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“Youth for Human Rights”

Transnational Human Rights Education (HRE) Mapping

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Table of contents

| | |
|--|----|
| Limitations | 3 |
| Introduction | 4 |
| “Youth for Human Rights” | 4 |
| Policy context and impact | 5 |
| HRE in Erasmus+ programme | 7 |
| Quantitative thematic analysis | 8 |
| Training of trainers | 10 |
| Brief description of courses | 10 |
| Analysis and lessons | 16 |
| Training of youth workers | 20 |
| Brief description of courses | 20 |
| Analysis and lessons | 30 |
| Further needs and what is missing | 33 |
| Educational resources | 34 |
| Brief description of the resources | 34 |
| Analysis and lessons | 39 |
| Further needs and what is missing | 42 |
| Final remark | 43 |
| Sources of information | 44 |



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Limitations

This transnational mapping has been compiled in the framework of Erasmus+ Key Action 3 project "*Youth for Human Rights*", and serves exclusively its purpose, aims and objectives. The content of this paper lies in the context of this particular project and is designed to support project implementation. Limitations of this transnational mapping should be acknowledged when making any further conclusions and/or applying the content of this paper outside of the project scope. If pertinent, the scope could be enlarged in any future mappings conducted outside of this project framework, for instance on the quality of youth work, or about the contribution or impact of Erasmus+ programme upon mainstreaming human rights education (HRE) in the field of youth.



Introduction

“Youth for Human Rights”

“*Youth for Human Rights*” is an Erasmus+ Programme¹ Key Action 3 project funded by the European Commission.

The project partners are seven (previously eight) Erasmus+ programme National Agencies (NAs)²: Foundation Archimedes - Estonian NA (Leading Partner), “JUGEND für Europa”- German NA, Interkulturelles Zentrum - Austrian NA, YIA-BEFL – JINT – Belgian/Flemish NA, IUVENTA – Slovak Youth Institute – Slovak NA, Agency for Mobility and EU Programmes Agencija za mobilnost i programme Euopske unije – Croatian NA, and Jaunatnes starptautisko programmu aģentūra – Latvian NA.

The project stems from the need to promote social inclusion and to mainstream human rights education (HRE) in the field of youth fully using the potential of youth work – and of HRE in the context of youth work and young people’s non-formal learning.

To be able to do that, the project aims to make sense of its already existing abundance of HRE resources and educational concepts/modules, and benefit from the exchange of HRE actors and networks to develop meaningful and efficient educational modules.

The project pursues the following three objectives:

- To improve understanding of HRE in the field of youth and supporting young people’s acquisition of social, civic and intercultural competence
- To support youth workers, trainers and other practitioners in the field of youth in using HRE to address issues that directly affect social cohesion, such as inclusion and diversity
- To improve the quality of youth practice, and of activities undertaken as part of young people’s non-formal learning (such as, volunteering), through networking and capacity-building

The foreseen project outcomes are:

- Gathering and analysing data about HRE state of play, key actors, concepts and resources in national and international context – 8 national and 1 transnational reports about HRE state of play, key actors, concepts and resources in national and transnational context
- Adapting and developing HRE related training and education modules – 3 human rights education training modules developed for local, regional, national and transnational youth workers and youth leaders, and compilation of recommendations for human rights education curricula
- Capacity building of actors and analysing of resources, tools, and concepts in the youth field on HRE, as well as support to thematic network development:

¹ Erasmus+ is the EU’s programme to support education, training, youth and sport in Europe.

More information: https://ec.europa.eu/programmes/erasmus-plus/node_en

² To bring Erasmus+ as close as possible to the participants and make sure it works well across different countries, the EU works with National Agencies to manage the programme. The National Agencies are based in programme countries and their role involves providing information, selecting projects, supporting applicants and participants, promoting Erasmus+...

More information: http://ec.europa.eu/programmes/erasmus-plus/contact_en#tab-1-0



- training of trainers - 28 trainers-of-trainers trained on HRE in the field of youth
- training of youth workers - 280 youth workers trained on HRE in the field of youth,
- training of Erasmus+ NA staff - 24 Erasmus+ National Agencies staff are trained on HRE in the field of youth

This outcome is supported by carrying through a RAY Network³ survey "Competence development and capacity building on HRE in the field of youth"

- Communicating and disseminating project results, and compiling of policy recommendations
 - Increase of number of Erasmus+ projects on HRE in the field of youth
 - 100 stakeholders participate in an European conference
 - Compilation and communication of policy recommendations
 - Project external evaluation

Policy context and impact

The "*Youth for Human Rights*" project is being developed in a context in which Human Rights (HR) and Human Rights Education (HRE) in the youth field are important in the political agendas of the European Union and of the Council of Europe.

In the European Union for some years the European Union Agency for Fundamental Rights (FRA) developed several HRE projects (i.e. on Holocaust remembrance 2006-2012) but the work of this agency progressively focused on research supporting other actors and stakeholders directly involved in HRE⁴.

The 2012 strategic framework on human rights and democracy⁵ was designed to make EU human rights policy more effective and consistent.

More recently the EU Education Ministers adopted in Paris on 17 March 2015 the "Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education". This declaration defines common objectives for Member States and urges the EU to ensure the sharing of ideas and good practice with a view to:

- Ensuring that children and young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship;
- Enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to all forms of discrimination and indoctrination;
- Fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs;
- Promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders.

³ RAY stands for Research-based Analysis and Monitoring of Erasmus+ Programme. It is a self-governed European research network of the 31 National Agencies of Erasmus+ Programme and their research partners.

More information: <http://www.researchyouth.eu/>

⁴ <http://fra.europa.eu/en>

⁵ <http://data.consilium.europa.eu/doc/document/ST-11855-2012-INIT/en/pdf>



The *raison d'être* of the HRE programme of the Council of Europe was progressively developing since the introduction of the HRE Youth Programme in 2000. Since in 2010 the Council of Europe Charter of Education for Democratic Citizenship and Human Rights Education⁶ was adopted as a text that supports the prevention of human rights violations by strengthening the culture of human rights, the Council of Europe has developed an intensive agenda in relation to human rights education. In the youth field the elaboration of *Compass*, the multiple training courses at European and at national level, the 1st and 2nd HRE fora were crucial for a very important development of HRE. In the last two years the education for democratic citizenship and human rights education (EDC/HRE) was marked by the following initiatives:

- With the resolution on the youth policy of the Council of Europe (*Adopted by the Committee of Ministers on 25 November 2008 at the 1042nd meeting of the Ministers' Deputies*) the HRE programme was placed rather centrally in the youth policy agenda of the Council of Europe (Agenda 2020).
- In the 25th Conference of Ministers of Education (Brussels, 2016), the ministers undertook to support the development of a long-term strategy for education for democratic citizenship and human rights at European level. The Ministers also endorsed the Reference Framework of Competences for Democratic Culture and requested the Council of Europe to consider ways of increasing the impact of the charter.
- The 3rd Compass Forum on Human Rights Education (Budapest, 2016), provided initial input and proposals from non-governmental partners and governmental experts and called for the continuation of the Human Rights Education Youth Programme.
- The "Learning to live together" Conference on the future of Citizenship and Human Rights Education in Europe, in June 2017, explored the current challenges and opportunities, shared examples of good practices and lessons learned, and proposed recommendations for future action, including specific criteria and mechanisms for evaluation of progress, in particular in the framework of the Council of Europe Charter on Citizenship and Human Rights Education.

In this very briefly described European policy context "Youth for Human Rights" aims to have an impact at policy level and contribute to strengthen, to contribute to further develop and to contribute ensure the implementation of the current initiatives of the European Union and the Council of Europe in the field of HRE.

Cooperation of non-formal providers of EDC/HRE in youth work

At national level "Youth for Human Rights" should contribute to the design and implementation of HRE strategies in the youth sector, to the inclusion of HRE as part of the education and further training of youth workers and to the current work of the Erasmus+ NA's for promoting HRE through youth work. HRE is being formulated, developed and conducted by a community of practice and "Youth for Human Rights" should support the creation and development of strategies in and by the field of youth.

Having said that, it is important to take notice of two points here, as an input from the side of Expert group of this particular project, and especially from the DARE network:

- HRE and HR have a strong civil society perspective and are shaped vitally on the ground of work and activism. Based on NGO practice, it is important to stress that EDC and HRE go together – especially in non-formal education with young people. If HRE is distinguished, such as in the case of this project, a note should be made that this approach could exclude some vital and lasting cooperation of civil society organisations, of providers of youth work, youth organisations who all do EDC/HRE with young people and shape HR from the community of practitioners and practice. However, due to the particular aim and limitations of this particular mapping, the NGO sphere, e.g. what has been developed in the DARE (and related) contexts, is not present in the mapping.

⁶ <https://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education>



- Thus, in the future, a transnational mapping of HRE-related concepts, such as EDC, GCE, Children's rights, youth participation, anti-discrimination, diversity, etc would benefit the overall picture. This type of overarching mapping should include approaches such as anti-bias, a world of democracy betzavta, #bcpb, the whole work and approaches provided by Anne Frank Centres, JFM-SEI, social media and EDC/HRE learning approaches by youth, etc. This would further support the overarching logic of resource-centred learning approach in youth work where the starting point of any non-formal learning with young people are the topics youth identify as relevant in their context.

This transnational HRE mapping

The overall aim of this transnational study is to gather and analyse data about HRE state of play, key actors, concepts and resources in international context. Its objectives are:

- To identify the best practices of existing training concepts of (1) training of trainers, and (2) training of youth workers, as well as (3) educational resources on HRE on transnational level
- To identify the further needs and what is missing (e.g. resources or training needs of key actors) from the 'current menu' of existing concepts, approaches, actors, and educational resources on HRE in the field of youth on transnational level, through mapping and focus groups of experts

The scope of this mapping (see in the intro of the following sections) was set in consultation with the project coordinator, the Estonian national agency for the Erasmus+ programme. In the first section there is a quantitative analysis of Erasmus+ projects in relation to Human Rights. In the following chapters there is a qualitative analysis (as case studies) of the most relevant training of trainers and training of youth workers courses and of educational resources. Their analysis in depth allows the exploration of their differences and complementarities and the identification of what is missing in HRE at transnational level.

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HRE in Erasmus+ programme

HRE, as such has not been an explicit priority of the Erasmus+ programme. Only a very thorough and detailed analysis of the Erasmus+ programme activities could reveal to what extent the applicants, participants and organisations are able to make a clear and intentional link to human rights. Nevertheless, basic scanning of project titles supported reveals that in most cases there were activities conducted related with human rights (HR) issues.

Certainly, speaking of criteria necessary for considering any educational activity to be 'a HRE activity' it is not enough merely for the topic theme to relate to HR related issues. Nevertheless, basic analysis conducted reveals that in the activities which were looked at, these were in all cases activities for young people run by young people and the methodologies were active, participatory and action-oriented. Additionally, quite often youth workers, trainers are participants and/or leaders of those activities and a big number of educational materials are produced during those projects dealing with HR related issues.

Therefore, without automatically concluding that all Erasmus+ programme projects are HRE projects, this brief analysis of some key tendencies can help us to better understand the specific interests of young people and their needs to gain competences on HR issues. Please see the analysis in question below.



Quantitative thematic analysis

In the following table we can see the statistics of the typology of the Erasmus+ programme projects in for the eight partnering NAs (including the French NA who left the project) participating in this project since 2014. The projects at times, explored more than a single topic. That is the reason why the sum of percentages is higher than 100%.

| TOPIC | KA1 | | KA2 | | KA3 | |
|--|-------|---------------|-----|---------------|-----|---------------|
| | Nr | % of projects | Nr | % of projects | Nr | % of projects |
| Disadvantaged young people | 2.513 | 13,1% | 87 | 6,9% | 60 | 6,8% |
| Disabilities | 1.471 | 7,6% | 36 | 2,9% | 21 | 2,4% |
| Enhance social inclusion, equal opportunities and participation in sports | 174 | 0,9% | | | | |
| Environment and climate change | 2.110 | 11,0% | 44 | 3,5% | 25 | 2,8% |
| Ethics, religion and philosophy (incl. Inter-religious dialogue) | 494 | 2,6% | 6 | 0,5% | 9 | 1,0% |
| EU Citizenship, EU awareness and Democracy | 5.731 | 29,8% | 115 | 9,2% | 408 | 46,2% |
| Fighting discrimination and intolerance, usage of drugs/doping, match fixing, violence in sports | 71 | 0,4% | | | | |
| Gender equality / equal opportunities | 820 | 4,3% | 28 | 2,2% | 42 | 4,8% |
| Home and justice affairs (human rights & rule of law) | 365 | 1,9% | 11 | 0,9% | 29 | 3,3% |
| Inclusion - equity | 4.109 | 21,4% | 159 | 12,7% | 92 | 10,4% |
| Integration of refugees | 497 | 2,6% | 33 | 2,6% | 12 | 1,4% |
| Intercultural/intergenerational education and (lifelong)learning | 4.043 | 21,0% | 69 | 5,5% | 36 | 4,1% |
| International cooperation, international relations, development cooperation | 2.209 | 11,5% | 99 | 7,9% | 42 | 4,8% |
| Migrants' issues | 487 | 2,5% | 34 | 2,7% | 10 | 1,1% |
| Post-conflict/post-disaster rehabilitation | 174 | 0,9% | 1 | 0,1% | 1 | 0,1% |
| Romas and/or other minorities | 631 | 3,3% | 13 | 1,0% | 12 | 1,4% |
| Social dialogue | 1.841 | 9,6% | 44 | 3,5% | 157 | 17,8% |
| Youth (Participation, Youth Work, Youth Policy) | 9.194 | 47,8% | 475 | 37,9% | 667 | 75,5% |

Logically, youth participation - youth work – youth policies are of the highest interest for young people. After it the highest percentages are for Democracy-Citizenship and Social Inclusion. Those are topics directly linked to the classical concept of civic, political and social rights and are the expression of a holistic understanding and concern for HR.

When it comes to HRE activities conducted in the framework of international projects, intercultural education follows these as a basis and/or approach. When it comes to HRE activities, there is a big diversity of issues and



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target groups, including these which could be considered “specialised” projects responding to the specific HR challenges that young people want to overcome in their contexts.

Young people and youth organisations are sensitive and attentive to the emerging HR issues in society and at policy level. An example of that would be the German NA case where around 20% of the Erasmus+ programme projects looked at were linked to the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education.

From this brief analysis we can conclude that among the actors and beneficiaries on the Erasmus+ programme projects there is a consistent practice on educational activities that could be related to HR. They adapt the priorities of the issues explored in their projects according to the annual priorities set by the Commission and by the NAs. There is no clear proof how generalised, intentional, deep or explicit the link with HR was in the different projects. There is at the same time a big diversified interest in relation to HR issues. All those elements could indicate that there is an adequate broth for HRE activities within the Erasmus+ programme.



Training of trainers

After considering the objectives of this mapping the training of trainers' courses on HRE looked at as best practice (as the most influential) in the context of this mapping are:

- Training of Trainers on Human Rights Education (ToT on HRE)
- The National training courses in human rights education⁷
- The advanced Compass Training in HRE
- Training course for trainers on working with the manual on counter-narratives to hate speech

All these four courses are very relevant at European level and they fully incorporated in their design and implementation, in different ways, the overall logic of "training of trainers". They are organised by the Directorate of Democratic Citizenship and Participation of the Council of Europe and are part of its HRE programme. Other courses, promoted by other organisations and NGOs, have trainers as well as participants and they consequently contribute to their professional development but they were not specific, not just for trainers.

The Council of Europe has a long tradition of training of trainers and was pioneer of them in the field of HRE at European level. There are very strong links between the HRE courses and the publication of *Compass*, *Compassito* and, recently, *Bookmarks* in national languages. Together with other synergies those links are contributing to "popularise" HRE the national level by making available resources for HRE in the language of users.

For the purpose of this analysis, these courses and HRE resources are separately analysed in the following sections.

Brief description of courses

For the purposes of this transnational HRE mapping the considered fields for the description of these two training of trainers' courses are:

- The objectives
- The target groups
- The main contents
- The overall methodology with a particular attention to the links between practice and theory, face-to-face conduct to online, mentoring to peer-learning

Training of Trainers in HRE with young people⁸

Dates: Two editions: 2004 and 2006

(please note, that there are more editions currently delivered but this mapping looks at the most influential and generic editions with a potential to shape other capacity building activities on HRE. The other editions were more specialised compared to the ones listed here)*

⁷ Sources: [https://www.coe.int/en/web/human-rights-education-youth/national-training-courses-in-human-rights-education#{"18570555":5}](https://www.coe.int/en/web/human-rights-education-youth/national-training-courses-in-human-rights-education#{)

⁸ Source : Compilation of training modules – Not available online



Objectives

This course aimed to develop the competence of trainers in working with human rights education at national and regional level and to enable them to act as trainers or multipliers for human rights education, especially through national or regional training courses organised by partners of the Directorate of Youth and Sport and in using *Compass*.

The objectives of the course were:

- To develop the trainers' knowledge and competence in key concepts of human rights education with young people;
- To familiarise the participants with the approaches and activities of *Compass* (the manual on human rights education with young people) and with how best to use it and adapt it to local contexts and realities;
- To review and address the essential competencies, skills and attitudes for trainers working with human rights education;
- To design modules for training trainers and multipliers at national level;
- To explore the specificities and points of commonality of the non-formal and the formal education contexts in relation to human rights education;
- To prepare activities for disseminating *Compass* at national and local level;
- To contribute to the development of a pan-European network of trainers on human rights education with young people.

Profile of participants

- Active as trainers or facilitators in non-formal education, especially within youth organisations and associations, in youth work activities and in other NGOs concerned with human rights education;
- Teacher trainers with a multiplying role within formal education systems and are interested in introducing non-formal learning methodologies in their human rights education activities.
- All participants should:
 - Already have experience in working as trainers and educators with young people;
 - Be able and committed to act as multipliers or trainers for human rights education;
 - Be motivated to develop their knowledge and competence in human rights education

and to share their experiences with other participants;

- Be able to work in English, French or Russian;
- Be committed to attend for the full duration of the course and be supported by an organisation, institution or service.

Main contents

- A review of the evolution of human rights education in Europe and the present challenges that it faces;
- An introduction to the approaches and structure of *Compass*, the manual on human rights education with young people;



- An introduction to the key instruments and activities of the Council of Europe in the field of human rights and human rights education;
- An analysis of the competencies, skills and values of trainers working with human rights education;
- Opportunities to share experiences and challenges of developing human rights education in formal and in non-formal education settings;
- Practical workshops on skills and attitudes essential to human rights education;
- Opportunities to experiment with and to evaluate different methods and activities found in *Compass*.
- Opportunities to design possible training modules for national and regional courses to be run by participants.

Methodology

The course was designed to give participants the opportunity to experience and reflect upon activities and concepts central to human rights education based on experiential learning approaches. The course is also designed as a mutual learning situation, where participants can compare their approaches to training and to human rights education across Europe in a dialogical intercultural approach and environment. Contributions from experts in the field of human rights establish a theoretical framework and a common reference point for learning and communication, and there is an opportunity to try out and evaluate some of the activities in *Compass*. Towards the end of the course, multicultural groups of participants design modules for training courses at national or regional level. A diversity of working methods is used for learning about human rights and the approaches proposed in *Compass*. The previous experience of participants, as trainers or educators, is the starting point of the programme and of the learning process.

The training process consists of three phases:

- E-learning phase – around 1 month
- Residential training seminar of 10 working days
- Follow-up activities, including e-learning of around 2 months

National training courses in human rights education⁹

Dates: Since 2012 around between five and seven every year

Objectives

Each national training course has specific objectives but the core common objectives are:

- to develop participants competences (knowledge, skills, attitudes and values) of key multipliers in human rights education.
- to provide the opportunity to train participants in using *Compass* and its methodological approach.
- to introduce to participants the work on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.
- to support the development or strengthening of national networks of organisations and trainers/multipliers involved in human rights education with young people.

⁹ Sources: [https://www.coe.int/en/web/human-rights-education-youth/national-training-courses-in-human-rights-education#{"18570555":5}](https://www.coe.int/en/web/human-rights-education-youth/national-training-courses-in-human-rights-education#{)



- to support advocacy for HRE through the Charter on Education for Democratic Citizenship and Human Rights Education.

Profile of participants:

This training of trainers courses are targeted not just to trainers but as well to youth leaders, trainers, youth workers, teachers and teacher trainers with capacity to carry out further activities in HRE for young people

Main contents

A reflection on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education and the role of participants, and their organisations, in using it as an instrument for advocacy.

Linking with and building upon previous initiatives, projects and programmes on human rights education with young people at national level.

Cooperation with and inclusion of the work of the national coordinators of Education for Democratic Citizenship or other relevant bodies in charge of supporting the implementation of the Council of Europe EDC/HRE Charter.

Methodology

The methodology of each course is different but in all cases the methodology is non formal participatory. Intercultural dialogue is often a transversal element.

The learning process is connected with the social and cultural environment of the country, the realities of young people, the youth work and the work of participants.

The different pedagogical tools and activities of *Compass* are used so that participants experience such activities and explore how *Compass* could be used as an educational tool in their work and projects. In terms of methods there is normally a combination of lectures, plenary discussions, experiential learning activities, workshops and reflection groups.

Advanced Compass Training in HRE¹⁰

Dates: July 2017 – December 2017

Objectives

This training course supported the role of youth organisations and developed the competences of trainers and multipliers to apply and develop quality HRE with young people, especially at national and local level and to advocate for the further mainstreaming of human rights education on youth policy and youth work. The course objectives were:

- To strengthen participants' understanding of key concepts of human rights education with young people

¹⁰ Sources: Course description: [https://www.coe.int/en/web/human-rights-education-youth/tothre-2017#{"29155109":\[0\]}](https://www.coe.int/en/web/human-rights-education-youth/tothre-2017#{)



- To review and address the essential competences, skills and attitudes for trainers working with human rights education in non-formal learning settings
- To familiarise participants with the approaches and activities of *Compass* (the manual on human rights education with young people) and with how to best use it and adapt it to local contexts and realities
- To analyse current developments in human rights education, including dimensions of digital citizenship and online activism
- To develop knowledge and skills in advocacy for human rights education at local and national level based on the Council of Europe Charter on Education for Democratic Citizen and Human Rights Education
- To motivate and enable the participants to actively use information and communication technology as part of their own learning and in their human rights education activities
- To associate the participants and their organisations with the priorities of the Youth Department of the Council of Europe related to human rights education especially in the follow-up to the No hate Speech Movement campaign
- To contribute to the development of networks of trainers on human rights education with young people and to the mainstreaming of human rights education in youth work and non-formal learning.

Profile of participants

The course gathered 36 participants active as trainers or facilitators in non-formal education, especially within youth organisations and associations, in youth work activities and in other NGOs concerned with human rights education.

Main contents

The course contents and methodology were designed so that the participants were able to develop (or begin developing) core competences for trainers in HRE with young people. While the list below might not include all competences of a human rights educator, it is the learning compass for learning planning and measurement in the course:

- Knowledge on different instruments for the protection and promotion of human rights and the ability to connect them with the lives of individuals and communities;
- Understanding of current situation and challenges to human rights, with a special focus on the national and local levels and the capacity to initiate and lead debates on it;
- Critical thinking skills and the capacity to have multiple perspectives on contemporary human rights issues and dilemmas;
- Competence to plan, develop, implement and evaluate HRE activities;
- Knowledge of educational approaches in HRE and the ability to apply them;
- The ability to use *Compass* edition 2012 in HRE, including the adaptation of its activities taking in consideration local realities, different contexts and the needs of target groups.
- The ability to network and cooperate with other people and organizations/institutions involved in HRE.
- Understanding of the key principles of non-formal education and its links with HRE;
- Ability to competently plan own learning.
- Knowledge of the Council of Europe and its work in the area of human rights and human rights education;



- The ability to work co-operatively;
- Intercultural learning competence, including empathy, tolerance of ambiguity and distance to social roles in professional contexts;
- The ability to recognize and translate human rights value framework into personal, social and professional actions;
- The ability to advocate for HRE.

Methodology

The course was designed to give participants the opportunity to experience and reflect upon activities and concepts central to human rights education based on experiential learning approaches. It was also designed as a mutual learning situation, where participants compared their approaches to training and to HRE across Europe in a dialogical intercultural approach and environment. Contributions from experts in the field of human rights established a theoretical framework and a common reference point for learning and communication, and there were opportunities to try out and evaluate activities from the 2012 *Compass* edition.

The course also built around the expectation that participants will put in practice their learning by developing and implementing a human rights education project throughout the course. The e-learning and follow-up phases were a full part of the course structure and approach, even if the training seminar at the European Youth Centre remained the most important and visible phase.

The three main phases of the training course were:

- Phase 1 – E-learning - getting ready for the course and developing a common knowledge basis (June/July 2017 - and September 2017)

The main aim of this phase was to support participants acquire core knowledge on human rights and human rights education which will be further addressed in the residential seminar. This phase included also work with self-assessment of competences and learning planning, but as well clarification and build-up of the human rights education project that participants developed and implemented throughout the course.

- Phase 2 – The residential training seminar (2-12 October 2017)

The seminar was an important moment for learning and skills developments within the training: the trainers and participants worked together face-to-face. Participants experienced activities from *Compass* and used them as a starting point for learning about training. The seminar finished with the finalisation of the planning of the HRE projects that participants implemented after the course. The seminar took into account the evaluation of phase 1 and set the common learning objectives for phase

- Phase 3 – Follow-up (October-December 2017)

This phase was mainly for consolidating learning, supporting participants in their follow-up (projects, learning) and enabling networking between participants and trainers. Some new learning units were proposed as well based on individual needs of participants. Particular attention was devoted to the follow-up of the projects of participants in view of securing their feasibility.

Training course for trainers on working with the manual on counter-narratives to hate speech¹¹

Dates: March 2017

¹¹ Source : Call for participants and team session outlines – Not available online



Objectives

- To develop participants' competences of youth workers and educators to work with young people to develop counter and alternative narratives to hate speech based on the new manual 'WE CAN'. The new manual 'We CAN' supports youth workers and educators to develop with young people counter and alternative narratives to hate speech they encounter. It was launched at the training course in March. The new manual complement *Bookmarks*, the manual on combating hate speech through human rights
- To develop proposals for off- and online initiatives that integrate the manual in education and campaign practices in support of the campaign No Hate Speech Movement.

Profile of participants

- Trainers and educators active with young people on combating hate speech through awareness-raising and educational activities

Main contents

Participant gained the following competences:

- to identify the underlying narratives behind hate speech,
- to understand the functioning of effective counter and alternative narratives
- to develop alternative narratives using the action-oriented step-by-step guide in the manual,

Methodology

The course was designed to give participants the opportunity to experience and reflect on hate-speech and counter narratives through the activities of the "WE CAN" manual. The course was also based on mutual learning situation, where participants could share their experiences and approaches to human rights education and hate speech. It was an opportunity to try out and evaluate some of the activities in WE CAN. Towards the end of the course, groups of participants designed off- and online initiatives in the field.

Analysis and lessons

In the last, at least, three decades the European institutions and the international and national NGOs have incorporated "training of trainers" to their programme of activities in different fields. The training of trainers courses have grown and developed. They became not just "more" but in general terms more ambitious (longer, with a growing amount of contents and with more educational features).

On the objectives

Training of trainers courses at first have trained young people with educational experience in a certain field so that they become competent trainers. By doing so, through their follow-up actions, they have multiplied at international and local level the activities and initiatives in a certain area. This is so to say their "natural" educational and social contribution.



But together with that, they have contributed to achieve what we could name “strategic and political” objectives; increasing the quality and articulating quality standards for educational activities and of youth work, accompanying the growing “professionalization” of trainers, promoting strategies for the recognition of youth training and youth work, creating synergies with the research and the policy fields...

This, of course, does not mean that training of trainers courses have been fully successful when achieving all those aims but this complexity and evolution is something to underline.

In this line, the two ToT on HRE considered are part of a larger strategy. In the case of the ToT on HRE the larger strategy includes the use and promotion of a HRE manual (*Compass*) and the national HRE courses. In the other course the Training course for trainers on working with the manual on counter-narratives to hate speech, the larger strategy obviously includes the counter-narratives manual and is frame in the non-hate speech campaign.

This clear framing of the two analysed ToT on HRE in a larger strategy facilitates the synergies and increases the multiplier effect of the courses: the trained trainers can implement activities at national and local level with the support of the manual, train other trainers at national and local level, be part of the national training courses, contribute to the translation of the manual...

A first lesson for the Youth for Human Rights Project could be the need identifying and planning possible synergies between the different pillars of the project and which “strategic” role the ToT courses could play.

On the target groups

In the scope of this study we have considered just the two above described courses basically because contrary to what sometimes is announced, at the end, very few courses are clearly and consistently targeted to trainers on HRE, acting as such in their context.

Targeting the courses exclusively to trainers or to a wider scope of actors with some educational responsibilities (organisers, youth leaders, youth workers...) has obviously advantages and disadvantages. In a global strategy for HRE they should be probably combined. But according to the evaluation of different courses, when participants have a very clear trainer profile the overall methodology of training of trainers can be fully implemented. This means not just a deeper exploration of educational contents but the full exploration of the synergies between the different features (residential seminars, e-learning, practices, workshops run by participants, educational products...). This is not because trainers are more advanced participants but simply because their, their work as trainers makes possible the link and the translation of these features into their educational praxis.

Main contents

These two training of trainers courses analysed is a good example of the two main options in terms of contents: a generic course and a specialised course. They are very different in this sense but they have three important similarities that should be probably be considered in training trainers on HRE:

- The core basic contents of HRE, the so to say ABC on HR are part of both courses (obviously more extensively developed in the generic one). The specialisation in a certain topic (in this case hate speech) does not play against a clear and permanent link with HR and HRE.



- The contents of the course are articulated around a frame of competences that the trainers should acquire during the course. Those competences are at the core of the different sessions of the courses.
- The contents are linked to the use of a Educational resource or a manual

Methodology

The methodology of training of trainers is probably one of the richest and most complex in non formal education.

On the one hand this is because the numerous features part of the courses (residential seminars, e-learning, project or practice periods, mentoring / coaching, self-assessment – learning plans, workshops by participants...). Many of those features “born” (at least on international level) in the training of trainers’ courses have been incorporated to many other courses and educational activities.

On the other hand the particularities of training of trainers imply certain “cross roads” or “tensions” that have a big potential in terms of learning and of professional growth: the double “role” of participants – trainers, the fact that the methodology of the course is going to be used (more or less explicitly) to discern what HRE should be about, the cooperation and competition dynamics...

When evaluating and analysing the complex methodology of trainer of trainers it might be good to keep in mind that the extension of the length of the courses features and of features does not respond at first to the need of more contents or the aim of excellence or advanced level. It responds to the fact that becoming a trainer or a better trainer in a certain field (in this case HR) is not a one week process. It requires the combination of theory and practice, peer learning and self directed learning, reflection and action, educational contents and thematic contents... The courses should “accompany” this process in the most holistic possible way.

The examined courses in terms of methodology have some key important common characteristics:

- Experiential learning and peer education are at the core of their educational approach
- They combine theory and practice in a training situation: participants running their own workshops
- They are action oriented so that participants plan and implement educational activities in their contexts
- Make use of e-learning not as a “complement” or subsidiary feature (in relation to residential seminar) but as a learning space with its own characteristics and for holistic learning (in knowledge, skills and attitudes).

Further needs and what is missing

The first obvious need for training of trainers courses in HRE at European level would be to increase their number and periodicity. In the case of the three analysed courses the number of candidates is between ten and twenty times the number of available places. This should be done without renouncing to the above identified key objectives and methodological elements. In other words the quantity should not play against the minimum quality required for the always complex learning process for training trainers.

In terms of contents or main focus it is clear that both generic and thematically specialised courses are needed. Without being “new” issues like migration processes, asylum, LGBTQIA, radicalisation leading to violence and sustainable development are particularly relevant for young people in Europe nowadays. Those could be the specific focus of some training of trainers. If this is the case the link with HR should be clear and explicit.



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In those specific fields there are not always specialised educational materials with that HR approach. Those should be developed for and/or as consequence of those courses.

In terms of methodology the different features of training of trainers on HRE (residential seminars with their training units, competences frameworks, workshops by participants, mentoring/coaching...) have been developed and consistently systematised in the youth sector of the Council of Europe. They are, so to say, consolidated features and methodological elements.

In terms of methodology what is missing or not fully achieved is, despite the significant progresses done, to have high quality e-learning feature in line with the non-formal education values, holistic, motivating and attractive for trainers to use it with young people.

Another challenge is to monitor, support and document the follow-up activities at local and national level. This would be important not just to "show" the multiplier effect but to rethink the courses at European level so that they can better respond to the needs of young people in relation to HRE in their contexts. In the case of the Council of Europe the Compass national training courses on HRE play a key role for bridging the national/local reality with the European dimension.



Training of youth workers

After considering many others, on the basis of their relevance, specificities and complementarities the selected training of youth workers' courses on HRE for this mapping are:

- Enter! Long term training course for youth workers on access to social rights for young people -3rd Edition- Youth Department, Directorate of Democratic Citizenship and Participation CoE
- Training course for Roma Youth leaders and activists to promote human rights and combat discrimination - Youth Department, Directorate of Democratic Citizenship and Participation CoE
- Example of Study Session: Building Peace in Europe The Role of Civil Society and Young People - Human Rights Education Youth Network
- The global HR education and training centre -HREA- e-courses
- HRE online courses - Amnesty international

Brief description of courses

For the purposes of this transnational HRE mapping the considered fields for the brief description of the training of youth workers' courses are:

- The objectives
- The target groups
- The main contents
- The overall methodology with a particular attention to the links between practice and theory, face-to-face conduct to online, mentoring to peer-learning

[Enter! Long term training course for youth workers on access to social rights for young people](#)¹²

Dates: 3rd edition – Last edition (May 2017-June 2018) currently carry out

Objectives

- To enable, motivate and support youth workers and local authorities to design youth work projects that address discrimination, or obstacles, in the access of young people from disadvantaged neighbourhoods to social rights
- To develop youth workers understanding and knowledge of the human rights framework and the policy fields that are relevant to the situation of the young people they work with
- To explore and use the potential of the Enter! Recommendation on youth projects and policies supporting young people to know and access their social rights
- To train and support 30 youth workers in developing projects based on the Enter! recommendation and integrating an advocacy dimension based on human rights
- To support the professional development of youth workers and their ability to engage with decision-makers in the youth and social policy fields
- To strengthen participants competence in the fields of project development, management, implementation and evaluation in a European context

¹² Source: <https://www.coe.int/en/web/enter?desktop=true>



- To support youth work and youth policy responses which implement the Enter! Recommendation as examples of good practice
- To strengthen or extend European networks of youth workers and youth work providers and cooperation among local and national actors active in promoting the social rights of young people in the Council of Europe frameworks
- To collect experiences and information about the relevance of youth work and local youth policies in promoting Council of Europe human rights standards.

Profile of participants

The course was open for youth workers and social workers – full or part time, employed or volunteers - working directly with young people, and who:

- carried out their activities in a non-governmental organisation (a youth or a human rights organisation, an organisation working on specific social rights or with specific target groups, etc.) or in a local authority (for example, local community centres, youth centres, municipal youth or education services, etc.)
- had some experience in projects with young people from disadvantaged neighbourhoods, or projects linked with some social rights
- were involved in planning and implementing the youth work provision of their organisation or service
- already had some experience in cooperation with local/regional authorities.

All participants:

- demonstrated motivation and capacity to develop projects for and with young people on access to social rights
- had an interest to work in partnerships with local authorities on enhancing dialogue for improving access of young people to social rights
- were active in some specific areas of social rights on which they will focus their work and possibly their youth project
- were motivated to learn and to develop their professional and personal competences;
- intended to remain active in their organisation/institution for the next 2 years and multiply their learning in their organisation/institution and community
- were aged between 18 and 35 years, with exceptions possible
- were resident in a country signatory of the European Cultural Convention
- were able to work in English or French
- were available for the full participation in all the phases of the course
- were supported by their organisation for the full duration of the course. This implies that:
 - the candidates present a support letter from their organisation in the application phase, and a specific letter of commitment in the pre-selection stage
 - the candidates are allowed and supported by their sending organisation to attend the residential seminars, the e-learning modules and mentoring and to develop and implement a project within the framework of the organization



- there should be a priority among the organisation's work plan on developing partnerships with local authorities or, respectively, civil society organisations (for candidates working in the public sector)
- the organisation will provide input and visibility to the project(s) developed by the participants (in turn, the Council of Europe will acknowledge and provide institutional visibility to the sending organisations)
- the sending organisations have developed or are in a position to develop partnerships with local and regional authorities/civil society for the implementation of the Enter! Recommendation.
- Were supported by a local or regional authority.

Main contents

Throughout the course the participants improved and developed their competences in the following areas:

- Human rights and their relevance to youth work and young people
- Learning for and from youth work projects based on the needs, agency and participation of young people;
- Project planning, management and evaluation
- Associating youth work, youth research and youth policies
- Ability to relate with local policy-making processes and institutions
- Translating Council of Europe standards into youth work and youth policy projects
- Developing partnerships with other social actors for policy development and enhancement of dialogue between young people, youth workers and decision-makers
- Advocacy for and ability to connect own youth work experiences with relevant policies
- Intercultural communication and cooperation in multicultural teams
- Leadership and role as multipliers in guiding other youth workers and youth leaders
- Human rights education, intercultural learning and non-formal education and their role in promoting the autonomy and social integration of young people;
- Practical understanding of European youth programmes and of the instruments of the Council of Europe for facilitating the access of young people to social rights
- Working in local and international networks for youth work and human rights education
- Learning to learn; ICT skills for learning and cooperation
- Human rights-based approaches in combating discrimination, violence and exclusion affecting young people from disadvantaged neighbourhoods or backgrounds.

Methodology

The course was planned as a process in which individual and group learning are closely intertwined with youth work practices and experiences. The long-term training course comprises two intercultural residential seminars with a practice/project phase in between and supported by an e-learning programme, mentoring and networking opportunities.

The LTTC was composed of four phases, which all participants were required to follow:



- Preparatory phase: Preparatory activities. The participants will get to know each other and create first links with the local and regional authorities so they can further develop projects together. April – May 2017
- Initial training seminar: The training seminar is an essential element of the course, allowing for participants to develop and ownership of the training process, set up objectives for learning and development, mastering the institutional and educational frameworks of the course and develop improve their competences on the key curriculum elements. The project ideas will be reviewed, revised and developed. Learning objectives will be set with trainers, mentors and organisers. 21-29 May 2017, European Youth Centre Budapest
- Project implementation. E-learning, mentoring: Participants will implement local youth projects in cooperation with local authorities, based in their sending organisation or institution. E-learning modules as well as mentoring and peer-support groups which will further support their learning and project development June 2017 – June 2018
- Evaluation seminar: The participants evaluate their learning and the impact of their projects on the local level policies, the young people and the local authorities. The seminar will also include training elements in order to consolidate participants' competences development. Strasbourg, June 2018.

Training course for Roma Youth leaders and activists to promote human rights and combat discrimination¹³

Dates: July 2012 - February 2014

Objectives

The training course aimed to empower and develop the competences of Roma youth workers, youth leaders and activists to take action, at local, national and European levels, against discrimination and anti-Gypsyism based on human rights and active youth participation.

Specific objectives:

- To strengthen participants' understanding of key concepts of human rights, discrimination and anti-Gypsyism;
- To gather information about the realities of young Roma in Europe and the challenges they face, and to exchange practices and responses to discrimination developed by different social actors;
- To improve participants' competences in using rights-based approaches to tackle situations of discrimination, exclusion and anti-Gypsyism;
- To empower participants to take action and develop projects by and with young Roma for human rights in their local communities;
- To familiarise participants with the approaches and activities of the Council of Europe in the area of human rights, human rights education, active youth participation and intercultural dialogue;
- To support the capacity of Roma youth organisations and movements across Europe to network for human rights and to be associated with the Roma Youth Action Plan.

¹³ Source: Report of the training course – Not available online

Call for the course: <https://www.salto-youth.net/tools/european-training-calendar/training/training-roma-youth-leaders-and-activists-for-promoting-human-rights-and-taking-action-against-discrimination.2679/>



The course is strongly linked with the Roma Youth Action Plan thematic areas "Human rights and human rights education", "Discrimination and anti-Gypsyism", "Diversity within the Roma community" and with the following objectives of the plan :

- Roma youth leaders and activists are trained in human rights, anti-discrimination and active youth participation. Projects on anti-discrimination and human rights are initiated and the participation of young Roma at local, national and international levels is improved.
- Awareness is raised of the history of and diversity within Roma communities, as well as of the multiple forms of discrimination experienced by Roma women and migrants, LGBT persons and religious minorities.
- Successful projects and initiatives are implemented based on the Action Plan's objectives and guiding principles.

Profile of participants

The course is designed for participants who are:

- active in Roma communities and experienced in working with Roma communities and/or Roma youth, particularly on topics related to anti-discrimination work and human rights promotion
- activists and youth leaders with a multiplying role, namely in a position to work in their organisations/institutions on access to human rights for Roma young people, as a response to situations of discrimination and anti-Gypsyism

All participants:

- were supported by an organisation/institutions for the participation in the whole course and in particular for the implementation of the project in the Roma community
- were able and committed to act as multipliers in youth work on the themes of anti-discrimination and promotion of human rights with Roma young people, for the benefit of Roma communities and Roma youth
- were motivated to develop their competences in anti-discrimination work, human rights education and youth work and to share their experiences with other participants
- were aged 18 – 30 (exceptions are possible)
- were committed to attend for the full duration of the course, including the project implementation phase
- had access to the Internet regularly and commit to dedicate an average of 2 hours per week between October 2012 and November 2013, for learning and communication
- were able to work in English or Romanesbe resident in a member state of the European Cultural Convention of the Council of Europe.

During the training course, each participant implemented a project using rights-based approaches to fight discrimination and anti-Gypsyism. Each participant was fully supported by a civil society organisation/institution. These organisations/institutions benefited from the participation of their candidate in the course, for example by the following:

- increased competence of their candidate in addressing discrimination affecting Roma youth;
- being associated with the programmes of the Council of Europe in the field, more specifically with the Roma Youth Action Plan;
- benefiting from educational and institutional support in actions developed by their candidate during the training course;
- benefiting from a relevant potential for networking with organisations working on anti-discrimination throughout Europe.



Main contents

The course was designed so that the participants will be able to further develop the following competences:

- Knowledge and understanding of the concepts, mechanisms and practices of human rights, anti-discrimination (particularly, in relation to multiple discrimination) and anti-Gypsyism;
- Competence to implement in youth work and Roma communities the approaches of human rights education, active youth participation and intercultural dialogue;
- Competence in project management in youth work, and networking with Roma youth organisations and other relevant institutions and stakeholders on the local and European level;
- Capacity to advocate for youth issues in/outside the Roma communities, particularly on issues related to discrimination and to the promotion of human rights;
- Knowledge regarding the Council of Europe relevant framework, tools and the Roma Youth Action Plan;
- Communication skills, namely active listening, public speaking, communication with different publics, ability to formulate a problem and communicate it;
- Leadership skills, namely the capacity to organise and mobilise young people, to inspire actions against discrimination and facilitate young people to take action against discrimination in a participatory way;
- The ability to translate human rights value framework into personal, social and professional actions;
- Attitudes, as readiness to learn and open-mindedness, critical thinking, empathy, and cooperative learning.

Methodology

The course was designed to give participants the opportunity to experience and reflect upon activities and concepts central to human rights and anti-discrimination youth work based on experiential learning approaches. The course was also designed as a mutual learning situation, where participants can share their realities, experiences and approaches across Europe in a dialogical intercultural approach and environment.

The learning process of the course included four distinct interrelated phases:

- Phase 1 – E-learning and getting ready for the course (October 2012)

The general aim of this phase is to prepare participants for the course, getting to know each other, getting familiar with e-learning and mapping exercises in view of the residential seminar.

- Phase 2 – The residential training seminar (21 – 29 October 2012)

The seminar is an important moment for competences development and participants work together face-to-face. The seminar will be also focused on the development of local projects for human rights and anti-discrimination promotion to be implemented by the participants from November 2012 until November 2013. The seminar will also set common learning objectives for phase 3.

- Phase 3 – Project implementation and learning (November 2012 – November 2013)

During this phase, each participant is expected to implement a local youth project using rights-based approaches to fight discrimination and anti-Gypsyism. Particular attention will be devoted to the projects of participants in view of securing their feasibility and implementation. This phase may also include online learning sessions in order to best support participants in their projects' implementation.

- Phase 4 – Evaluation and follow-up seminar (December 2013)



Depending on the development of projects, an evaluation seminar may be planned for 2013 or 2014.

Example of Study Session: Building Peace in Europe - The Role of Civil Society and Young People¹⁴

Dates: March 2016

Objectives

- Deepen participants' understanding of key concepts of Conflict Transformation and Peace Building;
- Familiarize the participants with concepts and approaches of non-violent actions;
- Enable participants to share good practices and adapt it to local contexts and realities in order to promote peace building;
- Motivate participants to advocate for non-violent actions;
- Review and enhance participants' competences in working as activists, multipliers and trainers on peace building, namely through non-formal education;
- Enable participants to develop activities and programmes for multipliers in conflict transformation and non-violent actions, at international, national or local level;
- Facilitate networking between participants and HREYN member organisations, with a special emphasis on acting upon recent conflicts in Russia, Ukraine, Georgia and other Eastern European countries;
- Create a HREYN strategy that allows member organizations to cooperate in fostering peace building in European armed conflict areas, with a special focus on Russia-Ukraine current conflict.

Profile of participants

The study session brought together youth workers and youth leaders directly interested or concerned by the topic of the event (Human Rights activists, multipliers, youth leaders, peer educators).

All participants:

- had experience in the topic of the study session;
- was highly motivated to participate and contribute to the event and to implementation of its results;
- was ready and able to work as multipliers;
- was preferably aged between 18 and 30;
- was able to attend the full duration of the study-session;
- was able to work in English;
- lived in a Council of Europe Member State.

Main contents

¹⁴ Source : Study Session report - <https://rm.coe.int/1680707d2a>



The main contents were:

- Understanding main elements of peace-building through non-violent action;
- How to assess skills, attitudes and knowledge needed;
- Where to find relevant resources and actors;
- How to highlight the importance of mutual understanding, communication and mutual interests when in conflict;
- What kind of international actors are prepared to share knowledge, network, voice, power and expertise in conflict resolutions;
- How to resource to rationality as a mean for peaceful communication in conflict resolution;
- What are the different attitudes for taking action, especially those preventing falling in the trap of violent action;
- How action plans are developed, written, co-funded and implemented. Other important outcomes of the sessions have been:
- Developing future projects and partnerships for peacebuilding through Human Rights Education with young people
- Recruiting potential new active members in HREYN
- Producing a HREYN Video as an effective multiplying tool;
- Empowering our network, by sharing information and fostering links between old and potential new members.

Methodology

The methodological approach relied on Non-Formal Education, thus it was learner-centred and participatory. The methods used were plenary sessions, workshops, discussion-groups and role playing, aiming at promoting interaction, cooperative learning, self-initiative and creativity. Throughout the programme, young leaders and youth workers were invited to discuss the significant role of youth participation in peace building processes, and invited to reflect and construct their role in wide civil society, as well as to place themselves in relation to their own local contexts. Intercultural learning was therefore a transversal pillar of the programme, as it was a key element through which all sessions was conducted, as well as a learning output, as intercultural dialogue was presented as a tool for understanding conflict and promote conflict transformation in European societies.

Furthermore, the programme will focus on concrete, practical tools and resources for non-violent actions using Council of Europe's publications and other relevant publications and best practices.

The global HR education and training centre -HREA- e-courses¹⁵

Dates: Ongoing

Objectives

Each course has its own objectives but some common ones are:

¹⁵ <http://www.hrea.org/learn/elearning/>



- to develop the competences of participants working in the specific field of rights who are planning or considering undertaking action.
- to understand the concepts and principles of human rights
- to build an in-depth knowledge of the concepts and theory applicable to the specific area of rights of each course
- to explore the use of practical tools and strategies

Profile of participants

Human rights defenders and educators, development and humanitarian workers, staff members of social justice organisations, international and inter-governmental organisations, law enforcement officials and legal and media professionals.

Main contents

- Armed Conflict, Human Rights and Humanitarian Law
- Children's Rights, Child Development, Participation and Protection
- Communication and Advocacy
- Corporate Social Responsibility, Economic, Social and Cultural Rights
- Environment, Human Rights and Sustainable Development
- Financial, People and Project Management
- Gender Equality and Women's Empowerment
- Governance and Human Rights
- Human Rights Policy
- Human Rights in Education
- Human Rights in the Administration of Justice
- Human Rights, Humanitarian Action and Disaster Relief
- Migration and Asylum

Methodology

Each course has its own methodology but the key common methodological elements are:

- Participants explore the core framework of human rights and the specific rights of each course
- Participants make an analysis of the existing situation of the explored rights, of the barriers and obstacles to their realisation and an understanding of the roles, actual and potential, of a range of key stakeholders
- Participants consider strategies and practical approaches appropriate to their own needs
- Participants have the opportunity through individual and group assignments to practice the use of the learning achievements.



Amnesty international online courses on human rights¹⁶

Dates: Ongoing

Massive Open Online Courses (MOOCs)

In November 2015 Amnesty International launched its first MOOC in partnership with EdX, "Human Rights: The Right to Freedom of Expression," which is currently accessible in archived format. The course was built for participants to learn how to defend their right to freedom of expression, wherever they come from. We have collected six additional online courses on human rights from a variety of different providers, which are free of charge, and fully accessible online.

Introduction to Human Rights

The first half of this course provides a general overview of the core concepts in human rights, such as the notion of ethics and morals, and the principles of equality. It then moves onto covering various issues in the contemporary global human rights agenda, such as migration, terrorism, anti-corruption, intellectual property, the environment, and the rights of women and children. Lawyer and Human Rights Professor, Jose Zalaquett, who co-teaches this course, is both a practitioner and educator. In addition to being the former President of Amnesty International's Executive Committee, and the Legal Department of the Peace Cooperation Committee for Chile, he heads the MOOC Chile project, which is an online platform dedicated to human rights education.

Modules: 6 hours of lecture material.

Language: English and Spanish.

Three Human Rights Courses by Amnesty International Venezuela

Amnesty International Venezuela has launched three online courses that are designed for individuals who wish to expand their knowledge of human rights: Introduction to Human Rights, Non-Discrimination and LGBT Rights, and Reduction of Armed Violence. The courses combine taught modules with interactive exercises and projects that encourage learners to reflect on the differences between various human rights violations, as well as the state's obligation to protect human rights. While the introductory course focuses on some of the key elements and characteristics of human rights, the latter two cover more specialised knowledge about principles of non-discrimination, as well as the impact of uncontrolled proliferation of firearms and ammunition on human rights

Modules: The three courses consist of approximately 45 modules in total.

Language: Spanish

International Human Rights

Taught by the former United Nations Special Rapporteur on the right to food, this course covers the key areas around the development of international human rights law and its enforcement. For example, some of the modules focus on questions such as, 'when may human rights be restricted?' or 'when must the state intervene to protect human rights?' Drawing on different jurisdictions and case law, the course takes a comparative approach

¹⁶ <https://www.amnesty.org/en/latest/education/2016/06/six-free-online-courses-to-learn-more-about-human-rights/>



to studying topics such as human rights in employment relationships, economic and social rights in development, and human rights in the fight against terrorism.

Modules: The course is 10 weeks long, and the estimated time commitment is 6 to 8 hours per week.

Language: English

The EU and Human Rights

As a global actor in the field of human rights, this course is concerned with the challenges and factors that affect the European Union's performance in relation to human rights. The modules are accompanied with case studies that illustrate some of the initiatives undertaken by the EU to fulfil its internal and external human rights obligations. The multi-instructor format allows for a wide representation of different EU member states, such as Hungary, Italy, Netherlands, Spain, and Denmark, across the course.

Modules: The course is 7 weeks long, and the estimated time commitment is 4 to 6 hours per week.

Language(s): English

International Women's Health and Human Rights

This course provides an overview of women's health and human rights, from infancy to all ages, and covers topics from access to education, and food, to reproductive health, violence against women, and sex trafficking. The four critical themes that inform the various modules are being born and female discrimination, poverty, unequal access to basic services, and different forms of gender-based violence.

Designed by activist and the Global Fund for Women's President Anne Firth Murray, the modules include lectures and interviews with a range of scholars, experts and NGO leaders. A fortnightly component called 'Tea Time with Anne', also allows students to submit questions that are relevant to the topics covered, and comment on current events related to women's health and human rights.

Modules: The course is 8 weeks long

Language: The course is available in English, with Spanish subtitles.

Psychology of Political Activism: Women Changing the World

Although this course is not directly covering human rights it is fundamentally connected with activism and the psychological theories that were developed to understand what motivates individuals to participate in collective action and work towards social change. In order to practically apply these theories, the course uses nine case studies that were created using one of the most extensive collections of oral histories from women activists around the world. In addition to the lecture modules, the material includes video excerpts with these activists, interactive digital timelines, and study groups.

Modules: The course is 7 weeks long.

Language: English

Analysis and lessons



As the training of trainers, the training of youth workers on Human Rights Education has considerably developed in the last years. Quite often, at least at international level, the training of youth workers were specific but not exclusive; the courses aimed to target other profiles like youth leaders, activists, representatives and trainers were part of the target group of those courses. In any case, the educational dimension of their daily work was the primary focus of the courses and the differences in their profiles a chance for networking and cooperation.

In comparison with training of trainers the training of youth workers are more and more diverse. In few words the main characteristics of the courses could be summarised as follows:

| <u>Course</u> | <u>Main characteristics</u> |
|--|--|
| Enter! Long term training course for youth workers on access to social rights for young people | Thematically focused on Social Rights – Long term |
| Training course for Roma Youth leaders and activists to promote human rights and combat discrimination | Target group focused (Roma youth workers, youth leaders and activists) and thematically focused (Discrimination) – One residential seminar |
| Study Session: Building Peace in Europe The Role of Civil Society and Young People | Thematically focused on Peace and conflict transformation – One residential seminar |
| HRE online courses | Online courses - 2 generic (Spanish and English) 5 thematically focused (Violence-Peace, LGTB, Refugees, International Instruments, Women health) - Online |

The Erasmus+ projects confirm this diversity of focuses. Even if in most cases they are not “pure” training of youth workers on HRE, those projects often have elements of it and in relation to HRE they explore for example issues like inclusion, employment, education, environment, gender, participation...

On the objectives

In general terms the main aims of the courses were further develop the competences of youth workers so that they could translate, adapt and make tangible HRE to the young people they are working with.

The learning objectives focus on general, thematic focused and/or ultimate target group focused HR issues. As it was the case of the training of trainers, the learning objectives are articulated around competences frameworks. In the case of the courses organised by the Council of Europe the strategic and policy objectives play a key role. In other courses or educational activities training youth workers on HR related issues the main focus is “only” the development of youth workers competences on HR related issues.

The combination of strategic-policy-long term objectives, clear links with youth work and a consistent competence framework for the further development of youth workers is probably the most important lesson when defining the objectives of training course of youth workers on HR.

On the target groups

In most cases the courses are not exclusively addressed to youth workers. They are as well open to youth leaders, youth multipliers... But this combination of target groups does not play against a clear profile of participants. In the training courses of youth workers the profile of participants is quite detailed specified (e.g.



active in this or that field, developing projects with this or that target group, working at local/national level, with a certain professional background...)

Once again youth work as a field, the direct work with young people, the focus on a certain field (e.g. social rights) and/or ultimate target groups (e.g. young roma) contribute a lot for having clear and enriching in their diversity target groups.

A lesson or better said a question in the planning of training of youth workers would be how much focused or specialised the profile of participants could and should be in relation to a certain thematic field or ultimate target group.

It is significant to note that in the profile of participants there are very few references to the formal education status of youth workers (e.g. do they have a certain educational background like social workers?) and to their professional status (e.g. are they volunteers? working in NGOs?, for the municipalities or other institutions?). Those might be problematic if used as participants selection criteria for the courses but interesting for creating synergies in different sectors.

Main contents

The different thematic areas explored in the courses (e.g. social rights, antigypsyism...) are always very clearly linked to HR. This is not always the case of other projects or educational activities. In almost all the Erasmus + projects a certain HR issue is addressed (e.g. employment, education, mobility...) but the explicit link with HR (as a brief intro or as a "frame") is quite often not there.

Even considering its diversity and differences in different contexts, "youth work" as working field, as the work done with young people in their context, is a quite tangible field and "youth worker" a quite clear professional profile. Those two terms are very present in the objectives and define quite clearly the actors and the field of action when promoting HR and HRE with young people.

Methodology

The methodology of training of youth workers is, as other aspects of the courses very diverse within the non formal education principles. The two key common characteristics in terms of methodology are:

- Experiential learning, intercultural learning and peer education are at the core of their methodology
- They are practice oriented: youth work is the action field, projects and transfer activities are very important, networking and very concrete follow up activities are promoted

The long term courses combine residential seminars, e-learning, project or practice periods, self-assessment – learning plans... In those courses the transfer into the practice and the e-learning are particularly important.

Apart from having its own "personality" the e-learning feature is thematic focused, concrete and linked with the transfer of the learning into the practice. Its role is clear and the outcomes very satisfactory.



The case of the Amnesty International e-learning courses is particularly interesting. Two of them serve as basic introduction and the others, on the basis of a quite advanced professional profile of participants, the e-learning courses manage to develop their competences in very concrete themes.

Further needs and what is missing

As already mentioned there are a lot of activities targeted to youth workers, for example within the Erasmus + Programme, exploring HR related issues but without making a clear and explicit link with HR and HRE. This is both: a lack but also a strength of the programme as it offer other entry points to HRE. Those activities have not been part of this mapping that focuses on consolidated and explicit course on HRE. But a simple overview of the titles and of the brief descriptions of the Erasmus + projects shows that HR and HRE could play a more central and explicit role. This should be possible without any "disturbing" effect on the nature of the programme.

Within the existing diversity of the Training of youth workers on HR, a further thematic and ultimate target group specialisation is possible. Issues like migration processes, asylum, lgtbqia, radicalisation leading to violence or sustainable development within youth work could be explored in the training of youth workers. Ultimate target groups like refugees, NEET, people with disabilities, young people in prisons and young people at risk of social inclusion could be as well considered as focus in the training of youth workers on HR.

Another "specialisation" which could be considered would be the specific types of youth work. An educational offer really adapted to specific types of youth work is missing for example on supporting youth workers doing outreach youth work to integrate HR in their work with young people, or on supporting youth workers working in youth centres to integrate HR in their educational processes or even in the running of the youth centre. Youth work is not only about explicit educational activities of different sorts. Therefore the specifics of youth work and the conceptualization of how HR considerations can be integrated in youth work would be relevant. Furthermore, a reflection on HR-based youth work could also be something to explore in the future.

In terms of target groups but as well of cross sectorial cooperation it would be interesting to increase the number of youth work students participating in the non-formal training activities on HR. A lot of synergies could be possible among individuals and among training/education providers.

On the basis of what it seems to be a quite clear professional profile, the youth worker one, e-learning courses on much specialised topics could be promoted so that they are more easily compatible with their daily work. The number of possible HR related issues for such courses is very high and the scope very diverse: from legislation to participation techniques, from asylum to transportation in the city... The challenge would be to "prioritise" according to the needs of the different contexts and to develop an inviting and non-formal approach online.



Educational resources

From the many existing educational resources on HRE at transnational level, we have considered just the ones with a certain vocation of being holistic. This means that isolated or single educational tools, even if many of them are certainly very adequate for punctual sessions, have not been considered. The selected ones allow the articulation of a complete learning process, are relevant, widely used and in line for the purposes of this mapping. They are the following ones:

- First Steps - Amnesty International
<https://www.amnesty.org/en/documents/POL32/002/2002/en/>
- Compass - Youth Department, Directorate of Democratic Citizenship and Participation CoE
<https://www.coe.int/en/web/compass>
- Compasito - Youth Department, Directorate of Democratic Citizenship and Participation CoE
<http://www.eycb.coe.int/compasito/>
- Bookmarks - Youth Department, Directorate of Democratic Citizenship and Participation CoE
<https://book.coe.int/eur/en/human-rights-and-democracy/5888-bookmarks-a-manual-for-combating-hate-speech-online-through-human-rights-education.html>
- Mirrors - Youth Department, Directorate of Democratic Citizenship and Participation CoE
<https://rm.coe.int/1680494094>
- Gender matters - Youth Department, Directorate of Democratic Citizenship and Participation CoE
<http://www.eycb.coe.int/gendermatters/>
- Tool-Kit 12: Youth transforming conflict: – Youth Partnership between the European Commission and the Council of Europe
http://pjp-eu.coe.int/documents/1017981/7110680/T-Kit12_EN.pdf/9791dece-4a27-45e5-b2f1-b7443cb2125b
- Toolkit on how to inform young people about their rights - Youth Department, Directorate of Democratic Citizenship and Participation CoE
<https://rm.coe.int/16807023d9>
- No barriers, no borders – Booklet for setting up international mixed-ability youth projects
<https://www.salto-youth.net/downloads/4-17-913/NoBarriersNoBorders.pdf>
- All human beings... - UNESCO <http://unesdoc.unesco.org/images/0011/001147/114788e.pdf>
- Human Rights Education series - The Office of the United Nations High Commissioner for Human Rights
<http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>
- “Can ya Makan... Human Rights” – Example of educational material output of an international project
<https://www.salto-youth.net/tools/toy/reference/can-ya-makan-human-rights-story-telling-as-a-tool-for-human-rights-education.4844/>
- Human Rights Memory – Example of a simple, specific tool created in an international project
<https://www.salto-youth.net/tools/toolbox/tool/human-rights-memory.1390/>

Brief description of the resources

For the purposes of this transnational HRE mapping the most important characteristics considered in the brief description of the educational resources are the author, the target group, the main focus themes and languages.



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First Steps - A Manual for Starting Human Rights Education

Author: Amnesty International - International Secretariat

Target group: Teachers and other educators who work with young people and who want to introduce human rights in their educational practices. The manual was developed using principles of peer education, to enable young people between the ages of 15 – 25 to teach other young people about human rights.

Main focus: Basic introduction to Human Rights

Themes: Human Rights, Human Rights Education, Human Rights documents, tools and activities.

Languages: English

Compass – Manual for Human Rights Education with young people

Author: Youth Department, Directorate of Democratic Citizenship and Participation CoE

Target group: Everybody with an interest in human rights who wishes to engage in HRE. No assumptions about prior knowledge about human rights and human rights education nor about the related themes.

Main focus: Human Rights Education

Themes: General Human Rights, Children, Citizenship and Participation, Culture and Sport, Democracy, Disability and Disablism, Discrimination and Intolerance, Education, Environment, Gender, Globalisation, Health, Media, Migration, Peace and Violence, Poverty, Religion and Belief, Remembrance, War and Terrorism and Work

Languages: English (original), Albanian, Arabic, Armenian, Azerbaijani, Basque, Belarusian, Bosnian, Bulgarian, Croatian, Czech, Dutch, French, Georgian, German, Greek, Hungarian, Icelandic, Italian, Japanese, Latvian, Lithuanian, Macedonian, Montenegro (Serbian-Iekavian), Polish, Portuguese, Romanian, Russian, Serbian, Slovak, Slovenian, Spanish, Turkish, Ukrainian and Urdu.

Composito - A manual on human rights education for children

Author: Youth Department, Directorate of Democratic Citizenship and Participation CoE

Target group: educators and trainers working with children, teachers, caretakers and parents as well, especially those who are interested in human rights education with children and who are looking for practical tools to discuss values and social issues with children. The activities are designed for children from six to thirteen years.

Main focus: Human Rights Education with children



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Themes: Citizenship, Democracy, Discrimination, Education and leisure, Environment, Family and alternative care, Gender equality, Health and welfare, Media and Internet, Participation, Peace and conflict, Poverty and social exclusion and Violence.

Languages: English (original), Albanian, Armenian, Catalan, Croatian, Dutch, Finnish, French, Georgian, German, Greek, Hungarian, Icelandic, Italian, Japanese, Macedonian, Polish, Russian Serbian and Turkish

Bookmarks - A manual for combating hate speech online through human rights education

Author: Youth Department, Directorate of Democratic Citizenship and Participation CoE

Target group: Educators working to address hate speech online both inside and outside the formal education system. The manual is designed for working with young people aged 13 to 18; however, activities can be adapted to other age ranges and other profiles of learners

Main focus: Combating hate speech online through human rights education

Themes: Human rights, Freedom of expression, Racism and discrimination, Private life and safety, Democracy and participation, Campaigning strategies, Internet literacy and Cyberbullying

Languages: English (original) and French

Mirrors - Manual on combating antigypsyism through Human Rights Education

Author: Youth Department, Directorate of Democratic Citizenship and Participation CoE

Target group: teachers, trainers and facilitators of non-formal education processes addressing antigypsyism

Main focus: Antigypsyism through Human Rights Education

Themes: 'Gypsies', Roma, antigypsyism, Antigypsyism in practice, human rights and the law, using human rights in your work

Languages: English

Gender Matters - A manual on addressing gender-based violence affecting young people

Author: Youth Department, Directorate of Democratic Citizenship and Participation CoE

Target group: educators, youth workers and youth leaders who work with young people on gender and gender-based violence



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Main focus: gender and gender-based violence affecting young people

Themes: Gender, Gender-based violence, Mobilising against gender inequality and gender-based violence, Exercises addressing gender and gender-based violence with young people and International Legal Human Rights Instruments Related to Gender-Based Violence

Languages: English

T-Kit 12: Youth transforming conflict

Author: Youth Partnership between the European Commission and the Council of Europe

Target group: youth workers and trainers

Main focus: Conflict transformation and youth

Themes: Youth facing conflict, Understanding conflict, Youth working with conflict and Activities

Languages: English

Tool Kit - Young people's access to rights through youth information and counselling

Author: Youth Department, Directorate of Democratic Citizenship and Participation CoE and the European Youth Information and Counselling Agency (ERYICA)

Target group: Youth information workers working directly with young people defining "youth" as those between the ages of 12 and 26. But the toolkit can also be used in other non-formal activities.

Main focus: Information and counselling for access to Human Rights

Themes: Quality information, resources on Human Rights and activities.

Languages: English

No barriers, no borders – Booklet for setting up international mixed-ability youth projects

Author: SALTO Inclusion Resource Centre

Target group: youth workers and youth projects organisers (with or without a disability!)



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Main focus: Guidelines and concrete tips to make mixed-ability projects easier, adaptation of youth projects to different needs and preparation of both young people with and without a disability.

Themes: Disability? inclusion?, inclusive organisations, international mixed-ability projects, preparing for international mixed-ability projects, setting up international partnerships, funding for international youth projects, travelling abroad in mixed-ability groups, creating activities for mixed-ability groups, adapting methods, accessible venues, tips & tricks, specific types of disabilities, after the project.

Languages: English

All human beings... - A manual for Human Rights Education

Author: UNESCO

Target group: Teachers of primary and secondary schools and educators in the context of non-formal education.

Main focus: Basic Human Rights Education in the classroom

Themes: Peace and human rights, Democracy and human rights , Human rights and the question of values, Combating discrimination and racism, Human Rights Education, Human rights in the classroom, games based on the rights of the child

Languages: English

Human Rights Education series

Author: The Office of the United Nations High Commissioner for Human Rights

Target group: Primarily OHCHR trainers but as well for other audiences able to influence the human rights situation in their countries and contexts.

Main focus: Some booklets generic on Human Rights Education and others very specific on certain contexts – professions (for policy makers, the police, UN staff, prison officials, staff in the administration of justice ...)

Themes: Human Rights, Human Rights Education in diverse professional contexts

Languages: Arabic, Chinese, English, French, Russian

"Can ya Makan... Human Rights" Children Rights Education through Arts

Author: Institute for Leadership Excellence –Jordan-, NC Future Now 2006, -Bulgaria-. Association of Human Rights Educators -Spain- and Sustainable Development Association – Egypt-



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Target group: Trainers and teachers working with children

Main focus: Basic Children Rights Education based on arts

Themes: Children Rights, Children Rights Education, educational tools, music and movies.

Languages: English

Human Rights Memory

Author: UNIQUE -Austria-, REDU -Italy-, L'YDILLE LANG -France-, CIS -Belgium-, TIPOVEJ! -Slovenia-

Target group: All people aged from 7 on, interested in playing and learning about Human Rights

Main focus: Universal Declaration of Human Rights

Themes: Human Rights

Languages: English, Italian, French

Analysis and lessons

Educational resources of good quality are keys for making sustainable and maximising the impact of HRE. They not only enable people to be reached directly by the educational activities but other practitioners become involved and maximise the impact of programmes. Additionally good educational resources contribute a lot to the image, consistency and credibility of HRE activities.

Compass: without being “perfect” is a good example of the latter (a resources contributing a lot to the image, consistency and credibility of HRE activities). According to the National Synthesis report compiled in the framework of this project and in parallel to this Transnational Mapping, *Compass* is also on the national level the most used and appreciated resource. It is at the core of a large and quite complete strategy that includes international courses, national courses, specialised activities on certain themes, translations in a lot of languages, regular revisions and updates.

Taking a similar approach, *Compasito*, *Bookmarks*, *Mirrors* and *Gender matters* explore certain thematic areas: children rights, hate speech online, antigypsyism and gender based violence.

The approach of *All human beings...* is in some senses similar to *Compass* but focusing on formal education. It is less updated and it does not cover the large scope of related topics that *Compass* does but it is a very consistent and holistic resource.



Tool Kit access to rights and *First Steps* are resources with a very valid and interesting approach, meaningful at their time but nowadays outdated and of limited relevance.

The *Human Rights Education series* is a very good example of much focused resources for a certain theme and/or professional target group.

Can ya Makan... Human Rights and *Human Rights Memory* are good examples how a single project can meaningfully contribute to HRE through a very concrete educational strategy or tool, doing so without losing any of its very necessary holistic approach.

Apart from identifying the specificities and characteristics of each of the analysed resources, it would be important to identify what are the key characteristic for educational resources on HRE to be relevant and adequate.

On the basis of their own descriptions we can conclude that those key characteristics, very important for the usage of a resource, are the following¹⁷:

- Generic and holistic: Adequate for any human rights issue and any level of learner knowledge. Integrating values, attitudes, skills and knowledge.
- Sufficient: Users can find everything they need to introduce and explore HRE with young people.
- Ready to use: The proposed activities do not require additional resources or lengthy preparation.
- Up-to-date with young people: The activities and human rights issues are easy to connect to the concerns and points of view of adolescents and young adults.
- Link with action for HR and experiential: All the activities include suggestions for putting what has been learned into action for HR, thus involving the participants in more than simply cognitive processes.
- Suitable for formal and non-formal education: the activities can be run with some adaptation in formal and non-formal educational contexts.
- Adaptable: The activities can be adapted to the context, group and society in which they are "played". Suggestions for variations are included to help the facilitator to create their own adaptations.
- Inviting to further learning: Interested facilitators and educators can find suggestions and resources for going deeper into specific issues or learning more about human rights.

There are certainly many other characteristics which might influence the success or not of an educational resource but these could be at the basis of their design and development.

The following table summarises whether these characteristics apply to the educational resources scope of this mapping.

¹⁷ Adapted from the core values and approaches underlying Compass – Edition 2012 – Page 12
http://www.eycb.coe.int/compass/en/pdf/compass_2012_inside_FINAL.pdf



| | First Steps | Compass | Compasito | Bookmarks | Mirrors | Gender Matters | T-Kit Youth transforming conflict | 12: Tool Kit access to rights | No barriers, no borders | All human beings... | Human Rights Education series | "Can ya Makan... Human Rights" | Human Rights Memory |
|--|-------------|---------|-----------|-----------|---------|----------------|-----------------------------------|-------------------------------|-------------------------|---------------------|-------------------------------|--------------------------------|---------------------|
| Generic and holistic | X | X | | | | | | | | X | X | | |
| Suitable for formal and non-formal education | X | X | X | X | X | X | X | | | X | | X | X |
| Sufficient | | X | X | X | X | X | X | X | X | X | X | X | X |
| Ready to use | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Link with action for HR and experiential | X | X | X | X | X | X | X | X | X | X | | X | X |
| Adaptable | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Up-to-date with young people | | X | X | X | X | X | X | X | X | | | | |
| Inviting to further learning | X | X | X | X | X | X | X | X | X | X | X | X | X |



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Further needs and what is missing

There is the need of creating a shared HRE culture among European trainers, youth workers and programme beneficiaries. For that to happen in a structural and sustainable way, it would be important to prioritise HRE in the next Erasmus+ programme, support it better.

Following the good examples of *Compasito*, *Mirrors* or *Gender Matters*, specific thematical resources are needed to explore “novel” issues or issues that in a certain moment emerge in the agenda at transnational level. For the exploration of those issues from a HR perspective, educational resources are needed. Some of those issues could be: radicalisation leading to violence, reproductive rights, (sustainable) mobility, LGBTIQ young people, young people with different abilities, etc. As the EU-CoE youth partnership is for example currently preparing a TKit on sustainability, other initiatives in that direction could be taken.

The translation and adaptations of materials is at first a “national” task. But at transnational level the authors of educational resources should, with the necessary quality control, “facilitate” the translation and the synergies between the national and the transnational level.

As in the cases of *Can ya Makan... Human Rights* and *Human Rights Memory* there is a lot of space for simple, efficient and focused resources for a particular theme, project or for a simple step in a longer HRE process. The possibilities are as diverse as the nature of almost each youth project.

In terms of formats, most of the current resources are first available “offline” (in paper format) and later made available also online. Despite the growing digitalisation of resources, there is a clear need to develop online resources like movies, online games, digital story telling, etc. The Children’s department of the CoE has developed some specific online resources that could serve as inspiration (<https://www.coe.int/en/web/children/child-friendly-materials>).



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Final remark

After looking at the current relation between the Erasmus+ and HR issues / HRE the deep qualitative analysis of key courses and educational resources has allowed a first identification of missing in training of trainers, training of youth workers and educational resources at transnational level.

This is of course just a preliminary identification which can hopefully serve as a first orientation. In the frame of the Youth for Human Rights project, the actors in the field will certainly discover many other missing pieces according to their background, context and interests. There is indeed, still a lot to do in the field of HRE.

As underlined several times and in the line of the conclusions of the transnational synthesis report (complementary to this one) the key factor of success of previous programmes were the complementarities and synergies between the different elements of a certain HRE strategy. In the frame of the Youth for Human Rights project this would mean the synergies between the training of trainers, the training of youth workers and the educational resources do be developed, adapted to their needs, by participants.

The outcomes of those processes should allow strengthening and making more explicit HRE in the Erasmus+ projects. HRE should be promoted as a value based approach to youth work and not only as one of many topics among employability, inclusion or participation.



Sources of information

- Erasmus+ presentation: https://ec.europa.eu/programmes/erasmus-plus/node_en
- Erasmus + National Agencies presentation : http://ec.europa.eu/programmes/erasmus-plus/contact_en#tab-1-0
- RAY - Research-based Analysis and Monitoring of Erasmus+ presentation: <http://www.researchyouth.eu/>
- European Union Agency for Fundamental Rights presentation: <http://fra.europa.eu/en>
- EU Strategic Framework on Human Rights and Democracy and EU Action Plan on Human Rights and Democracy (ANNEX III), as adopted by the Council on 25 June 2012: <http://data.consilium.europa.eu/doc/document/ST-11855-2012-INIT/en/pdf>
- CoE Charter on Education for Democratic Citizenship and Human Rights Education: <https://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education>
- CoE Human Rights Education Youth Programme <https://www.coe.int/en/web/human-rights-education-youth>
- CoE National training courses in HRE human rights education: [https://www.coe.int/en/web/human-rights-education-youth/national-training-courses-in-human-rights-education#{"18570555":\[5\]}](https://www.coe.int/en/web/human-rights-education-youth/national-training-courses-in-human-rights-education#{)
- Compilation of training modules Training of Trainers in HRE with young people - Editions 2004 and 2006 - Directorate of Democratic Citizenship and Participation of the CoE
- Training of trainers in HRE with young people (TOTHRE) 2017 - Directorate of Democratic Citizenship and Participation of the CoE- Course description: [https://www.coe.int/en/web/human-rights-education-youth/tothre-2017#{"29155109":\[0\]}](https://www.coe.int/en/web/human-rights-education-youth/tothre-2017#{)
- Training course for trainers on working with the manual on counter-narratives to hate speech - Directorate of Democratic Citizenship and Participation of the CoE- Call for participants and team session outlines
- Enter! - [long-term training on access to social rights](#) - Directorate of Democratic Citizenship and Participation of the CoE- Course description: <https://www.coe.int/en/web/enter?desktop=true>
- Training course for Roma Youth leaders and activists to promote human rights and combat discrimination - Directorate of Democratic Citizenship and Participation of the CoE- Call for the course: <https://www.salto-youth.net/tools/european-training-calendar/training/training-roma-youth-leaders-and-activists-for-promoting-human-rights-and-taking-action-against-discrimination.2679/>
- Training course for Roma Youth leaders and activists to promote human rights and combat discrimination - Directorate of Democratic Citizenship and Participation of the CoE - Report of the training course
- Report of the Study Session "Building Peace in Europe The Role of Civil Society and Young People" - Held by the Human Rights Education Youth Network (HREYN) in cooperation with the European Youth Centre of the CoE: <https://rm.coe.int/1680707d2a>
- E-learning courses description - The global human rights education and training centre – HREA- <http://www.hrea.org/learn/elearning/>
- Online courses to learn more about human rights – Amnesty International – Courses description: <https://www.amnesty.org/en/latest/education/2016/06/six-free-online-courses-to-learn-more-about-human-rights/>
- First Steps - A Manual for Starting Human Rights Education – Amnesty International

<https://www.amnesty.org/en/documents/POL32/002/2002/en/>

- Compass – Manual for Human Rights Education with young people - Youth Department, Directorate of Democratic Citizenship and Participation CoE

<https://www.coe.int/en/web/compass>



- Compasito - A manual on human rights education for children - Youth Department, Directorate of Democratic Citizenship and Participation CoE

<http://www.eycb.coe.int/compasito/>

- Bookmarks - A manual for combating hate speech online through human rights education - Youth Department, Directorate of Democratic Citizenship and Participation CoE

<https://book.coe.int/eur/en/human-rights-and-democracy/5888-bookmarks-a-manual-for-combating-hate-speech-online-through-human-rights-education.html>

- Mirrors - Manual on combating antigypsyism through Human Rights Education - Youth Department, Directorate of Democratic Citizenship and Participation CoE

<https://rm.coe.int/1680494094>

- Gender Matters - A manual on addressing gender-based violence affecting young people - Youth Department, Directorate of Democratic Citizenship and Participation CoE

<http://www.eycb.coe.int/gendermatters/>

- Tool-Kit 12: Youth transforming conflict: – Youth Partnership between the European Commission and the Council of Europe

http://pjp-eu.coe.int/documents/1017981/7110680/T-Kit12_EN.pdf/9791dece-4a27-45e5-b2f1-b7443cb2125b

- Tool Kit - Young people's access to rights through youth information and counselling - Youth Department, Directorate of Democratic Citizenship and Participation CoE and the European Youth Information and Counselling Agency (ERYICA)

<https://rm.coe.int/16807023d9>

- No barriers, no borders – Booklet for setting up international mixed-ability youth projects - SALTO Inclusion Resource Centre

<https://www.salto-youth.net/downloads/4-17-913/NoBarriersNoBorders.pdf>

- All human beings...- A manual for Human Rights Education - UNESCO
<http://unesdoc.unesco.org/images/0011/001147/114788e.pdf>

- Human Rights Education series - The Office of the United Nations High Commissioner for Human Rights

<http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>

- "Can ya Makan... Human Rights" Children Rights Education through Arts - Institute for Leadership Excellence –Jordan-, NC Future Now 2006, -Bulgaria-. Association of Human Rights Educators -Spain- and Sustainable Development Association – Egypt-

<https://www.salto-youth.net/tools/toy/reference/can-ya-makan-human-rights-story-telling-as-a-tool-for-human-rights-education.4844/>

- Human Rights Memory – Example of a simple, specific tool created in an international project - UNIQUE -Austria-, REDU -Italy-, L'YDILLE LANG -France-, CIS -Belgium-, TIPOVEJ! -Slovenia-

<https://www.salto-youth.net/tools/toolbox/tool/human-rights-memory.1390/>