... On the other hand it is good because they can apply them in many situations.

Emphasise the fact that the individual work has to be really individual as the pieces of art will be shared in little groups and not in the big one.

Make sure that there is a separate place in the room where participants can exhibit their work after the exercise as to allow others to see them. If possible allocate more space in the programme for these introductory parts. And be ready for questions concerning dilemmas of Human Rights to appear at this early stage.

You can find the followings in the Appendices:

- The grid used for Human Rights Bingo.
- The PowerPoint presentation on Human Rights.

Appendices SO3

Human Bingo – Grid for the game

HUMAN RIGHTS BINGO

Find somebody who can answer one of these questions...
Write the answer and the name of the person who answers it.
Only one question per person!

WHAT IS THE MOST IMPORTANT DOCUMENT THAT PROTECTS HUMAN RIGHTS?

SPECIAL RIGHT THAT ALL CHILDREN SHOULD HAVE:

WHAT DOES THE FIRST ARTICLE OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS SAY?

WHAT IS THE NAME OF THE DOCUMENT PROTECTING HUMAN RIGHTS IN EUROPE?

NAME AT LEAST 3 INSTITUTIONS THAT PROTECT HUMAN RIGHTS IN THE WORLD:

WHERE IS THE EUROPEAN COURT OF HUMAN RIGHTS?

WHAT IS THE NAME OF THE MANUAL ON HUMAN RIGHTS EDUCATION OF THE COUNCIL OF EUROPE?

HOW MANY ARTICLES HAS THE UNIVERSAL DECLARATION OF HUMAN RIGHTS?

WRITE ONE RIGHT THAT IS DENIED TO WOMEN.

NAME AT LEAST 3 ORGANISATIONS THAT PROTECT HUMAN RIGHTS:

A DUTY WE ALL HAVE IN RELATION TO OUR HUMAN RIGHTS.

A HUMAN RIGHT THAT HAS BEEN DENIED TO YOU PERSONALLY.

THE SISTER ORGANISATION OF THE RED CROSS.

A MOVIE THAT ADDRESSES THE ISSUE OF HUMAN RIGHTS:

What is “Human Rights”?

an Introduction...

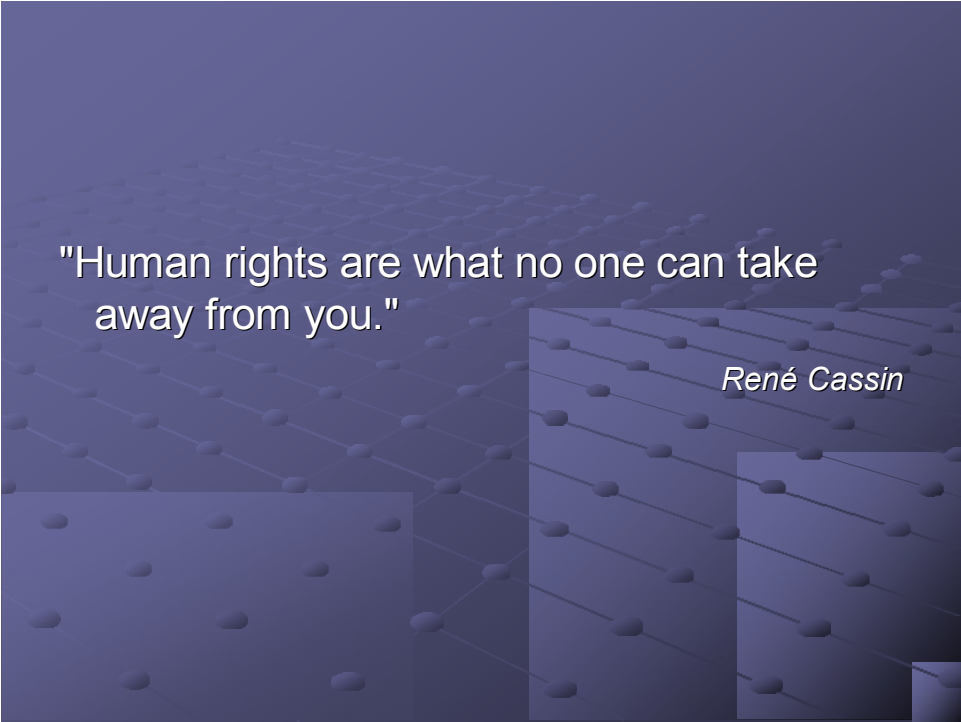
What is a “right”?

...

What is a “Human Right”?

Do not depend on another party.

We have them because we are human beings



"Human rights are what no one can take away from you."

René Cassin

Human rights are like armour: they protect you; they are like rules, because they tell you how you can behave; and they are like judges, because you can appeal to them. They are abstract - like emotions; and like emotions, they belong to everyone and they exist no matter what happens.

They are like nature because they can be violated; and like the spirit because they cannot be destroyed. Like time, they treat us all in the same way - rich and poor, old and young, white and black, tall and short. They offer us respect, and they charge us to treat others with respect. Like goodness, truth and justice, we disagree about their definition, but we recognise them when we see them

KEY VALUES

- HUMAN DIGNITY
- EQUALITY

“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”.

First Article of the Universal Declaration of Human Rights

Key values

- **Freedom:** because the human will is an important part of human dignity. To be forced to do something against our will demeans the human spirit.
- **Respect for others:** because a lack of respect for someone fails to appreciate their individuality and essential dignity.
- **Non-discrimination:** because equality in human dignity means we should not judge people on the basis of non-relevant physical (or other) characteristics.
- **Tolerance:** because intolerance indicates a lack of respect for difference; and equality does not signify identity or uniformity.
- **Justice:** because people equal in their humanity deserve fair treatment.
- **Responsibility:** because respecting the rights of others entails responsibility for one's actions.

Characteristics

- Human rights are inalienable
- They are indivisible, interdependent and interrelated
- They are universal

Generations of Rights

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...



In other World Regions...



★ American Convention on Human Rights



★ African Charter on Human and People's Rights



★ Arab Charter on Human Rights



Human rights: definition and evolution

SESSION 4.

Human Rights 2.

After clarifying what human rights mean for participants and what are their core values, main characteristics and the different generations of them, it is time to move on the factual side of the issue. It means to investigate the various mechanisms, institutions and texts of HR protection and establishing HR legally and to analyse the situation of Human Rights in Europe.

SESSION 4.

Aims

To gather and analyse key information about human rights documents, institutions, mechanisms and controversies.

- To use research group work as a dynamic way of gathering and exploring key factual information
- To build on the diversity of group knowledge, experience and work areas in the pursuit of common questions
- To identify areas that need further investigation by participants after the course.

Ability to work in a group.

Critical analysis.

Groupwork, research groups.

Programme

09.00 Intro to the day

09.10. Frontpage exercise - adapted version of the Compass exercise (p. 135).

12.00 Introduction to research groups on human rights

12.30 LUNCH

14.30 Group work in 5 areas

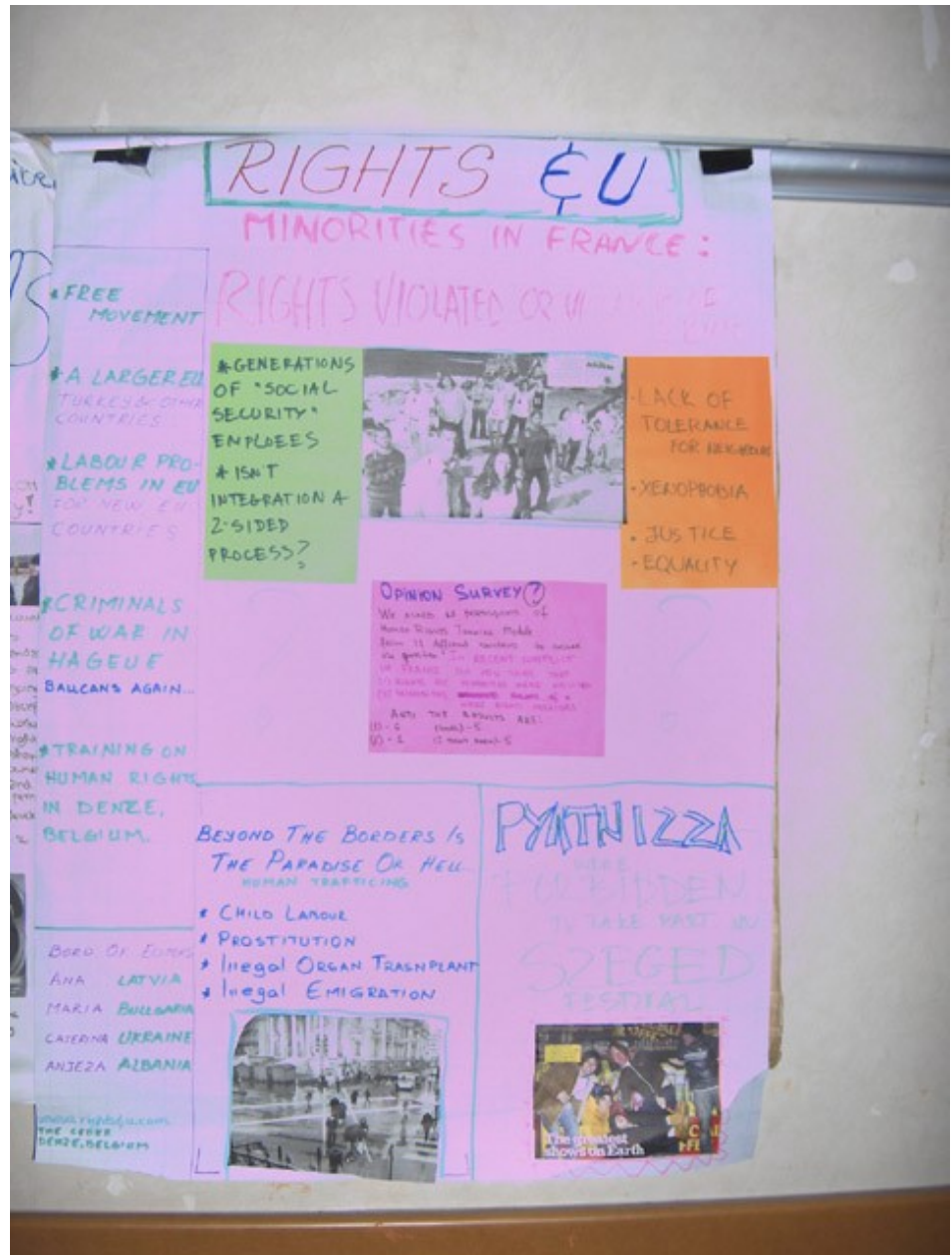
1. The main declarations, treaties and conventions that inspire or govern human rights compliance in the world today.
2. The work of the main international institutions that work in the field of human rights monitoring, advocacy and protection.
3. The main international documents that address specific areas of human rights work, for example in the field of discrimination.
4. The work, roles, status and possibilities open to NGOs in human rights work.
5. The areas relating to 'new generations of rights'.

17.00 Presentations

18.30 End (with 15 mins buffer if needed)

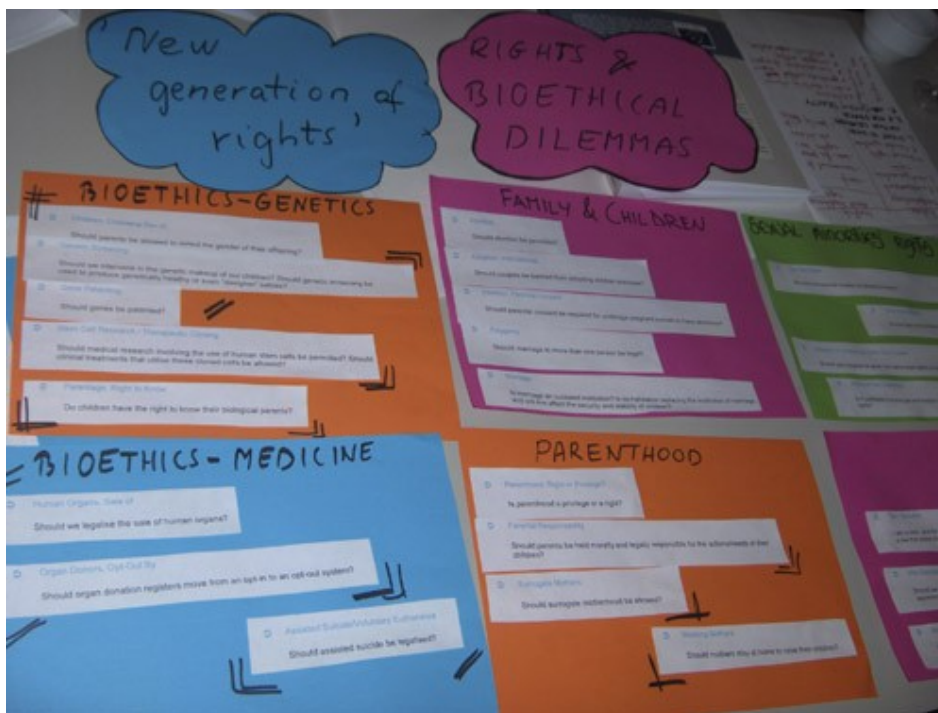
SESSION 4.

A randomly chosen photo of one of the Frontpages:



SESSION 4.

Research groups: Participants made extensive research on the 5 fields of work. During the question-round they cleared definitional and technical doubts and brought up critical considerations and actual situations for discussion. Here you have the research of Group 5 (new generations of rights):



According to participants' evaluation even if the research part contained many useful information for quite some of them, it was very difficult to follow the presentations of the groups.

Because of the complexity of the fields of research it is good to check on the groups regularly whether they understood the task correctly. Also if they got stuck, help them out with a hint how to go further.

Materials needed:

For Frontpage: magazines, newspapers, glue, scissors...

Research groups: books, manuals resources collected by the team and participants, two computers online, internet print outs of basic documents, copy of *Compass* and a worksheet per group.

Appendices:

The worksheet and the detailed description of the two activities.

Appendices SO4

Frontpage

Frontpage Exercise (Adapted version of *Compass* p. 135)

1. In groups, participants present the situation of HR in their country and Europe in general via making a Frontpage of a newspaper.

Try to identify which Rights from the UDHR are being violated or not respected in the cases identified.

2. Presentation of HR realities in Europe
4 groups (10 minutes of presentation and questions)

3. Debriefing:

- Looking at the reality, identifying the issues of HR that are current for the participants or not, discussing and negotiating.
- What issues did not make the “front page”? showing how different issues are considered more important than others.
- Making the link between HR and Citizenship.

Human rights group research – Description of the activity and work sheets

Title: Research groups on human rights information

Date and time-frame: Sunday afternoon, 14.30 – 18.00

Aims: To gather and analyse key information about human rights documents, institutions, mechanisms and controversies.

Objectives:

- To use research group work as a dynamic way of gathering and exploring key factual information
- To build on the diversity of group knowledge, experience and work areas in the pursuit of common questions
- To identify areas that need further investigation by participants after the course.

Competences addressed

Methods step by step

Introduction: We explain the reason for this – to work together to build a useful if partial picture for the group (rather than boring them to death by just delivering this)

We explain that we will divide into 5 groups based on light bulbs (interest and knowledge) although people are free to go where they like.

5 groups: (1) Declarations, treaties, conventions (2) Mechanisms for monitoring, protection and justice (3) Human rights conventions and institutions concerned with particular areas of work) (4) The role and possibilities for civil society actors (5) new and emerging human rights debates

Each group is given a task sheet of basic information they should present, and after that it is open to them to present what they think is important.

The resources available to each group are outlined. These include (a) themselves (b) a table of resources of print-outs, books etc (c) internet access which is timetabled for each group.

Each group works – possibly with a team member as a point of reference – for two hours including coffee.

Each group reports for 5 minutes, and we have 5 mins for each group for comments, additions, contradictions, questions.

Timetable:

1. Introduction
1. Group work
 - Presentations
 - End (with 15 mins buffer if needed)

Materials: books, manuals resources collected by team and participants, two computers online, internet print outs of basic documents, copy of *Compass* per group

Workgroups

Group 1

Your task is to map the main declarations, treaties and conventions that inspire or govern human rights compliance in the world today.

Try to provide information on:

- The name and background to the main international (universal and regional) documents
- Definitions of the different types and status of the documents that exist (i.e. what is the difference between a declaration and a treaty?)
- What they demand (or do not demand) of signatories
- An overview of the main articles and types of articles that are dealt with

Group 2

Your task is to outline the work of the main international institutions that work in the field of human rights monitoring, advocacy and protection. As this involves quite a lot of institutions and organisations, you will need to decide on a selection.

Try to provide information on:

- The main institutions that have infrastructure and mechanisms for human rights work
- Procedures for human rights monitoring
- Procedures for justice, reparation and reconciliation

Group 3

Your task is to outline the main international documents that address specific areas of human rights work, for example in the field of discrimination.

Try to provide information on:

- The name and background to the main international documents
- Definitions of the different types and status of the documents that exist
- What they demand (or do not demand) of signatories
- An overview of the main articles and types of articles that are dealt with

Group 4

Your task is to explore the work, roles, status and possibilities open to NGOs in human rights work. Obviously this is an area where many NGOs are active on local, national, regional and global levels, so you can restrict your research to examining the relationships between NGOs and the main international institutions.

Try to provide information on:

- the main roles taken by NGOs in international human rights work (with examples)
- the structural and formal positions and roles open to NGOs in the main international institutions
- Other important relationships between these NGOs and powerful institutions

Group 5

Your task is to explore the areas relating to 'new generations of rights'. This task is more open than that of the other groups, as you are asked to review ongoing debates rather than exact documents and structures. A starting point may be to look at the way in which 'third generation rights' – the right to development, to peace, to communicate, etc – have evolved into discussions of environmental rights, right to sustainable development, the rights of future generations, rights and bioethical dilemmas, etc.

Try to provide information on:

- areas of discussion where new rights are being formulated
- some of the issues that need to be addressed for these 'rights' to be recognised as human rights
- questions for the group to discuss in relation to these new generations of rights

SESSION 5.

The Human Rights Bazaar

By this time participants should have recognized that even if they do not call the kind of work they do 'human rights education' or if it is not directly involved with human rights it might have a human rights dimension. The aim of the evening is to show and tell each other about this work.. On the other hand after getting to know each other personally, the next step is to move on the organizational level, establishing space for future cooperations.

Aims

To explore the human rights dimension of the organisations' work and the way we work on that with young people.

Get to know each other's work and organisations.

Link our work to what we now know about human rights in Europe.

Make a link between sometimes abstract ideas and youth work.

Presentation skills

Individual work to prepare the stands

Rotation scheme to visit each others' stands

Programme

20.00 Preparation (set up the stands/posters/presentation using all available materials)

21.00 Visiting the stands using a rotation scheme

SESSION 5.

Participants prepared creative and informative stands (see one of them below), distributed brochures about their work and had talks with each other.



Participants prepared flipchart presentations with the following information:

- Name
- Aims
- Main target groups
- Main work formats
- Main work fields related to human rights
-Anything else

SESSION 6.

Practices and understandings of citizenship

The session starts with a statement exercise, which gives the chance to participants to mentally warm up for the issue discussed more in-depths during the exercise of sharing individual experiences of “being a citizen”. This part ends with a synthesising input, linking different ideas and philosophies of citizenship with different generations of rights and spheres of loyalty and activity.

Aims

To critically reflect on common and different understandings and practices of citizenship.

SESSION 6.

- to relate different aspects of citizenship to each other;
- to exchange on the aspects of participatory citizenship of most importance to the participants;
- ability to express and argue in the defence of your opinion
- ability to work with divergent ideas and values around citizenship
- ability to examine the ways in which different types of citizenship inter-relate
- statements exercise
- guided personal reflection, brainstorming in groups, human statues, group reports, groupdiscussion

Programme

09.00 Intro to the day

09.10 Statement Exercise

Statements on Citizenship and debriefing.

10.30 *Coffee*

11.00 Being a citizen

- Guided personal reflection, brainstorming in groups, human statues to express their common aspects of their citizenships.
- Group reports on the discussions they had about in common and not in common dimensions of citizenship.
- The aspects and dimensions discussed are categorised by the group and are related to types of citizenship which may have come up.

12.30 LUNCH

14.30 Continue morning exercise

15.00 Input on Citizenship

PowerPoint Presentation.

SESSION 6.

Participants enjoyed the Statements exercise. In the debriefing they stated that it was good to see that in some principles they all agreed. Nevertheless many concepts has to be defined together first and then talked about – it is necessary even coming from the same kind of backgrounds. They also discovered that some questions should be discussed again and again and that there exists some controversial issues in our work.

In the human statues expressing the common dimensions of their experience of citizenship the right to vote was present in almost all of them. Besides this the groups mentioned active contribution, responsibility of the individual („you are the one who can give or violate the rights”), citizenship as a partnership of people who work together on the basis of certain agreements (having synergetic effect as result), diversity in equality, etc.

Talking about the different elements the following things came up: the basis of citizenship (nationstate, community, region), the degree of support from the state, the social security, the questions of regions, minorities and majorities within the nation...

A question for trainers: when assertions are made by participants (that are not true) the trainer should remind that these are personal opinions of the person but should not be taken as real facts.

You can find the input on Citizenship, the statements and a more detailed description of the activity “Being a citizen” in the Appendices.



Input on Citizenship
Powerpoint Presentation.

Citizenship and Citizenships

Module 6 – Human Rights
Deinze, Belgium, 2 - 8 December 2005

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 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 Norman 1995

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 by the state ?

- You get a passport, you can vote, you are entitled to the protection by the state
- Straight forward relation between citizen and state involving predefined rights and responsibilities

Citizenship – multidimensional?

- Feelings, morality, multiple senses of belonging, identity
- Citizen - state > citizen - community > citizen - citizen
- Voluntary engagement in community > civil society

Representations of Citizenship

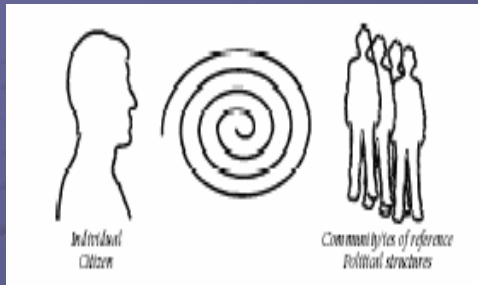
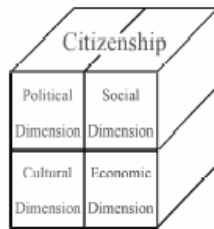


Figure 3 - The Four Dimensions of Citizenship



Representations of Citizenship

Figure 7 - Senses of belonging



Figure 8 - Multiple Senses of Belonging



Quality 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 relationships of formal to substantive citizenships

How does this look in your context?

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

How does this play out in your context?

Rights – Duties – Belonging – Identity:

Relationships between these influenced by competing philosophies of citizenship:

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

Multi-dimensional Citizenship?

Identity and commitment:

- Ethnic, cultural, religious, political Communities
- Sexuality
- Family organisation
- And other significant identifications of the individual...

Sphere of commitment and action:

- Locality
- City
- Region
- Nation-state
- Diaspora
- Globe
- Environment
- Europe?

Statement exercise – statements used

Statements:

- A Good Citizen never breaks the law.
- Only people who speak the language of the country should be entitled to have the citizenship.
- To be a good Citizen means to be a good patriot.
- Having citizenship means that you should integrate in the society.
- First and foremost we should all be citizens of the environment.
- European understanding of Citizenship is not compatible with migrants cultures.

Being a citizen

Being a citizen

- The session starts with guided personal reflection. The aim of this is to really allow participants to gather the thoughts and questions that are important to them in their everyday lives, and not simply to dive into externalised discussions of ‘what is citizenship’. The questions proposed are: *What has made the idea of citizenship something of value to me? When do/have I feel most as a citizen? When do/have I felt least like a citizen? When has my citizenship been valued? When has it been threatened? What spheres of citizenship do I relate to and value?*
- Participants split into groups with their reflections complete. They can begin by sharing some of the most important reflections they have had. Following this, they **brainstorm** the question ‘what makes someone a citizen?’ Note: this should really be a brainstorm (or ideas-shower :) as it is important to what comes next
- Taking account of the diverse experiences they have, the participants should pick one aspect of the brainstorm that they feel really exists in their own context. In searching for this, they should note the aspects that are not entirely in common, and why.
- Based on ACT IT OUT! in *Compass*, each group should act out a mime illustrating the aspect of citizenship they have in common.
- These are performed for the group, who guess what has been represented.
- Following this, each group reports on the discussions they had about in common and not in common dimensions of citizenship
- As a last stage, the aspects and dimensions discussed are categorised by the group (e.g. legal status, civil rights, substantive social measures, cultural national identity, local participation) and are related to types of citizenship which may have come up.

SESSION 7.

Approaches to European Citizenship

Aims

To investigate different and conflicting understandings of European citizenship, and to examine their relevance to the youth work of the participants.

- To bring different understandings and values attached to EC to the surface in the group.
- To examine how these understandings and attachments relate to one’s context.
- To compare different histories and images of Europe.

general intercultural competences of negotiating ambiguity, specific competences concerning working with divergence around possibly deeply held values and beliefs

SESSION 7.

individual reflection, group sharing, plenary discussion

Programme

16.00 Approaches to European Citizenship

Participants gather around a map of the world (or greater Europe) and are asked to consider the understandings of E.C they encounter, and that are valuable to them personally and in their work.

After several rounds of expressing their thoughts and putting them on a post it on the map, in the end in a plenary discussion – participants express what aspects of EC as discussed they have found valuable, and why, and what they have found problematic, and why.

SESSION 7.

Some of the participants' thoughts and feelings expressed during the activity:

1. My personal sense of EC

- my „rights and duties” do not stop at „my” border
- active participation, partnership, mutual understanding
- to belong to a spiritual space, to share certain values
- freedom of movement and feeling of be part of Europe
- respect to individual and to collective
- an amazing privilege – to be able to live, work, study in so many countries
- integration and mixture of different cultural values and traditions to create a constantly changing feeling of identity

2. The sense that brought us here

- absence – of information, of EC in Latvia, of dialog in society about EC
- I believed that EC was something that should have been important but I did not feel as it was part of me
- first youth exchange in Portugal
- common values, different approaches and HR promotion
- EC is a process so we have to work on it with a lot of people from all over Europe and outside Europe

3. The EC of the EU

- Europe – all the flags – as a whole
- liberalism, equality, minority rights, opportunities
- Turkey - moment with the accession
- treaties
- Moscow – talking about partnership and cooperation with the EU

4. The EC of the CoE

- Hungary, Budapest – first training in the EYBC
- Caucasus (Armenia, Azerbaijan) being little bit apart aside Europe
- human rights – I only know it from HR, I remember it from this area
- broader European Citizenship compared to EU Citizenship
- Are some of these countries really in Europe?
- Opportunity for those who do not live in an EU country

SESSION 7.

5. The EC dominant in my context

- Croatia, Serbia, Bosnia & Hercegovina – my organisation focuses on them
- constitution – huge discussion on it in France – nobody talked about European Citizenship.
- What is European Citizenship? It is a big problem in Slovakia, people being not interested.
- Bulgaria: People think EU will magically solve the problems
- Ukraine – lot's of talks about integration... 1. hopes 2. it will break nation identity, it will bring in even more poverty
- You can feel in an European way but not to be formally an EU Citizen

6. The EC that makes sense to the young people I work with

- free movement
- none, that is why I am in youth work
- how to become member of EU – free movement, no borders – equal status with the rest of EU countries
- to the majority I think it is non-existing. Not even a word.
- they can – or not – participate in EVS

7. A question or a view on EC from 'elsewhere' that I have encountered

- parts of Europe are more connected than Canada
- being in Australia I first realized that I am European – it was the first time when people called me not Italian but European.
- Everyone in Europe is rich. (South Africa, Durban)
- Established, historic and cultural (USA)

From the rounds it turned out that many of the participants have no or very little knowledge about the Council of Europe.



SESSION 7.

As per the evaluation of the participants many of them claim that it was difficult to find a link between the game and the issue.

Materials needed: map, post-its, string to distribute and connect clusters if the map is small.

A more detailed description of the activity is attached.

Appendix SO7

Map of Europe - description

Map of Europe

1. Participants gather around a map of the world (or greater Europe)
2. Different quotations that express very different understandings of Europe and European Citizenship are used to introduce the session
3. Participants are asked to consider the understandings of E.C they encounter, and that are valuable to them personally and in their work.
4. Having reflected for a brief period together, participants are given different colour post-its for the following topics:
 - (a) My personal sense of EC
 - (b) The sense that brings us here
 - (c) The EC of the EU
 - (d) The EC of the CoE
 - (e) The EC dominant in my context
 - (f) The EC that makes sense to the young people I work with
 - (g) A question or a view on EC from 'elsewhere' that I have encountered
5. These post-its are then placed in clusters in appropriate parts of the map – i.e. (a) goes where they have come from, (b) near Deinze, (c) near Brussels etc.
6. Following this, participants break up into different groups with each colour paper, and see if there are any common ideas or bases within the groups. Each group will approach this slightly differently: for example, the group dealing with (c) are mainly dealing with the groups' impressions of this, whereas the group dealing with (e) and (f) are looking for commonalities in what is expressed.
7. The groups place the common ideas and questions they have found on large pieces of paper near the clusters.
8. In a final round – or perhaps plenary discussion of time – participants express what aspects of EC as discussed they have found valuable, and why, and what they have found problematic, and why.

SESSION 8.

Human Rights and Dimensions of Citizenship

Citizens should also potentially protect human rights. The way on which youth work should respond to that will be dealt with the following day, but we already start to bring together the 3 dimension of our course.

Aims

Engage in an exploration of the relationships between the two concepts – the ways in which Human Rights and Citizenship intertwine.

What Analyse what are the rights I take for granted and am concerned with? And what are the rights the young people I work with take for granted and are concerned?

- Raise awareness about what are the rights that on reflection I take for granted. What are the rights I are currently concerned about?
- What are the rights that on reflection the young people I work with take for granted? What are the rights that the young people I work with are currently concerned about?

Ability to work in group, empathy, critical analysis;

Ability to relate citizenship to the realities of youth work;

Knowledge on citizenship as a conceptual notion.

Ability to work in a group: active participation, cooperative learning, problem-solving and conflict resolution, negotiation skills

Knowledge, skills, values and attitudes as a person and as a youth worker in relation to citizenship

Simulation game (Scramble for wealth and power.)

Debriefing on the process and on the link between European Citizenship and human rights plus on the transfer to youth work.

Programme

09.00 Intro to the day with Sinterklaas Kapoentje

09.10 Scramble for wealth and power (Compass, p. 231.)

Coffee break included.

12.30 LUNCH

13.30 Continue morning.

15.30 Free afternoon and evening in Ghent.

SESSION 8.

This day, being the 6th of december began with the visit of Sinterklaas (the flemish St. Nicolas who, as we got to know takes the bad children with him back to Spain, where he lives... Which is a big punishment, we all agreed... ☺). We learnt a song to thank him for the presents he brought – you can find its lyrics in the Appendices.

Scramble for... : When making the link between the game an the European reality, participants recognized these aspects relevant for which young people:

- Discrimination, freedom of movement
- Distribution of power between the memberstates
- Distribution of money
- Stereotypes about each other
- Lack of information
- Active participation in political life
- Lack of knowledge on the European context
- Taking for granted EU (Dutch youngsters)
- They have not participated in any of the decision – demotivating
- Lack of language knowledge



The team thinks that we fail in making clear the connection with citizenship aspects for everybody in the group.

SESSION 8.

The trainer should feel free to adapt the game in accordance to the group. Debriefing questions should direct discussion to the concrete objectives not to lose the track. In this case the idea was to focus on the different aspects of citizenship: cultural, social, political and economical.

It has to be clear from the beginning that is not a game to just “have fun”.

Materials necessary for “Scramble for...” simulation game.

SESSION 9.

The Relevance of European Citizenship for Youth Work Practise

Bringing together the 3 dimensions of our course we have to establish the link to our daily work, adapt it to the target groups we work with. How do we know the kind of affects our activities have on young people? Analyse the social/educational aspects of our work.

Aims

To address different aspects of transferring our work to the youth work and to the target group we work with.

To make the transfer between the content

To get to know how and feel comfortable with explaining HR to several different target groups.

Ability to work in group

Ability to relate citizenship and HR to the realities of youth work;

Knowledge on citizenship and HR as a conceptual notion.

Knowledge, skills, values and attitudes as a youth worker in relation to citizenship and HR

World Café, Caroussel-exercise, working in pairs, presentation

Programme

09.00 Intro to the day

09.10 World Caffee

Individual reflection.

World caffee with the following questions:

Key question:

What are the challenges for me in addressing these issues with my young people?

What is the relevance of human rights and European citizenship for the young people I work with?

What are the main worries about doing youth work activities on this subject?

What are the good experiences I have had of working difficult issues with young people, and what made them good experience?

What capacities and skills do I need to support the work I want to do?

11.00 Future plans

What is the activity?

When is the activity?

With whom are you planning this activity?

Explain - Give feedback

12.30 LUNCH

14.30 How to explain Human Rights in 3 minutes...

15.30 Follow-up and multiply

All three activities were evaluated very positively in the participants' evaluation questionnaire.

There was very little time left to introduce the possibilities to follow-up and multiply.

Appendix SO9.

Workshop: How to explain Human Rights in 3 minutes

Objective: To get to know how and feel comfortable with explaining HR to several different target groups

Step by step

Working with the contents – Exchange

- participants are asked to write down the three key statements about HR they are most convinced of on three separate sheets of paper
- we collect them and put them in a hat
- participants then choose three at random from that
- they have time to walk around, survey what is other statements they find with others and to exchange
- we bring them back into a circle and they can say what kind of statements they got, found, changed, found new or interesting
- they are then given a little time to think about what they would like to say to others about HR

Practicing arguments - Carousel

- form a carousel
- roles are assigned to one of the circles in the carousel – the other circles stays themselves
- round last not more than 3 mins
- the ones who stay themselves are asked to explain HR to their partner who has a role (they have approx 90 seconds for explaining and then a dialogue has to take place for the remaining time)
- the ones with roles should think from the perspective of their role and ask questions to the explanation of their partner from that perspective

Roles:

1. Your boss (if you are a professional youth worker) or the board of your organization (if you are a volunteer or elected)
2. a colleague with whom you do a project in the organization
3. a professional youth worker
4. an old school friend
5. a journalist
6. a young person who is not yet actively involved in your organisation's work
7. your parents

Debriefing

1. which approaches have been most convincing
 2. which arguments have been most convincing
 3. in which way did the role of your dialogue partner influence your choice of approach / argument
- which arguments and approaches can you / do you want to use

SESSION 10.

Evaluation and Closing

At the end of a seminar it is as essential to look back, i.e. to give space for participants to reflect on their learning that took place during the seminar as to evaluate the seminar looking into the future - providing possibility for participants for comments to further develop the module.

Aims

To evaluate and close the training module

To provide participants with an opportunity to look at the way the course has lived up to their expectations, needs, interests and motivations

To help participants get into the mood for going home

To provide the team with material for their further evaluation

Evaluation

Transfer

Dynamic evaluation method: hot chair evaluation

Written evaluation questionnaire

Closing: introduction to the next steps in the module process, team/
partnership follow-up to the course

Technical announcements for the farewell

Final round

Programme

16.00 Evaluation

18.30 DINNER

20.30 Farewell party

In the framework of this module participants:

DISCOVERED

- human rights and citizenship are interrelated together
- discovered new activities how to teach HR
- many new facts and opinions (new insights of people coming from different countries) on HR and European Citizenship which I did not know before
- discovered that HR are very difficult to achieve in real life
- sometimes we have the same thing in our mind but we do not say it
- Ghent
- all people think different (we can say HR but it means so many things)

DID NOT EXPECT

- so much non-formal education
- to use Compass and Compass games
- not to have so many non-EU participants
- HR to be so much on universal level, more European

THINK IT WAS IMPORTANT...

- what you learn and what have you have to do with it: did not know they can fit perfectly
- not knowing much about organizations (most)
- that we create a link to our practical work
- expected people to be given some kind of responsibility (do ice-breakers)
- that people from so many countries met here
- more time to discuss HR and how we can apply it to our youth work

(not only 5 days)
The outcome of the questionnaires can be read below, in the Participants' Evaluation.

CONCLUSIONS

For the fulfillment of objectives of the module and the open questions related to its further development please see the section on Evaluation. Talking about the educational achievements of the module, according to the results of the participants' evaluation the most important learning for many of the participants is related to the use of non-formal pedagogical methodology during the course. For some of them non-formal learning as a whole was a new discovery, for some the debriefing, the conclusion after the games contained important learning points and for some of them the concrete methods, activities used are a good resource to take home and adapt to the work they do. At the same time some participants expected the module to be more traininglike – which is clearly a misunderstanding caused by the name “training module” that refers to a training format instead of an educational seminar which in fact it was intended to be.

As important as the non-formal pedagogy it was the content part of the course, to learn about the development of human rights and citizenship, to get to know the different institutions monitoring and protecting them, the discussions on the issues of citizenship, citizen rights, European Citizenship. As a result of the participation in this training participants feel more confident and equipped to act on the fields of HR and citizenship in general, on non-formal education and methodology, spreading concepts of HR between young people through non-formal learning, using non-formal education to facilitate the activities which has to do be with abstract concepts and how to translate these concepts into the daily work.

Talking about further educational needs, in the field of European Citizenship participants feel they would still need to know more about the relationship between EC and national citizenship, how does this notion function in the reality, the way we can practice it, what we can do to contribute to European society.

Related to youth work there was a strong need expressed by several participants to deal more with the ways how to transform the notion into something interesting for the young people. This is again related to the fact that the background and the level of experience in youth work was very diverse in the group – which makes it worthy to consider to leave more space to deal more explicitly with non-fomal education during the course and in this case especially with human rights education.

EVALUATION OF THE MODULE

Summary of Participants' evaluations

Besides the methodology of the non-formal education and the content part of the course, that are described above, other elements considered significant by the participants were the application of the theoretical knowledge about HR and Citizenship to the real life situations and youth work and the diversity of the participants i. e. the opportunity to meet and share knowledge and experiences with people of such different countries and backgrounds.

As for not so relevant elements in the programme, one-quarter of the participants thinks that there were no such elements, and almost half of them names a certain activity, namely the map of Europe and the research on HR documents, saying that for the first it was difficult to find the link to the issue, and for the second the problem lays in the presentation part of the researches which was very difficult to follow.

Participants also evaluated to which extent they felt that the objectives of the course have been fulfilled and commented them. They used the following scale: 1 is not at all fulfilled and 5 is fully fulfilled. The objective "to initiate a fundamental discussion to clarify the issues of Human Rights, Citizenship and European Citizenship" they evaluated in general for a 3.7, saying that we definitely succeeded to get inside the concepts, however some of them felt that further clarification would have been necessary and the discussion could have gone deeper. The next objective - to engage in an exploration of the relationships between the two concepts; the ways in which Human Rights and Citizenship intertwine - was rated similarly, for a 3.7, commenting that they got a quite good idea on how they intertwine, would have needed more theory and information on the relations between the two though.

The achievement of the objective "to engage in an exploration of how, if at all, European Citizenship supports Human Rights and why it is a framework that is useful for working on human rights with young people" was rated 3.3. Several participants commented that they believe that Human Rights is a good framework to work on many subjects including European Citizenship, also saying that not only we need to understand how European Citizenship supports our human rights but we should also be aware that being a citizen of Europe does not necessarily mean that our rights are not being violated.

To encourage participants to be agents of change in relation to Citizenship and Human Rights - the fulfillment of this objective was rated 3.5. Participants say that the course discussions and games really encouraged and inspired them to do something, to contribute to a better society but some of them feel uncertain whether they have the tools to do this, as to say they feel they have a limited amount of ideas on the how question.

Comments on the team: in general participants evaluated the team as well prepared with good knowledge and a very good combination with theory, games, discussions... Some form of on-going evaluation, a midway

feedback, or a focus on using the comment box was explicitly missed by more participants to give space for feedback about the programme and express their needs for the following days. Some participants also perceived a certain distance between the participants and the team.

Having taken part in the course, the participants evaluated their knowledge concerning Citizenship as 3.9. (From no knowledge (1) to detailed knowledge (6).) Describing the areas of knowledge where they felt stronger after the course many of them mentioned the meaning of the concept itself, the way how citizenship is understood in different countries, the strong relation between citizenship and HR, active participation and the idea of substitute citizenship. Further exploration of the topic is felt to be necessary (e.g. citizenship as value, the links between citizen-citizenship-nationality, the more abstract and judicial of the concepts of European citizenship) and also the way how to let youngsters feel and be active citizens.

Having taken part in this course, the participants evaluated their knowledge concerning Human Rights as an average 3.9. They felt stronger in the field of basic human rights, the differences between documents about HR, the differences between human rights in theory and practice and in conveying HR to young people; how to work on HR with young people. They would like to improve their knowledge about specific HR and methods of HRE and to get to know how should we approach dilemmas that appear in HR (conflicts) and what attitude should we have towards them.

For a follow-up, different kind of activities are planned with their own organisations and also, using the contacts obtained during the course, projects in international cooperation. To be able to conduct it, most of the participants feel they need financial and further educational support, mainly trainings on the methodology – how to work on these issues with young people, practical tools to discuss these concepts with young people.

Team evaluation

Fulfillment of the objectives of the module

As a general remark we have to state that it may have been a little difficult for all the participants to make an informed evaluation in relation to the fulfillment of the objectives at this early stage. Many of the participants had a very basic level and little experience and would need more time to digest what they have received both in terms of information, impressions and new questions from their participation in the module.

The first objective was to initiate a fundamental discussion to clarify the issues of citizenship, human rights, and European citizenship. Most of the in depth discussions and work in this course concentrated on human rights and citizenship however participants missed and would have needed some more in depth work on European Citizenship explicitly. The participants have had an experience in this module that has opened their eyes to a whole new set of dimensions to the issues that they were not aware of. Basically this is the most achieved of the objectives.

The objective to engage in an exploration of the relationship between the two main concepts – the ways in which Human Rights and Citizenship intertwine has been achieved, to the extent that Human Rights and its protection has been understood as an intrinsic role of citizenship and of citizens. This was very implicit to the programme of the module, although clearly the participants of this module would have needed more explicit guidance and signposting in order to be able to really understand the links between the issues and concepts. Thinking about the approach taken now, it might have been better to begin from European Citizenship rather than Human Rights in order to arrive at the clear and explicit link between the two.

The team feels it was too ambitious with this objective: to engage in an exploration of how, if at all, European Citizenship supports Human Rights and why it is a framework useful for working with young people on Human Rights. To achieve this would have necessitated a real training course format and significantly more time and in depth exploration work. On the other hand the group and individual participants were not at the stage or level of experience necessary to engage with this. The team would probably have needed to frame European Citizenship earlier in the programme flow and to work in Human Rights after that was settled. The second part of the objective implies that team intended to work on HRE explicitly, although it made a conscious choice that this module would use a human rights education approach, although not be a human rights education course.

Finally the objective to encourage the participants to be agents of change in relation to Citizenship and Human Rights. The course was genuinely an empowering experience for most of the participants and the team explicitly encouraged the participants to consider ways in which their work could contribute to constructive change. The transfer exercises on the last day really provided them with a lot of encouragement to move on, explicitly asking them to practise how they can work with the concepts with a variety of target groups. The team also tried to support their willingness and motivation to go as far as they can go with their existing and improved competencies, trying to work on their confidence, which was not very developed.

The module format

These modules of 5 working days try to deal with huge topics that one cannot easily address even in a 10 days training. If the idea is to really modularise the curriculum then we should consider to cut through the need to work on all the broad concepts in a short period of time and address only the focus items, such as human rights or intercultural learning. Nevertheless, it cannot be denied that most participants possess only basic knowledge of Citizenship or European Citizenship.

The offer of European Citizenship Modules implies to deal with Citizenship and Europe as well as each of the focus topics and that is simply not realistic in 5 days. There are many ways of structuring the logic of the programme of such a module, given the significant topics in focus and this has implications for seeing these modules as transferable „wholes” with a prescribed curriculum for decentralisation to other actors. This dimension would need further thought.

Teamwork and cooperation with the hosting National Agency

The team was satisfied with the teamwork in general and with the experience of working with JINT. The conditions for the module were ideal, including the securing of an excellent standard venue, the full complement of technical and materials needs, an extensive effort on the part of the national agency staff to assist team and participants in any and every aspect.

APPENDICES

Transcripts of inputs made by team members that can not be found at the end of the particular sessions

1. European Citizenship Input - Power Point presentation

The content of this presentation (prepared for Session 8.) was finally transmitted in another form.



Differing Concepts of EC in use and practised

>> **European Union**

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

Still lots of politicians talk about European citizenship, simply and merely meaning the legal citizenship of the EU (with an undefined cultural sense often used)

Sometimes, overconfident and self-centred. Only at convenience is it understood beyond these limits (learn to live democracy)

>> **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 EC in use and practised

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

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

COE: Intercultural group experiences, intercultural learning in protected environments, multipliers

PARTNERSHIP: Trying to bring the two approaches together and create something new using non-formal education

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 EC 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 political 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
- 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 EU

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 (c.f. certain minorities)
- 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
- The relevance of EC in a globalised world, where ideas of global citizenship gain currency

2. Sinterklaas Kapoentje – lyrics of the Flemish song we learnt

Sinterklaas Kapoentje

Sinterklaas Kapoentje,
Leg wat in mijn shoentje,
Leg wat in m'n laansje,
Danku Sinterklaasje.



Final Programme, as executed

Friday, 2nd of December

Arrival of participants

17.30 Reimbursement for participants coming from a non-programme country

18.30 Dinner

20.00 Welcome speech, short presentation of the team

20.10.

- Round of names
- Human net to learn the names
- Sociometry
- Blanket game

21.15 Technicalities – how to survive in the house until next morning

21.30 Reception

Saturday, 3rd of December

09.00 Opening of welcome
Round of names
Team intro, including the documentalist role and the report

09.20 The political background of context of this Module
Powerpoint presentation

09.35 “Ponchos” game combined with Carousel.

10:15 „Puzzled about the objectives?”

(The Puzzle of Objectives together with Presentation can be found in the Appendices of Session 2.)

10:45 *Coffee*

11:15 Feedback and interpretation

11:45 Introduction to the programme

11.50 What do we want to achieve through this programme?

Individual reflection, choice and explanation of symbols, put them on the programme together with comments, chronological review

12.30 LUNCH

14.30 Group-building: „Chocolate river”

15.20 Human Rights Bingo (Compass p.)

(For the grid consult the Appendices of Session 3.)

15.45 My perspective of Human Rights (Adapted version of Act it out. Compass p.)

Individual work, sharing in groups, groups preparing list of keywords. Presentation of 15 min.s.

Coffee break included.

(You can find a more detailed description of the exercise in the Appendices of Session 3.)

16.50 What is Human Rights?

Power Point presentation *(Please see the Appendices of Session 3.)*

17.30 UDHR Sketchionary

18.30 DINNER

20.00 Intercultural evening

Sunday, 4th of December

09.00 Intro to the day

09.10 Front Page Exercise (Compass, p. 135.)

Group preparation, presentation and discussion.

Coffee break included.

11.45 Group research

Intro to research

(You can find a more detailed description of this exercise and the previous one in the Appendices of Session 4.)

12.30 LUNCH

14.30 Continue group research

Coffee break included

16.00 Reports of the research

17.30 Preparation Human Rights Bazaar

18.30 DINNER

21.00 Human rights bazaar

Monday, 5th of December

09.00 Intro to the day

09.10 Statement Exercise (Where do you stand? Compass, p. 254)

Statements on European Citizenship and debriefing.

(For the statements used please see the Appendices of Session 6.)

10.30 *Coffee*

11.00 Being a citizen

- Guided personal reflection with the help of the following questions: *What has made the idea of citizenship something of value to me? When do I feel most as a citizen? When do I feel least like a citizen? When has my citizenship been celebrated? When has it been threatened? What spheres of citizenship do I relate to and value?*
- Brainstorming in groups: *What makes someone a citizen?* Then searching the common and the different elements of their experience of citizenship.
- Human statues to express their common aspects of their citizenships.
- Group reports on the discussions they had about in common and not in common dimensions of citizenship.
- The aspects and dimensions discussed are categorised by the group (e.g. legal status, civil rights, substantive social measures, cultural national identity, local participation) and are related to types of citizenship which may have come up.

(You can find a more detailed description of the exercise in the Appendices of Session 6.)

12.30 LUNCH

14.30

Continue morning exercise

15.00 Input on Citizenship

Powerpoint Presentation.

(You can find the presentation in the Appendices of Session 7.)

15.30 *Coffee*

16.00 Approaches to Citizenship

Participants gather around a map of the world (or greater Europe) and are asked to consider the understandings of E.C they encounter, and that are valuable to them personally and in their work.

After several rounds of expressing their thoughts and putting them on a post it on the map, in the end in a plenary discussion – participants express what aspects of EC as discussed they have found valuable, and why, and what they have found problematic, and why.

(You can find a more detailed description of the exercise in the Appendices of Session 7.)

18.30 DINNER

Tuesday, 6th of December

09.00 Intro to the day

09.10 Scramble for wealth and power (Compass, p.231.)

Coffee break included.

12.30 LUNCH

13.30 Continue morning.

15.30 Free-afternoon and evening in Ghent.

Wednesday, 7th of December

09.00 Intro to the day

09.10 World Caffee
Individual reflection.

World caffee with the follwoing questions:

Key question:

What are the challenges for me in addressing these issues with my young people?

What is the relevance of human rights and European citizenship for the young people I work with?

What are the main worries about doing youth work acitivities on this subject?

What are the good experiences I have had of working difficult issues with young people, and what made them good experience?

What capacities and skills do I need to support the work I want to do?

(You can find a more detailed description of the exercise in the Appendices of Session 9.)

12.30 LUNCH

14.30 How to explain Human Rights in 3 minutes...

(You can find a more detailed description of the exercise in the Appendices of Session 9.)

Follow-up

16.00 Evaluation

18.30 DINNER

20.30 Farewell party

List of references (books, web-sites, handouts, articles, pictures used)

Human Rights Education: Webography List

<http://plato.acadiau.ca/courses/idst/IDST2216/peacehr.htm>

This page lists important HR organisations, conventions, agreements on HR and provides links to other HR pages.

<http://www.hrea.org/>

Human Rights Education Associates (HREA) is a non-profit organisation whose main mission is to support efforts aimed at introducing human rights concepts and values. Their web-page includes databases, education and training materials and interactive learning tools on human rights. And

<http://erc.hrea.org>

The Electronic Resource Centre of the [Human Rights Education Associates](http://www.hrea.org/) (HREA), provides access to HRE materials. On this side you can find a HRE library, HRE links, HRE database and a HRE calendar.

<http://www.iz.or.at/humanrights/>

School Network Human Rights - A project by the Austrian Ministry, co-ordinated by Interkulturelles Zentrum. Teachers and students from 41 countries developed joint projects and agreed on activity plans to find out if

human rights are respected – in their schools, in their homes, in their communities. The international projects are on: Participation, Racism & Xenophobia, Human Rights-Violence/Conflict and violation of Childrens Rights.

<http://www1.umn.edu/humanrts/education/pihre/content.htm>

A manual for teachers and people who work with young people to start Human Rights Education. On the website is explained what HR and HRE are. Also teaching methods and activities, about teaching young and older children and human rights documents.

<http://www.human-rights.net/links.html>

The Human Rights Net provides a list of useful human rights links. Here you will find tools, education and training resources, urgent alerts, websites of NGO's and international organisations, and other useful links.

<http://www.pdhre.org>

People's Decade for Human Rights Education: with some links to human rights materials & human rights at stake in different issues .

<http://www1.umn.edu/humanrts/peace/peaceedu/partnerstoc.html>

Peace Resource Center introduces Partners in HRE Resource Packet that gives an introduction on HRE and methods/resources for HRE

<http://www.amnestyusa.org/education/>

or

<http://www.amnesty-volunteer.org/usa/education/index.html>

Amnesty International's contribution to HRE. You find useful links to their HRE network and to HRE materials

<http://www.un.org/>

The UN website.

<http://www.unhchr.ch/> and <http://www.unhcr.ch/teach/teach.htm>

Here you can find the Universal Declaration of Human Rights. There's also a side for teachers and useful materials and tools for HRE.

<http://www.hrw.org/>

This is the homepage of Human Rights Watch, an organization dedicated to protecting the human rights of people around the world.

<http://coe.fr>

and

<http://culture.coe.fr/edu/eng/edulist.html>

The web page of the Council of Europe. Under 'education' you can find out about 'Education for democratic citizenship', Network for School Links/Exchanges and Human Rights

<http://www.human-rights.net/ehrn/index.html>

The 'Education' in Human Rights Network is an informal grouping of individuals and organisations concerned with HRE in schools.

<http://www.human-rights.net/>

The aim of Human Rights Net is to provide a platform for human rights organisations and networks. Here you will find the homepages of NGO's and information on their activities and publications.

<http://www1.umn.edu/humanrts/>

and for HRE

<http://www1.umn.edu/humanrts/education/4thR-F97/masthead-F97.htm>

The Library of University of Minnesota contains a large collection of international human rights treaties, instruments, general comments, recommendations, decisions, and views of treaty bodies; other U.N. human rights materials.

<http://aix1.uottawa.ca/hrrec/>

The Human Rights Research and Education Centre of the University of Ottawa.

<http://www.stthomasu.ca/research/AHRC/AHRC.HTM>

The Atlantic Human Rights Centre at St. Thomas University in Fredericton wants to support education and understanding of human rights by promoting transdisciplinary human rights education programs.

http://www.state.gov/www/global/human_rights/1996_hrp_report/96hrp_report_toc.html

Country Reports on Human Rights Practices from 1996.

<http://www.hri.ca/hedu/index.shtml>

Courses and Seminars on HRE as well as books and materials.

EUROPEAN CITIZENSHIP TRAINING MODULE HUMAN RIGHTS

LIST OF PARTICIPANTS' AND TEAMMEMBERS

Deinze, Belgium

2-8/12/2005

First name	Last name	F/M	Country	Organisation
<i>Participants:</i>				
Kaja	AINSALU	F	Estonia	Estonian Union for Child Welfare
Kateryna	ARDANYAN	F	Ukraine	Youth Can (Community Action Network)
Panagiota	ARVANITI	F	Greece	SCI Greece
Michela	BORDIN	F	France	Mouansoise de Commerce Equitable
Gabriela	CUCU	F	Romania	ARDOR
Tatiana	DANILESCU	F	Moldova	Youth Alliance for Human Rights
Tatjana	DENISOVA	F	Lithuania	The Children's and Youth Creative Centre
Enes	EFOVIC	M	Serbia & Montenegro	Youth Centre Post Pessimists of Montenegro
Eyad	KASOUHA	M	Syria	Catholic Youth Centre, Latin Church
Anna	KIKUSTE	F	Latvia	UNICEF
Dzianis	KOLHA	M	Belarusian	Liberal Generation
Magnus	MADSEN	M	Denmark	Next Stop part of Mellemfolkeligt Samvirke
Haykuhi	MARGARYAN	F	Armenia	World Independent Youth Union NGO
Ana	MULLANJI	F	Albania	Beyond the Barriers Association
Alenka	NUTEK	F	Slovenia	Youth Center of Dravinja Valley
Ivan	PECHORIN	M	Russia	ELSA Vladivostok
Nathalie	PLANIJE	F	Netherlands	Dutch National Youth

Szilvia	PORTÖRÓNÉ MÁNDLI	F	Hungary
Mohamed	SAGDATI	M	Serbia & Montenegro
Verena	SCHIEFER	F	Austria
Christina	SCHULTE	F	Germany
Maria	STANISHEVA	F	Bulgaria
Paulina	SZCYGIEL	F	Poland
Claire Annette	WHELAN	F	Norway
Anne	WILSHIN	F	UK
Anjeza	XHAFERAJ	F	Albania

Team members:

Inez	ADRIENSEN	F	Belgium
Xavier	BARÓ URBEA	M	Estonia
Diána	HAJDU-KIS	F	Hungary
Yael	OHANA	F	Slovakia
Gavan	TITLEY	M	Ireland

Council

Disputa Kör Egyesület
Kosovo Council on Foreign Relations
Akzente Salzburg
Verein für Internationalen und Interkulturellen Austausch e.V.
British Council Bulgaria
Center for Citizenship Education
Europeisk Ungdom - European Youth Norway
ICA UK
Islamic Relief Worldwide - Albania Office

