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'YOUTH FOR HUMAN RIGHTS' PROJECT EVENT REPORT FORM

(Date of the event) 10 – 13 December 2018

(Town/city and country of the event) Destelheide, Belgium

Title of the event (if applicable) NA Staff Training on Human Rights Education

Report by: (name, NA) Gulesin Nemutlu, Dariusz Grzemny

Type of event Training for staff of National Agencies

Number of participants 20

Background of participants Youth workers / Youth leaders / Youth field trainers / National stakeholders
(please underline all relevant) / Policy makers / NAs / Higher education insitutions /

Other (please specify)

Comments about the group of participants: The group consisted of people who work in different positions in the National agencies. Most of the participants did not get any previous training in human rights and human rights education. However, the group was motivated and wanted to learn but also share their concerns / challenges related to the promotion of HRE in their NAs.

Signature sheet – insert here in PDF or link



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Event programme

	10 Dec 2018, Monday	11 Dec 2018, Tuesday	12 Dec 2018, Wednesday	13 Dec 2018, Thursday
9:00 - 10:30	Arrival	Human rights & their limits	Human rights education methodologies and tools	My Role in Human rights education
10:30 - 11:00		<i>Break</i>	<i>Break</i>	<i>Break</i>
11:00 - 12:00		Dealing with controversies in human rights	Youth work as a social practice for Human rights	Follow Up / Evaluation
12:00 - 13:30	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
13:30 - 15:30	Introduction to the Training Getting to know each other	Youth work & Human rights education	Meeting with local youth organisations which practice HRE	Departure
15:30 - 16:00	<i>Break</i>	<i>Break</i>	<i>Break</i>	
16:00 - 17:30	Human rights & me	HRE in Practice	Meeting with local youth organisations which practice HRE	
18:00 - 19:30	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	
19:30 - 21:00	Free evening	Free evening	Free evening	



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Event summary

(Insert/write here: what did you do, how did the training go, what was the contribution of the participants, etc.)

The training course was based on the idea developed previously by the Experts' Group and it focused on making participants' aware what human rights education is, what approaches are used in HRE, and how practically it can be done. Participants were introduced to the concept of human rights and human rights education but also reflected how it is related to their realities as NA staff. They had a chance to get acquainted with practical application of HRE in youth work, not only by taking part in the HRE activities but also meeting local youth organisations who explained the HRE themes they deal with and HRE approaches they use to address these themes and challenges young people face. One of the projects that was introduced was the National Training in HRE (by one of the participants of the Training of Trainers in HRE within the Youth for Human Rights Project).

They had time to reflect on what challenges and opportunities they face in their work in specific work fields they work. This was a very important session as it allowed participants to look at their work through HR/HRE glasses. They identified the following challenges and opportunities:

International / National Partnerships and Cooperation

Opportunities

- New Strategy providing good basis for promoting and mainstreaming HRE
- HRE can be integrated into TCA and NET activities
- HRE needs to be put in the agenda of the TCA meeting in Bonn
- Good practices were collected through Youth for Human Rights project and can be used by NAs as a guiding tool
- International and national networks for HRE (they are available for NAs) can be used to help in promoting and mainstreaming HRE within Erasmus+
- Needs related to HRE identified in the countries within the Youth for Human Rights project are the good basis to be used in the new Youth Strategy.
- There is a good co-operation with the Council of Europe: HRE expertise of the CoE can be used and the co-operation should be strengthened
- The trainings on HR/HRE for NA staff is a good start but it should continue

Challenges

- We need to find ways to involve other NAs who are not here or in the project.
- We need the support of our heads of NAs; we need to talk and convince them when necessary.
- KA3 – how can this be adopted to the national reality?
- KA3 will stop. The challenge is how to keep up the work with the organisations, which are already on board.
- How we integrate HRE in existing training activities? It is important to have stand-alone courses like this but we also need to integrate this dimension into the other trainings.



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- How to make organisations who are already working on HR issues to realize that they are working with HRE explicitly
- No SALTO RC takes the HR perspective as a focus. Maybe ESC resource centre can take it up

Inclusion Work

Challenges

- Lack of willingness and motivation from the target group – we need to work with trainers to increase the willingness
- We need to be aware of our own limits as social inclusion workers; there is way too much things to tackle
- Lack of understanding on 'their' human rights (referring to excluded groups)
- Access of the target group to right is limited; access to our agencies, our activities as well is limited (again referring to excluded groups)
- Programme has also limitations; so it cannot also meet all the requirements and needs

Opportunities

- The programme itself is an opportunity for human rights / human rights education work
- Proportionality criteria during the assessment can be used in favour of HRE applications
- Staff can promote HRE – create platforms on the national levels
- National organisations related with the topic can meet through working groups from NAs
- Promote good practices, tools, projects
- We can also translate useful documents for beneficiaries

Quality of Projects

Challenges

- Projects dealing with HR use lots of terminology in the application but then in the realisation of the project sometimes things go in the opposite direction.
- When there is a certain view on HR in the project, we need to be neutral, so we feel a bit helpless. (referring to projects that claim to promote human rights but actually they act against them or the organisations applying are known for negative attitudes towards HR)
- We need to figure out the values of the applicant in the application and if it relates with the needs of young people
- How can we involve young people already at the beginning of the project, if it is about human rights



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Opportunities

- HRE could be a good methodological framework for all projects
- HRE can also be good to give attention to impact (which is missing in many of the projects now)
- HRE methodology can be used in a good way in the applications

Contact with beneficiaries

Challenges

- HR/HRE is seen as a “fluffy” topic
- Common understanding of human rights is lacking among beneficiaries but also among NAs
- HR is not one of the priorities, but many priorities can be linked to it
- Beneficiaries at times work on topics that are related with human rights but not necessarily explicitly.
- If there is no training, no support, the materials available can be overwhelming for the beneficiaries

Opportunities

- Help and hence the culture of human rights
- Compile, summaries, simplify documents
- For Commission: to explicitly name human rights in the strategic documents
- To get in more applications from groups working on human rights
- HR as a shared value – beneficiaries can be united under one ‘label’
- To support inclusion groups through human rights
- For Solidarity Corps - there is an opportunity to mainstream human rights education in the projects
- NAs can organize trainings on HRE, national but also on international level
- Best HR practices can be shared
- When we contact beneficiaries and do check-ups etc. we can link it with human rights
- Final reports – NAs can send to beneficiaries follow up resources and links including HR and HRE
- Decision letter – HR and HRE can be added
- TCA, BiTriMulti can include HRE
- “Crying room”, “Losers’ meeting”: calling unaccepted applicants to have a meeting on how to develop the project further. If you are already doing this, HR and HRE can also be included there.
- Teaming with evaluators
- Meetings with beneficiaries, kick off’s – HR and HRE can be involved



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- We can advocate to have HRE explicitly expressed in the documents of the new programme so we can actually refer to it

Office work

Challenges

- Human rights issues are not visible in our daily work, until they are violated.
- Accessibility: the physical places that we work should be physically accessible; there should be a standard for it (perhaps there is). It is not the case for all of our offices.
- Equal treatment; minorities in the staff are not visible.

Opportunities

- We can share our experiences more with each other.
- We can be prepared and encourage people to work in the places like we work – accessible and inclusive.
- We can identify a 'facilitator' in our offices who can communicate challenges that workers are facing directly to the managers.
- We can make human rights more visible in our work places.
- We can have internal decisions to have 20% of workers from people with minority backgrounds.

In the end of the course, the group also prepared a message to the Steering Group of the Youth for Human Rights project. The participants suggested the Steering group:

- To make sure there will be a follow up of the project.
- To try to include the whole NA network.
- To develop guidelines on how can we get clearer on identifying applications that are related with human rights and human rights education better?
- To provide participants with Information on follow up of the project.
- To make sure the awareness on human rights is raised within National Agencies. Continue to organize trainings such as this one.
- Evaluation report and recommendations – this needs to be stated clearly.
- How do we transfer what is developed here to the wider sphere? Probably we will need to discuss it with the Head's of NAs? KMST Working group needs to be informed that we need such trainings.
- How can we inform other NAs who are not here? We mentioned TCA meetings here but there are also other staff meetings. Can you promote the topic into the planning of the other staff meetings?
- Many inclusion groups do human rights action. Link between inclusion and human rights is clear. The link with solidarity is clear. What can be done to highlight these links?



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- To establish HRE as a horizontal task in national agencies. Inclusion officers we have. We can have a HRE officer.
- To lobby to have HRE an explicit part of the new programmes.

Key points

1. What are the results of the training?

The following results can be mentioned:

- Participants learnt what human rights are and how they related to their personal and professional lives; they also learnt why human rights issues might be controversial and how to deal with this controversy
- They learnt the approaches, methodologies and tools that can be used in HRE
- They discussed on the role of international youth work in promoting and implementing HRE
- Participants reflected on their roles in the National Agency related to the development and support of HRE youth projects within Erasmus+ - on the challenges they face and the opportunities they see; they also discussed on how they can promote HRE in their work
- Participants prepared the message to the Steering Group on how the course should be followed up within the Youth for Human Rights project with very concrete ideas.
- Participants understood that promoting HRE within Erasmus+ is a strategic and political task: in order to make it mainstreamed within Erasmus+ one needs to be convinced that it is one of the most useful approach to be used. In order to mainstream it, the NA staff needs to be informed about what HRE is and what is its role in youth work.

2. What were the highlights of the training course?

It was the first time for many participants to take part in the course on human rights and human rights education. Therefore, many things were new. We believe that reflecting on the challenges and opportunities related to the development and support of the HRE projects within Erasmus+ was the session very appreciated by the participants. It was the moment to put all what they learnt into practice and bring it back to their work place and their role within the National Agency.

Another highlight was the sessions organised by the local organisations. Though getting a hands-on experience and having the possibility to talk to young people and youth workers participants had a chance to get to know different strategies and activities developed and implemented by the youth organisations. This made them realised the unlimited possibilities HRE provides in order to address the needs of young people.

3. What were the lowlights?

It is hard to think about the lowlights, though we noticed that one or two participants might have come with expectations we were not able to address in the course. During one session two participants were very outspoken about their opinion on LGBT issues (not very positive). However, what was said was done in a respectful way and



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it did not affect the group badly. On the other hand, as participants felt free to say it might mean that the atmosphere was safe and allowing for speaking out one's mind without being afraid of being judged. The discussion that followed was very fruitful, we believe.

Another lowlight might be the length of the course: in order to go deeper into HR and HRE more time is needed as some areas we were not able to cover. However, we believe that what was done in the training course made participants aware of what HRE is and what their role can be when supporting the development of youth projects within Erasmus+

Evaluation

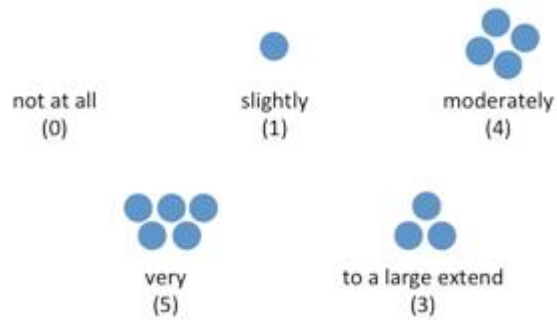
We believe the training course was a great opportunity to make NA staff aware on what human rights and human rights education are. These concepts are very often seen as something that cannot be applied directly in youth work as they belong more into formal education. The course provided participants with basic concepts, but it mainly focused on youth work practice in HRE as we wanted them to understand how it can be done in order then to be able to consult or provide support to the applicant organisations. Participants had a chance to reflect on their roles within the National Agency and realise how many opportunities they have or can have when it comes to practical application of what they learnt within the course. Some elements of the course might have been challenging for some participants as they touched upon their personal value system, but we believe, we managed to create a very respectful atmosphere where all felt they can speak up their mind. It would, however, be beneficial for the participants to have some extra half day to think more strategically how they can support the youth organisations and how they can promote HRE within Erasmus+ (to go a bit more in depth). However, we are happy with the results of the course.

Evaluation from the participants

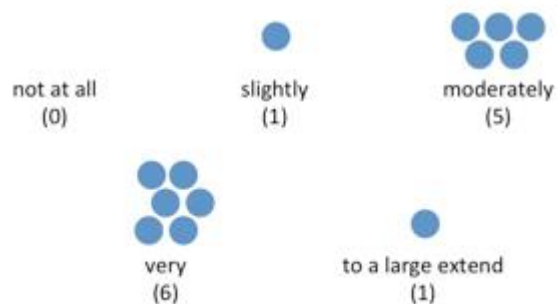




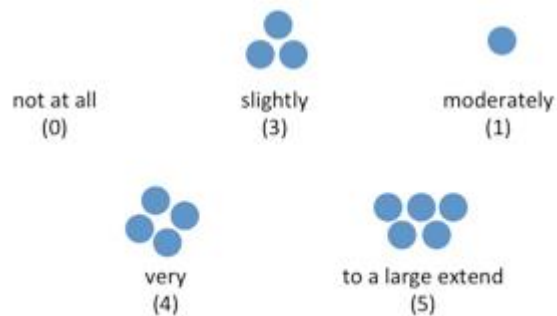
How, in general, the training course contributed
to the development of your understanding of
Human Rights Education?



How, in general, the training course contributed
to the development of your understanding of
the role of youth work in HRE?



How, in general, the training course contributed
to the development of your understanding of
your role within the NA in mainstreaming HRE?



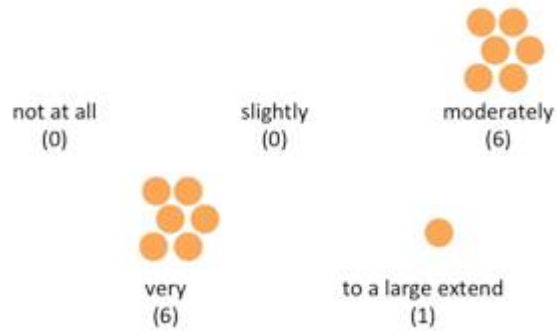


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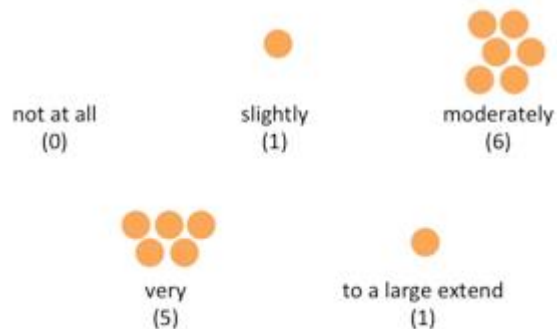


Youth for
Human Rights

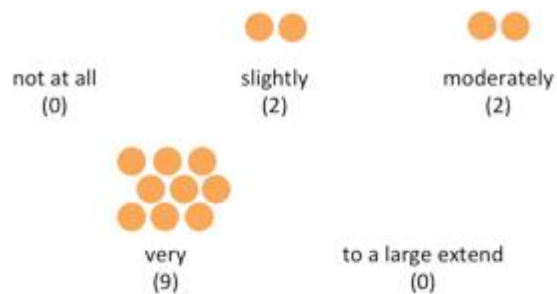
How competent do you feel now, after the training course to explain human rights education to your colleagues in the NA?



How competent do you feel now, after the training course to explain human rights education to youth organisations applying for funds?



How competent do you feel now, after the training course to support the development of human rights education within the programme?



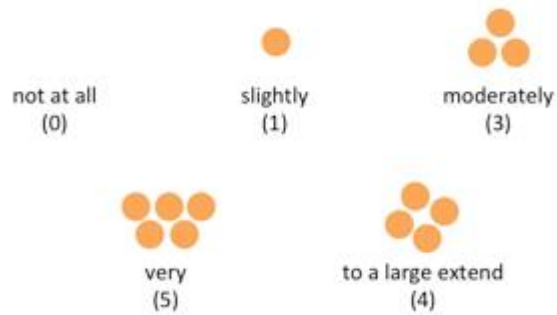


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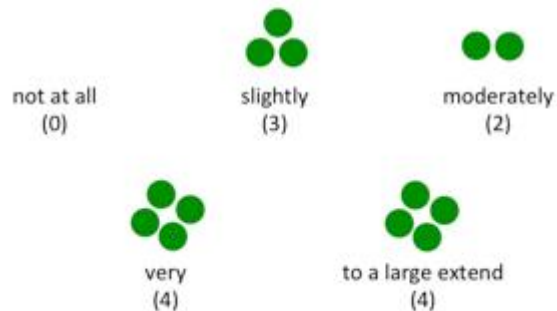


Youth for
Human Rights

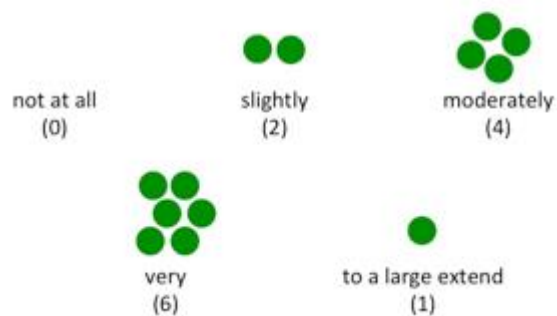
How competent do you feel now, after the training
course **to promote human rights education in your
work?**



How useful were different elements of the programme
to your professional development: **Introduction to
human rights?**

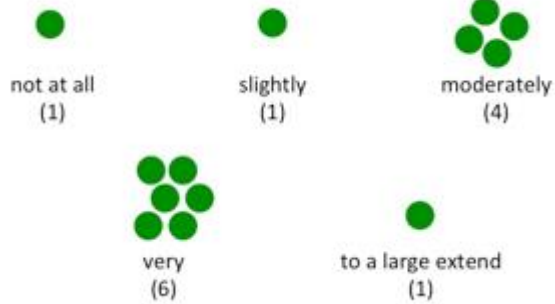


How useful were different elements of the programme
to your professional development: **Introduction to
human rights education?**

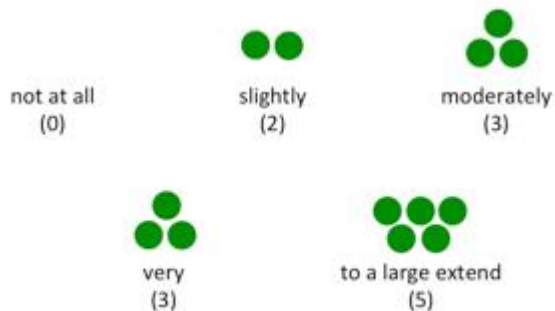




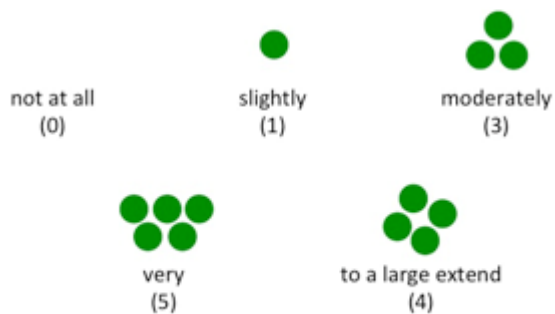
How useful were different elements of the programme
to your professional development: **Youth work as
social practice?**



How useful were different elements of the programme
to your professional development: **Meeting youth
organisations?**

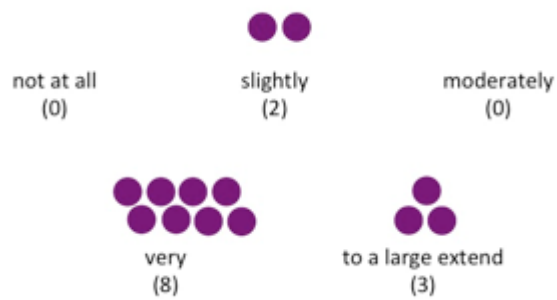


How useful were different elements of the programme
to your professional development: **My role in HRE?**

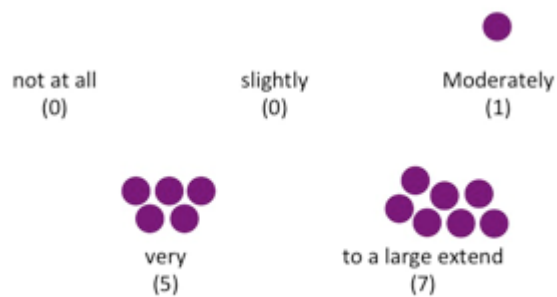




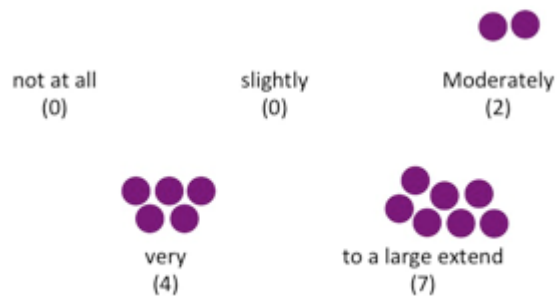
How **did the participants** contribute to your learning in the course?



How **did the trainers' team** contribute to your learning in the course?



To what extent **were the logistics** of the training course well taken care of?





No

- Still can not see how i can use it, it a very wide topic and needs more exploring, but it was useful for me personally

Yes

- Yes, because it offered a new view on the youth work topics and their categorization.
- Yes, in a matter that I can recognized better human right in our projects according examples of good practice.
- HR is now a topic that I discuss with the applicants.
- We made some kind of an action plan to introduce HRE more structurally in our activities
- It has changed how I present the topic to promoters and how I explain them the link between the topic of their project and HR. We have considered creating material that can be applicable for youth exchange planning.
- Before attending this TC, I didn't really realized that some of the organisations that we are granting are doing HR education. It was really nice to see and discover the different examples and practices around Europe.
- I can see now the big picture and linked my previous knowledge for this, experiencing what HRE methods are helped me understanding what HRE is about
- It just shed a light on an important aspect of the role of the NA in implementing the program and brought more awareness around HRE in general and it's applications in everyday life.



No

- No

Not yet

- Still planning
- Not yet
- Not yet (because of lack of time), but I'm willing to report the conclusions of this HR TC to my NA colleagues and get involved in HR topics in the next years.

Yes

- Informed colleagues of NA.
- Yes, we promoted HR on our meetings and training, as well on the workshops on how to write an project of Youth Exchange and Mobility of Youth Workers.
- Yes i have started a debate for HRE.
- HR is one of the topics I introduce when I advise applicants and potential applicants.
- I wrote to the President of Finland prior to his New Year's speech to highlight the fact that he is the value leader of the country and he should clearly say nazism (that we saw on the streets of Helsinki on our Independence Day) is not part of our nation. I had a small correspondence with the press secretary of the President about it, highlighting the President's role to put HR matters into the political discussion nationally, not only in international meetings like UN general assemblies, etc. In the President's speech on New Year he actually condemned nazism and said it very directly, however the press in Finland was focused on many other topics and overlooked his opinion.
- yes - esp. within the YfHR project, but also within the NA
- More on the level of introducing HRE language into the organisational and external environment.