'YOUTH FOR HUMAN RIGHTS' PROJECT :

TRAINING OF TRAINERS

IN HUMAN RIGHTS EDUCATION

Phase I: 4 th – 9 th of June 2018, in Samorin, Slovakia

Phase II: 30th Jan. – 1st Feb. 2019, in Zagreb, Croatia

Collection of Session Outlines

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Session Outline

Title	M1: Reflection Groups / 5th, 6th and 8th of June
Objectives	➤ To reflect on the day: how participants feel and how their learning process is going; ➤ To share learning achievements and conclusions with other participants (that as well are relevant for the Youth Pass by the end of the Project); ➤ To give any feedback to the team of the TC about the programme of the training.
Programme with Timing	The reflection groups are permanent mixed groups and they will remain till the evaluation meeting. The same trainer facilitates each Reflection group. • The first RG took place on the 5th of June after dinner (at 20:15) and it was focused around the results of the first complete working day at the training course: how participants are feeling in the group, how was the programme of the day for them and what they learnt; • The reflection group of the 6th of June took place at around 18:30, before dinner. It was focused on sharing the results of the day: Human Rights and Human Rights Education (as main elements) – the learning points and other feedback and reactions of the participants; • The Reflection Group on the • 8th of June was to share about the conclusions and learning from the 7th and 8th of June. Besides, it was a closing group for the ToT. It ended up with introduction and work on the Personal Learning Plan (hand out).
Materials	Place for each reflection group. Hand-outs of the Personal Learning Plan (Appendix).

Session Outline

Title	**M2: Welcome Evening and Group cohesion / Monday 4th June**
Objectives	Due to later beginning of the training course, the Welcome space had to combine the elements of the ice breaking, getting-to-know each other and group building. Welcome evening started after dinner and one participant and one team-member were missing at it. ➢ To get to know the names of participants; ➢ To get-to-know each other better and start feeling as group; ➢ To strengthen the belonging to own national team; ➢ To feel comfortable in a group of participants for further working together.
Programme with Timing	Welcome words and drink. **20:30** Another quick round of names **20:45** "Speed-dating" Participants appoint the "date" with different participants around the improvised clock. When facilitator tells the time of the date, they meet the participant who is appointed for that hour and chat together. The objective of the chat is to find a common (non-obvious) for both participants (and write it down). Facilitator announces the change of the hour and chatting pair. At he end participants get into the circle and share their discoveries about the others. **21:10** "National team's Motto and symbol". Participants go with people of their national team (some of them only met for the first time at the tc). They are invited to think of the their team's motto: what they would choose as their main principle of work together / something that they all share / the quote that makes sense for their further work together within the entire Project and their symbol (drawn or explained). **21:40** Group picture: the participants should do a group picture, which would describe/express their vision/understanding of Human Rights Education in 15 minutes. **22:00** Informal evening goes on.
Materials	A4 paper, pens, flipcharts, markers. Welcome drink. Plenary room.

Session Outline

Title	**M3: HUMAN RIGHTS AND ME**
Objectives	To learn about HR situations in participants' realities To reflect on common challenges to human rights and identify the differences To explore how HR issues are dealt with in participants' realities
Programme with Timing	**M5: Human Rights and Me 11.30 – 12.15** **My own understanding of HR / HR violations / values behind** First, participants fill out the grid *(see below) – individual reflection - and then they have some time to talk about it in groups (group reflection & discussion). 10 min – grid on their own 20 min. Groups of 4 15 – 30 min *(in the end) Debriefing with pax: - how have you decided something was a human rights violation? - was it easy/difficult to recall such situations/what was the most difficult and why? - do people take those 4 positions in their lives - how can we react to human rights violations? - how to empower people so they will react to HR violations? . role of the bystander?
Materials	Handout

Please think of an event or situation in your life when:

You felt your human rights were violated	You felt you violated someone else's human rights
You witnessed a human rights violation and you did nothing about it	**You witnessed a human rights violation and you reacted**

Session Outline

Title	M4 – The concept of human rights
Objectives	To explore the concept of human rights, its history and philosophy To reflect on current challenges to human rights nowadays To learn how human rights are promoted and protected To develop skills of cooperation and building consensus To practice facilitation skills
Programme with Timing	**Tuesday, 5 June** **14:30 Introduction to the activity** **14:45 Working in groups – preparation of the activity** **Participants will be divided into 5 equal groups. Each group is given a topic to explore:** **Group 1: What are human rights** **Group 2: Short history of human rights** **Group 3: What human rights do we have** **Group 4: How are human rights protected and promoted** **Group 5: The state of human rights nowadays** **The groups will need to read the text provided and prepare the short presentation of the topic, taking into account the following rules:** All group participants should be involved in creating the presentation All participants should be knowledgeable about the topic that will be presented as all participants individually will act as facilitators The presentation should be supported by visual material (no PPT, max. two flipchart pages) The text provided should be treated as guidance; additional information can be added if the group decides so You will have some 40 min. to prepare The presentation should not be longer than 7 minutes (including questions and answers) **15:30 Jigsaw: participants will be divided into new groups – in each group there will be 1 (or2) representative from a former group. Groups will gather around different presentations: the person who was involved in developing the presentation will act as a facilitator. Then, the groups change until the moment all people went through**

	all presentations.
	16:00 Coffee break
	16:30 Debriefing and possibly a short summary of the findings
	17:30 End
Materials	Flipchart paper and masking tape Copies of reading materials for each participant (see Jigsaw material in the Appendix)

Session Outline

Title	**M5: Challenges to Human Rights in local realities of participants / Tuesday 5th June**
Objectives	➢ To reflect on the challenges in relation to Human Rights in local realities of participants; ➢ To learn about the local realities on participating countries and explore similarities and differences that exist in Europe; ➢ To share the vision to Human Rights situation in national groups on national level and with the entire group; ➢ To bridge the vision of the participants towards HR in their realities with the National TCs and how they can respond to these challenges.
Programme with Timing	**17:20** Introduction of the task: in national groups (3 and 4 people in each group) participants should share around Human Rights situation in their contexts: personal vision/experience, HR violations, hot issues: what happens and what discourses take place in the society; what are the "hottest news" around HR?... **18:55** Participants choose the most relevant 3-5 points and put the bullet points at the flip chart for presentation. **18:15** Presentations (7) to the entire group and questions for clarifications – approx. 5 mins each presentation + questions. **19:00 Dinner** (reflection groups took place after dinner)
Materials	Flipcharts and markers.

Session Outline

Title	**M6: Sharing evening, Tuesday 5th June**
Objectives	➢ to share experiences in Human Rights Education between participants ➢ Continue to build a positive and constructive group atmosphere ➢ Share the food and drinks participants brought from back home.
Programme with Timing	@ 20.30 Participants come to the plenary with whatever they brought from food and drinks but they hide it for the moment. 2 or 3 national groups where paired up with another group (Belgium – Croatia, Austria – Estonia and Germany – Slovakia – Latvia). In the groups they explain in their own language what they brought (no English), the others try to understand. Then the groups explain shortly in English what the other group brought (or at least what they understood). Then participants created Ties (or crown or bowtie…) and write keywords on it concerning their experiences in Human Rights Education (children, handicap….). They wear it and can then go and mingle talking about their experiences and taste the food and drinks.
Materials	Coloured paper, pens and scissors

Session Outline

Title	M7: HR and HRE
Objectives	to experience complex human rights education activity and initiate discussion on the concept of human rights education and its values to reflect on the causes and manifestation of violent radicalisation of young people to reflect on the role and limits of youth work as a response to human rights violations / violent radicalisation and extremism
Programme with Timing	**Wednesday, 6 June** **9:30 Introduction to the activity** **9:45 Simulation: PERSONS** working in groups (preparation) – 30 min. group meetings – 20-30 min coffee break included debriefing – 60 min. (focusing on human rights with the possibility of a short input)
Materials	Flipchart paper and masking tape Copies of role cards for each participant

Session Outline

Title	**M8: WHAT IS HRE?**
Objectives	To learn about the aims of HRE and the approaches to it To understand HRE as a value based work To explore different methods in HRE To go deeper in some HR topics Compentences to be addressed> Understanding of educational approaches in HRE Understanding HRE methodologies Ability to apply educational methods in HRE in various contexts
Programme with Timing	**Interactive Input on approaches to HRE: 12:15 - 13.00** (after experiencing first HRE activity and the debriefing of the morning simulation exercise) **Why?** **Functions?** **What is behind HRE?** **HRE Methodology** **Experiential Learning Cycle** **Areas of HRE** **Q & A with participants** (their/common understanding & how to apply to their realities) Presentation 1: to familiarize pax with the different areas of HRE and to show them what they might be doing already – everybody who works in this area *(slide by slide) is asked by the facilitator to stand up. To get a common picture and understanding among the group. Presentation 2: HRE in theory and practice (Why do we do what we do? Background etc.)
Materials	Powerpoint Presentations on HRE in the Appendix

Session Outline

Title	M9a: Thematic Workshops. Gender. / Wednesday 6th June
Objectives	➢ To develop and increase participants' sensitivity around gender trough reflection on how gender roles are constructed; ➢ To Introduce at least two exercises using non-formal educational approach to work in gender mainstreaming; ➢ To clarify and explore relevant concepts for gender mainstreaming through youth work such as gender identity, biological sex, gender expression, sexual orientation, gender binary and non-binary perception/system, patriarchate, feminism and others; ➢ To reflect on important aspects to take into account when working around gender in with young people.
Programme with Timing	**14:30** Introduction to the workshop: its objectives and structure **14:35** Stella's story exercise (adaptation for small group) http://www.eycb.coe.int/gendermatters/chapter_4/4_13.asp The questions for debriefing would focus more on how gender stereotypes are constructed, the double standards for men and women in patriarchate system; on meta-level – how can this exercise be adapted for the participants' contexts. **15:10** The "Sexual Identity Cake" - the intro to concepts around gender. Main idea is that sexual identity of human being can be compared to the cake consisting of the four parts: biological sex, gender identity, gender expression and sexual orientation. All the parts of the cake are independent and we should look at them in non-binary way to understand all the diversity and complexity of sexual identity. Some video and images were used as support materials - for instance: https://www.youtube.com/watch?v=mT4dDO-ZwcQ and pictures of how people with diverse gender expression look etc. **16:10** Break **16:30** Continuation of working with concepts. Conclusions and personal experiences sharing. **17:00** What should be taken into account when working on gender with young people? Polarization of opinions and radical reactions can occur when working around gender, because: • Gender is a politically sensitive issue; • Cultural differences matter, incl. language issue; • Disclosure may take place! And we must be ready to re-act; • Gender is everybody's and transversal issue; • Gender is a power issue; • Use gender-inclusive pronouns! (they); • Different youth work can be used for different purposes and

	target groups.
	17:35 Sharing some project ideas on gender-related topics in participants' practices.
	17:45 Closing of the Workshop.
	18:00 Go for reflection groups.
Materials	Flipchart and markers, projector, colour paper, scissors. Hand-outs of the Stella exercise.

Session Outline

Title	**M9b: WORKSHOP: NATIONALISM** **(Wed. 6th June) 15.15-18.00 *(incl. 30 min break)**
Objectives	To link HR themes with HRE To analyse the reasons and roots of Nationalism To explore possible ways to counteract Nationalism

10	>> 14.30 – 16.00 - 16.30 - 18.00
	
	1. Intro – personal (Banksy exhibition pictures, history, flags...)
	
	2. Exercise UNDERSTANDING HATE SPEECH (AND NATIONALISM) from BOOKMARKS. Case study work in groups / what are the consequences for victims/for society & debriefing.
	
	:::::: afternoon break:::::::::
	
	3. Fish Bowl discussion: The WHYs and HOWs of Nationalism: 45 min [guiding statements 4 discussion)
	
	   ➢ Nationalism is growing because the EU migration policy is failing
	   ➢ Fear is the root of nationalism
	   ➢ Inequality and unemployment lead to nationalism
	   ➢ Patriotism *(thought in school) leads to nationalism
	   ➢ Nationalism can be beautiful?
	   ➢ Patriotism *(thought in school) leads to nationalism
	   ➢ Can there be unlimited migration?
	   ➢ Nationalists are very dumb people
	
	4. Group Work on : Transfer to 'Reality' / everyday life:
	
	A) Group 1 What can be done? Shall be done? What can I as an individual do in this regard?
	
	B) Group 2 What can NGOs / youth organisations do?
	
	C) Group 3 How would you as an HRE Educator / Trainer approach the topic of Nationalism with a group of youngsters/teenagers?
	
	Sharing in Plenary – Summing up
	
	5. Evaluation of the Workshop
	one round: 1 WORD/or/SENTENCE per pax! – to express their feelings/ opinion/feedback at the end of the workshop - here and now statement!

Materials needed	Bookmarks Publication: Exercise: Understanding Hate Speech Flipchart paper, markers, beamer,

Session Outline

Title	M10: The HRE EDUCATOR (Thu. 7th June)

Objectives	To reflect on the roles of the trainer / educator in HRE To reflect on own strengths and limits in relation to educational work To learn how to deal with challenges in educational work To understand the values behind HRE work Competences to be addressed: The ability to self-reflect on own competences in HRE and to identify learning needs The ability to deal with challenging situations in training/educational activity The ability to represent HR values in HRE work Debating skills
Programme with Timing	**9.30-11h: Identity Exercise.** **I am a HUMAN BEING, with my own identity with my own limits, stereotypes.** **WHO AM I? Exercise and Debriefing – going towards** **VALUES / COMPETENCES discussion and reflection.** **11.30-13h: CHALLENGES in Educational Work** **Where to you stand – as introduction – a few strong statements as intro to dilemmas (30 min)** - **A HREducator should be neutral.** - **In a HRE setting ALL answers are OK.** - **A HREducator should be a living example of HR values.** - **If you have good competences as a trainer, you can work with any HRE topic.** - **A HREducator is always a HR Activist.** **Case study group work (*from difficult situations participants have faced in trainings before) (60 min)** Division into 4 groups> animals. 1. What is my kind of nightmare as a trainer... what i am afraid of? 2. My hardest training situation... how have I solved it?! My Challenges I faced as an Educator... ➢ Trainers Clinic ➢ Rapporteur> case/solution/proposals... open questions?? To bring back to plenary ➢ Debriefing and Discussion and Closing in Plenary
Materials needed	

Session Outline

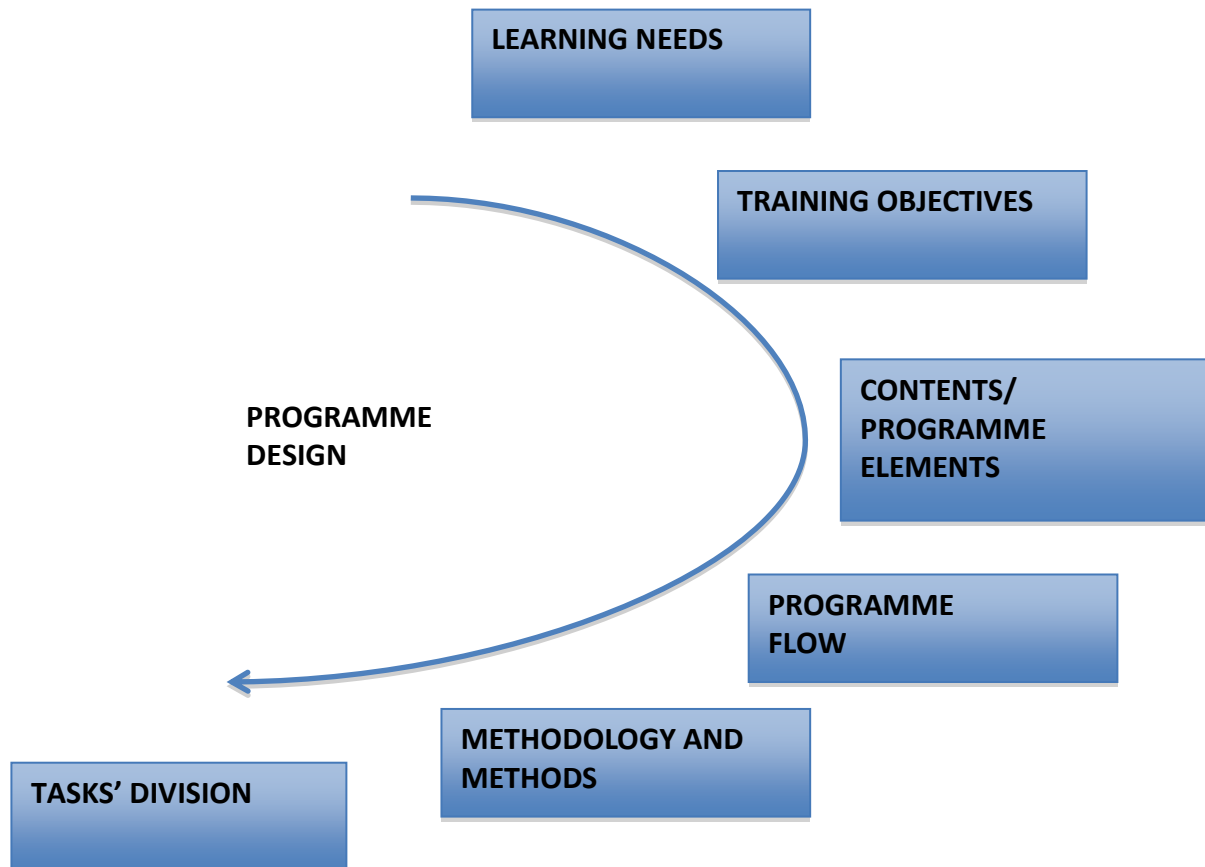| Title	M11: NATIONAL TRAINING COURSES / Friday 8th June
Objectives	to learn how to design the programme of educational activity to learn about the project cycle to understand the objectives and the contexts of National TCs within the Project develop the concept on National TCs in national groups Competences to be addressed: ability to design a training programme and develop its aims and objectives taking into participants' expectations group work and cooperation
Programme with Timing	**9:30 – 11:00 / 11:30 – 13:00 / 14:30 – 17:30 …** **Introduction to National TCs** ➢ Short Input – Project Framework, Time Frame, Specificities of NAT TCs **Designing the programme of an educational activity – WORKSHOP** ➢ Program design cycle / sequence elements handed out to participants – had to discuss and put them in order / according to their logic & practice ➢ Interactive input / Program design ➢ Reminder on NAT TC Objectives to be revisited – step by step guiding handout ➢ Group work **Working in national groups on national TCs** Trainers are available as consultants for the groups participants work on their NAT TC program design **Presentations and Feedback in Plenary (two groups at 5.30 pm – due to early departures on Sat. – the other 5 groups present, get feedback on Sat. morning)**
Materials	Handouts as follows:

The Human Rights Educational Program Design.

The main goal and desired results – are about the aim.
What the activity should reach - is about the objectives.
How these objectives should be reached – is about the program.

Below you can see the steps for Programme Design, which are relevant for HRE activities.

LEARNING NEEDS

TRAINING OBJECTIVES

PROGRAMME
DESIGN

CONTENTS/
PROGRAMME
ELEMENTS

PROGRAMME
FLOW

METHODOLOGY AND
METHODS

TASKS' DIVISION

Before the preparation of the activity, it is important to reflect on the actual knowledge of the learners and their *LEARNING NEEDS* taking into account their socio-political realities. (*This entire project came into existence, because the need for more HRE was identified. Some of the learning needs of young people are reflected in the national mapping reports already.)
Ideally, in the call for participants you specify the desired profile and in the course registration you ask for "previous knowledge and experience" of participants.

All the team must understand the objectives and they have to be embedded in the national realities represented by the needs and concerns of participants. Based on the mapping report and the exploration of the national issues the Youth for Human Right project team has already identified *THE TRAINING OBJECTIVES*. It is up to the national trainers' team to revisit and adjust those objectives.

It is essential that there is a direct relationship between objectives and contents – contents are only relevant if they address or fulfill an objective. This interdependence has to be remembered at all points of the activity development and realization – both, as a means of reaching desired learning outcomes and in order to respond to participants' needs arising during the process.

Once the objectives of the activity have been revisited and agreed upon by all team members, one can continue to *IDENTIFY THE DIFFERENT PROGRAMME ELEMENTS / CONTENTS*.

The next thing would be to align the different program elements / contents to a *LOGICAL PROGRAMME FLOW*.

Once all team members agree on the flow, you align those program elements to the time-frame (2 days training).

As a next step, the team elaborates for each program element objectives and expected outcomes. Then it's the moment to identify which *METHODOLOGY and METHOD* is the most appropriate.

Further on, you do a *TASK DIVISION* of the program elements for detailed preparation (*session outline) and at a later stage (after some feedback from a colleague) decide who will be 'running' 'what' during the training course.

The main principle of the program design is to ensure as much as possible to reach the objectives with the given working conditions and the specificity of your target group. If the objectives are well formulated, it is clear what you would like to reach. Your program / program elements are aiming to reach the desired outcomes, such as the development of HR and HRE competences.

However, when choosing methods for HRE activities, the trainer is recommended to:

– Feel confident and convinced about the method(s);
– Whenever possible, have experienced the method fully as a participant;
– Never blindly use a method as suggested elsewhere or as printed in a manual – without double-checking if it needs adaptation;
– Be in a position to anticipate the outcomes but also be able to deal with unexpected ones;
– Be aware of the place of their own opinions and interpretations, and work with the interpretations and associations of the participants;
– Make the objectives of the program unit clear, while avoiding dogmatic facilitation;
– Try not to use methods that might cause feelings in participants or the group, which cannot be dealt with during the training;
– Accept, that some people may not wish to participate in a particular exercise;
– Have a carefully worked out strategy for debriefing and feedback, which can also be adapted to deal with unexpected outcomes;
– Be aware that learning is change, and that this can be an uncomfortable experience. Participants may make the method (or, indeed the trainer) responsible for their

discomfort. The trainer has to carefully analyze whether the discomfort was caused by the method or by the feelings and discoveries elicited by the method.

More detailed info about programme design you can find at:
T-Kit 3: Project Management, Chapter 3, 3.2.5. - 3.2.6.
T-Kit 6: Training Essentials, Chapter 3, Training in Motion, 3.5-3.6
Using COMPASS for HRE, last part of Chapter 1

There is also a lot of information about program design on-line, so, you can really learn loads of tips and practices.
Of course, your own practice is the most important source of learning in this respect and the more often you design HRE activities, the better and more confident you are getting at it ☺.

National Training Courses on Human Rights Education for youth workers

The OVERALL YOUTH FOR HUMAN RIGHTS PROJECT has the following objectives:

to improve understanding of Human rights education in the field of Youth – and thereby to support 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 Human rights education 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.

to improve access by youth workers and other practitioners in the field of Youth to relevant and high-quality resources in Human rights education

to support youth workers/practitioners in using such resources to improve young people's understanding in the area of Human rights.

The FRAMEWORK for the NATIONAL TRAINING COURSES was prepared by the expert group of the Youth for Human Rights project.

The NATIONAL TRAINING COURSES *have the following objectives:*

Objectives

To support participants in developing knowledge, skills and attitudes on human rights education

To support participants in including a human rights-based approach in their work

To support creating a national network of human rights educators

To create a space for participants to share realities on human rights related issues

To support developing tools and skills for participants to elaborate responses and actions

To foster the European dimension of participants' day-to-day work

Profile of pax

Work directly with young people

Have experience in running non-formal education activities

Have the ability to multiply in human rights education

Speak the language(s) of the national course(s)

Elements for the programme (for trainers to take into account)

Duration: **3 days, travel included (arrivals on day 1 by lunchtime and departures on day 3 after lunch or by lunchtime).**

Dates: to be defined by NAs, between summer 2018 and end of 2018.

Elements of the programme:

Opening – getting to know
HR in young people's life
HRE: approaches, tools, possibilities in E+: YiA (a hands on perspective)
Ideas for actions
Closing and short evaluation

The total of the national courses will include
40 participants

NOW IT IS UP TO YOU !

Country :
Team members :
What would be the main national Human Rights related issues concerning young people that you will put forward in the training for youth workers:

REVISING THE AIMS AND OBJECTIVES
PROPOSE PROGRAMME ELEMENTS AND CONTENTS FOR THE PROGRAMME AND AGREE
DECIDE ON A PROGRAMME FLOW
FIT THEM INTO A 2 DAY PROGRAMME
SPECIFY OBJECTIVES AND EXPECTED OUTCOMES FOR THE PROGRAMME ELEMENTS AND DEVIDE THEM IF NEEDED INTO SESSIONS
LINK THE DIFFERENT SESSIONS TO THE CORRESPONDING OBJECTIVES
DIVIDE TASK EQUALY (pairs of 2, 1 leading and 1 who gives feedback)
BRAINSTORM ON POSSIBLE METHODS FOR THE SESSIONS
HOW WILL WE GO FROM NOW (including communication with the national agency)
MAKE AN ACTION PLAN WITH TASKS & TASK DIVISION & DEADLINES

Title	**M12: EVALUATION and CLOSING / Saturday 9ᵗʰ June**
Objectives	➢ to assess pax feelings / learning / opinions / feedback abt the TOT ➢ to give pax an opportunity to see where they stand (with their learning) in relation to the rest of the group and to express themselves ➢ to provide space for individual and group reflection ➢ to conclude this part of the Y4HR project – and link it to the evaluation seminar coming up in Croatia in Jan/Feb (no written evaluation form will be used by the team, as pax will get a survey by RAY – wish of NAs / Maari – not too many forms to fill in)
Programme with Timing	**11-12 am: Evaluation and Closing** Revisit EXPECTATIONS – from day 1 Thermometer: 0 – 100 % / group evaluation in the room: (questions below asked by facilitators, positioning according to personal opinion, opportunity to take the floor individually and voice opinion) Were your expectations fulfilled? Was relevant was the programme / flow 4 u? How suitable was the methodology & methods used? How much have I learned during the training? How strong was my learning experience? How was the Group Atmosphere / Dynamics of the ToT? How would you rate your own participation and involvement? How resourceful was the group? Your fellow participants? How ready do I feel do deliver a NAT TC on HRE? How would you evaluate Administration & Logistics? How would you rate the working and living conditions? How would you evaluate the Team of Trainers? What is your level of inspiration at this point / moment? AOB….. Motivation Message ♥ Love & Learning 'letter' / to Myself ** - (to be received in ToT-HRE phase II, Croatia) CLOSING ROUND / LAST WORDS…. Until we meet again! ☼ PS: personal learning plans to be collected / (copied, pic taken) by Reflection group leaders (to be revisited in Croatia)
Materials	Personal Learning Plans, Postcards

Session Outline

Title	**M 13 Re-Connecting with the Group** **Tuesday 30th of January 2019**
Objectives	To welcome participants To introduce participants to the venue To remind each other of our names / what we do in life / in our organizations To re-connect with participants and contents of Y4HR project
Programme with Timing	**15:30 Opening and Welcome by Katarina Brajdic (Senior Advisor of Dep. for Youth Mobility)** Introduction to the venue, technicalities, etc. Opening and Welcome by Maari Poim (Archimedes Foundation, Youth for Human Rights project manager) postponed – due to flight delays **15:40 Welcome on behalf of the Trainers team & Introduction to the Programme** **15:45 Re-connecting with the group> Name Game** **Each participant got together with another participant or trainer and had the chance to communicate for 10 min. about Name/Country/Job/Organisation/Life Updates/Y4HR project involvement, etc. – afterwards: each pair presented each other shortly in plenary!** **Statement Exercise: ALL OF YOU WHO…** Where trainers in a NAT HRE TC Who got a baby Who experienced challenges in the NAT TC Who got more motivated to continue working on HRE Who did some of the ToT HRE activities from Slovakia in their NAT TC Who understood with HRE is Who found a new love since the last TC Who got a new job since our training in Slovakia Who have been back to Slovakia since ToT-HRE Who have been to Zagreb before Who had fun ☺ during their NAT TC Who got a Christmas present they did not like **Participants changed the sides of the room according to no/yes answers. Afterwards, the facilitator asked if anyone would like to comment. Some views and standpoints were exchanged.**
Materials	
Outcomes	Relaxed atmosphere and nice ice-breaking ☺

Session Outline

Title	**M 14 Evaluation of National Training Courses** **Tuesday 30th of January + Wednesday 31st of January**
Objectives	To evaluate the content and process of National Training Courses To reflect on own learning from the process of preparing and running National Training Courses To identify lessons learnt To draw recommendations for National Agencies and youth organisations on human rights education
Programme with Timing	**Tuesday 30th of January** **16:30 Presentations by the national teams** **Teams present the National training courses. Each team had to prepare maximum 4-5 slides / flipchart papers covering the following issues:** the context of the training course (participants, who ran the course, how did you prepare it) the content of the course (main topics addressed, methodology) main challenges you experienced the outcomes and learning (individual and group learning outcomes, other outcomes, e.g. networking, activities planned, etc.) **After each presentation some time is allocated for questions and answers** **18:30 End** **Wednesday, 31 January 2018** **9:30 Introduction to the day** **9:40 National training courses – evaluation wrap-up: working groups** **The groups (mixed) will work on the following issues:** What similarities and differences can you see in the National Training Courses? What were your main learning points? What would you recommend to National Agencies and youth organisations when organising human rights education (based on your experience?

	10:30 Presentation of recommendations
	11:00 End
Materials	
Outcomes	**Recommendations from the participants:**
	The selection of participants: mixed groups or specific groups?
	Specifying the target clearer. Making bridges to other fields (policy, etc.)
	Recognizing the needs and interests of young people when preparing the course
	Developing the training with young people together
	Including people who experienced human rights violations (We talk about them, but it is important to talk with them)
	Including coaching / mentoring perspective on a long-term basis
	Bringing HRE into everyday youth work / connecting it with everyday life
	Including the aspect of acting for HR
	Include the fundamentals on HR concepts in the training
	Including activities for people who experience difficult situations in youth work
	Developing training for teachers and social workers in school
	Working with the target group - mixed or homogenous - and adjusting the programme on the spot
	To have a possibility to choose the location for human rights education activities (it can sometimes foster human rights thinking)
	To have a stable group of trainers who know each other (the newcomer should act as an apprentice)
	Create alumni network (for participants)
	Link to dignity - to make the language more appropriate to the target group
	Having more time for the training (more days or do it in several phases)
	Before the training, think how to make it attractive (what is attractive?)
	Managing difficult participants – reflect what your limits are as a trainer (can you ask a participant to leave?)
	Bringing the concept of human rights closer to the lives of people
	Running a training as a team (not alone or as a pair)
	Making people realize that what they already do is human rights (education) related
	Having a supervisor to turn for advice in case it is needed

Session Outline

Title	**M 15 Competence development & learning**
Objectives	Participants look at their learning during the ToT Participants clarify their main learning points and collect feedback on them By sharing we inspire each other for future learning. Participants look back at the planned learning to see what worked and not and look a bit at their learning future.
Programme with Timing	**Thursday, 31st of January 2019** **11:30** Introduction: Explaining the objectives of the session. Did some groups worked on their NTC's with "competences to be developed"? Competence models….? Yes / No…. examples if any… Short introduction to our competence model developed on the session outlines of the First part of the ToT and the aims and objectives of the ToT. Participants do a first self-assessment individual using the document In pairs they explain, discuss and feedback on each other. If possible, they complete after the feedback. In the big group we do a round with their main learning point. We go to the old reflection groups where we look at their Learning plans, they made in Slovakia. We look if you managed to learn it? what not? A last short sharing in reflection groups about what they still want to learn / develop in the future.
Materials	**The competence documents.** **Their individual learning plans from ToT-HRE phase 1, in Slovakia.**
Outcomes	**Participants had interesting reflections and discussions about their learning.** **It is a still ongoing learning process.**

Session Outline

Title	**M 15 HR(E) Advocacy** **Day 2, 30**[th] **of January 2019 at 14:30**
Objectives	The workshop forms part of the competence-building process for the HRE trainers. • To reflect on diverse roles the Human Rights Educator may play advocating for HR(E); • To clarify understanding of HR advocacy by participants; • To explore the strategies and approaches for HR(E) advocacy in youth field in relation to its purposes and for diverse target groups.

Programme with Timing	**14:30** The different roles human rights educators take as advocates.
	The participants brainstorm on the roles and they must relate them to concrete actions. The result is written down on the flip-chart and explained, opening up the variety of different forms and ways of HR(E) advocacy. The difference between HRE mainstreaming and advocacy.
	
	14:45 What is HR(E) advocacy. Presentation. Understanding and Tools for.
	
	15:15 "One minute" exercise (HR advocacy in action simulation).
	The participants go in the groups of 3 and 2 people to prepare a speech "What is Human Rights Education" (10 minutes), addressing the following targets (each group gets one of):
	    o NA staff worker;
	    o Your friends, who are not in the field;
	    o Teenagers;
	    o Youth workers;
	    o Your family;
	    o The group of young refugees;
	    o Primary school kids;
	    o Politicians, representatives of the Parliament;
	    o University professors.
	
	9 Speeches go one after another. The other participants try to guess to what group it was addressed.
	The speech lasts exactly one minute and is done by one or 2 or all the group members (up to the group).
	<u>Debriefing:</u> Do you think the speeches arrived to their targets? What worked best? What did you take into account while preparation? What were the common points and differences used?
	
	15:45 Some last slides from the power point: tools for HR(E) advocacy, important institutional documents and laws.
	
	Questions of participants on HR(E) advocacy.
	Closing.
	Coffee break.

Materials	Flip chart, markers, projector, PowerPoint, colour A4 paper.

Session Outline

Title	**M 16 Managing controversy and conflict** **Wednesday 31ˢᵗ January**
Objectives	To learn about different training styles that can support to manage controversy To learn about different techniques that can help in managing difficult situations in training To identify difficult situations participants experienced during National Training Courses and to find to manage them To reflect on personal abilities and readiness to manage conflict and controversial issues
Programme with Timing	**16:30 What was controversial or difficult in National Training Courses?** **Participants sit by the tables in groups, discuss cases of controversies and difficult situations they experienced during National Training Courses. They write them down on the post-its. Once all post-its are collected the similar ones are grouped together.** **16:50 Training styles when managing controversies** **Activity: Whose side are you on? – from: Teaching Controversial Issues, Council of Europe (https://rm.coe.int/16806948b6)** **17:30 How the training style can help us in managing controversy?** **After learning about different training styles participants look back at their examples of situations they experienced and try to identify the training styles that can support them in managing the issues.** **17:50 Managing controversy and conflict: interactive presentation (summing up)** **(link to the presentation: https://docs.google.com/presentation/d/1wuTdZCcipBQYrVoSUll500eCaUqi31YYNy_hS11npxw/edit?usp=sharing)**
Materials	See links above
Outcomes	**Participants were very active and participated well.** **Afterwards many of them said it was a very important session that helped them a lot.**

Title	**M 17 Networking & Follow-Up** **Thursday 3st February**
Objectives	To stay in touch among trainers/participants/organizations To organize and initiate Erasmus plus projects 2gether To support each other in the follow up of the ToT-HRE / Y4HR project
Programme with Timing	**9:30** **Networking Dates in pairs / or / 3 pax 2gether** **Participants spend 4 x 10 min which each desired networking partner/s to discuss networking possibilities and follow-up** **10:15** **Large Creative Networking Mind Map** **Participants draw their future project ideas / Y4HR projects on a large flipchart poster on the floor, interlink and present their follow-up ideas / networking possibilities** **11:00 Break**
Materials	See links above
Outcomes	**Participants got the chance to reflect on their follow-up back home as well as on possible international possibilities.** **They also got a clearer view on what is still to happen within the Y4HR project.**

Session Outline

Title	**M 18 Evaluation** Friday 1ˢᵗ of February
Objectives	To evaluate the ToT with the participants To clarify the evaluation process that will follow the ToT online (Andreas, logistics) To evaluate shortly the usefulness of the meeting in Zagreb. To draw some conclusions and lessons from ToT for the steering group To give participants their certificates.
Programme with Timing	**11:30 Messages for the steering group.** **In 4 smaller groups participants are asked to write a short video message to the steering group of the Y4HR projects.** **The idea is to pass their experiences and view on HRE for possible follow up.** **12:00 Evaluation.** **By positioning themselves from very satisfied to not satisfied according to statements on the ToT.** **Those who feel like can also express themselves shortly on the topic and their position.** **How satisfied are you about…** The usefulness of the meeting in Zagreb Your NTC Support of the NA's The whole structure & educational process of the ToT Duration, content, support, results, …. How helpful was the team of trainers for your learning process? My contribution to mainstreaming HRE in youth work. **12:30 Certificates & closing** **Maari and Katarina give the participants their Youth pass and a ToT specific certificate.** **After participants get the chance to say their famous last words.**
Materials	Certificates
Outcomes	**Overall the participants were very satisfied concerning the ToT.** **According to some there were some things that could be better or different but nothing that would be a strong common message that needed direct change.** **It was a fast, creative evaluation because after the course the participants will still receive 2 forms to fill in. These will give us some more detailed information.**

Appendices: for ToT-HRE phase 1 (held in Slovakia)

Appendix 1: M1 Reflection Group: Personal Learning Plan
Appendix 2: M4 The Concept of Human Rights: Jigsaw Materials
Appendix 3: M8 What is HRE, presentation 1 & 2
Appendix 4: Programme of the ToT-HRE Phase 1

Appendices: for ToT-HRE phase 2 (held in Croatia)
Appendix 5: Programme of the ToT-HRE Phase 2

Appendix 1: M1 Reflection Groups:

PERSONAL LEARNING PLAN

Date:

Name:

1a) WHAT would I like to achieve / learn?

1b) WHICH COMPETENCES would I like to gain or further develop as a trainer *(during this Y4HR project)?

2) HOW? What will I do to „get there"…

3) BY WHEN?

4) WHOM will I ask for FEEDBACK and SUPPORT?

Appendix 2: M4 The Concept of HR: Jigsaw materials

How are human rights promoted and protected?

Defining human rights is not enough; measures must be taken to ensure that they are respected, promoted and fulfilled. In the domestic legal system, law is binding and the courts and the police use force to compel compliance. In the international human rights regime, law is not treated in quite the same way. The term "enforcement," for example, refers to coerced compliance, which is rare, while most efforts focus on "implementation", that is, as wide range of supervision, monitoring and general efforts to make duty-holders accountable. Implementation is further subdivided into promotion (i.e., preventive measures that seek to ensure respect for human rights in the future) and protection (i.e., responses to violations that have occurred in the past or are ongoing).

Promotion of human rights is achieved through developing awareness, standard setting and interpretation, and creation of national institutions. Awareness of human rights is a precondition to acting on them and is advanced though dissemination of knowledge (e.g., publications, information campaigns) and human rights education at all levels. Second is standard-setting, the drafting of human rights texts, in which the UN Commission on Human Rights, established in 1946, played a central role until it was replaced in 2006 by the Human Rights Council. Numerous other bodies in the UN system, such as the Commission on the Status of Women, and UN Specialized Agencies (such as the International Labour Organization and UNESCO), as well as the regional organizations (Council of Europe, Organization of American States, African Union, League of Arab States, Association

of Southeast Asian Nations) adopt and monitor other international human rights texts.

The third preventive or promotional means of implementation is national institution building, which includes improvements in the judiciary and law enforcement institutions and the creation of specialized bodies such as national commissions for human rights and offices of an ombudsman. The protection of human rights involves a complex web of national and international mechanisms to monitor, judge, urge, denounce, and coerce states, as well as to provide relief to victims. Monitoring compliance with international standards is carried out through the reporting and complaints procedures of the UN treaty bodies and regional human rights commissions and courts. States are required to submit reports and the monitoring body— often guided by information provided by NGOs—which examines progress and problems with a view to guiding the reporting country to do better. The Human Rights Council also carries out a Universal Periodic Review (UPR) of all countries, regardless of treaty ratification. Several optional procedures allow individuals and groups (and sometimes other states) to petition these bodies for a determination of violations. The quasi-judicial bodies (such as the Human Rights Committee or the African Commission on Human and Peoples' Rights) utilize various forms of fact-finding and investigation and issue their views so that governments can take action to live up to their human rights obligations.

Another means of protection is adjudication of cases by fully empowered courts, the main international ones being the International Court of Justice (which can only decide cases between states that agree to submit their dispute to the Court), the International Criminal Court (which can try individuals for genocide, crimes against humanity, war crimes and the crime of aggression), as well as the regional courts, namely, the European Court of Human Rights (open to persons within the 47 member states of the Council of Europe); the Inter-

American Court of Human Rights (open to the 25 states parties—23 active parties—to the American Convention on Human Rights); and the African Court of Justice and Human Rights (open to the African Commission on Human and Peoples' Rights, individuals and accredited NGOs from those of the 54 African Union members that have ratified the protocol establishing the Court, numbering 30 in 2016).

Political supervision refers to the acts of influential bodies made up of representatives of states, including resolutions judging the policies and practices of states. The UN Human Rights Council, the UN General Assembly, the Committee of Ministers of the Council of Europe, the Assembly of the Organization of American States, all have adopted politically significant resolutions denouncing governments for violations of human rights and demanding that they redress the situation and often that they provide compensation to the victims. Parliamentary Commissions and National Human Rights Commissions, as well as local and international NGOs, also follow-up their investigations with firmly worded and politically significant demands for change. This form of sanction may appear toothless since it is not backed up with coercive force; nevertheless, in practice many governments take quite seriously the pronouncements of such bodies and go to considerable lengths to avoid such political "naming and shaming," including by improving their human rights performance.

Another means of responding to human rights violations is through humanitarian relief or assistance. Provision of food, blankets, tents, medical services, sanitary assistance, and other forms of aid save lives and improve health of persons forcibly displaced, often as a result of largescale human rights violations.
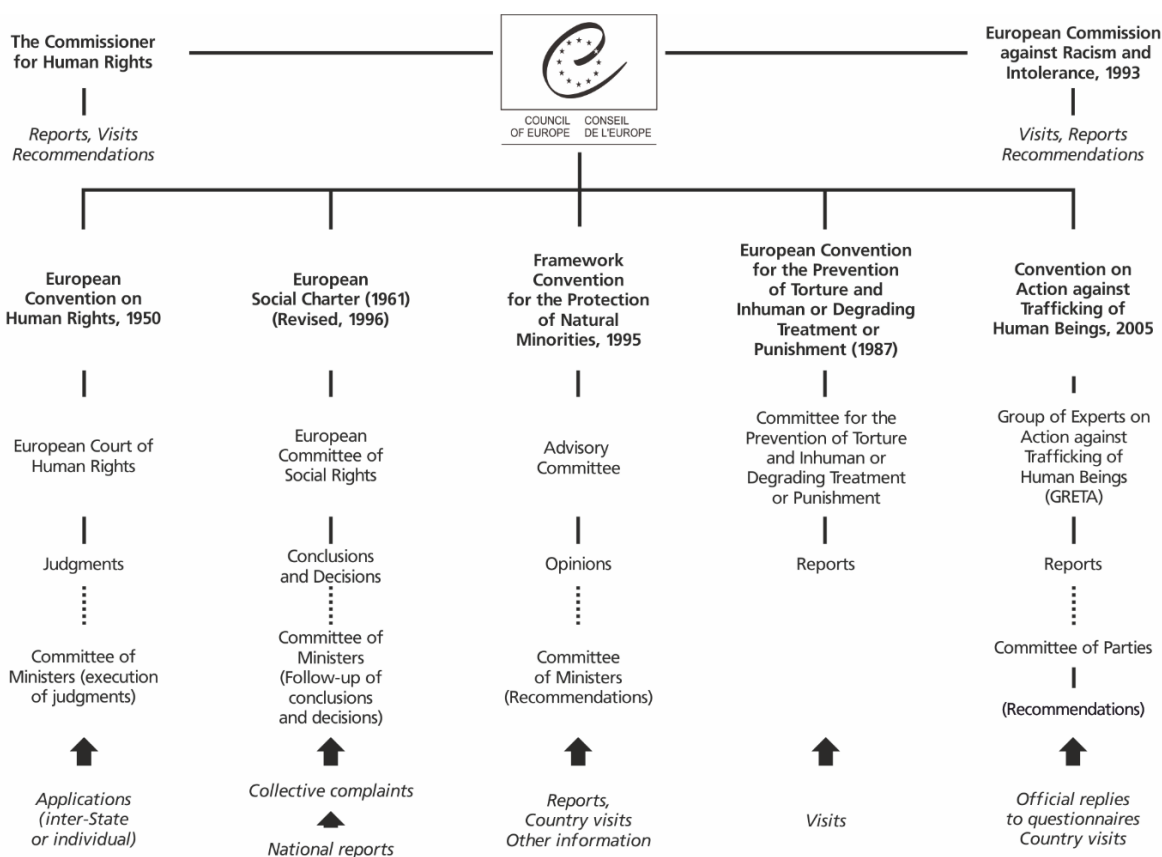
Finally, the use of coercion is available only to the UN Security Council, which can use its powers under Chapter VII of the UN Charter to impose sanctions, cut off communications, create ad hoc criminal tribunals, and authorize the use of force by member states or deploy UN troops to put an end to a threat to international peace and security, which it has on occasion interpreted to include human rights violations.

In Europe…
Europe has a well-established system within the Council of Europe for the protection of human rights of which the cornerstone is the European Convention of Human Rights with its European Court of Human Rights based in Strasbourg.

Just as at the UN level, social and economic rights in Europe are provided for in a separate document. The (Revised) European Social Charter is a binding document that covers rights to safeguard people's standard of living in Europe. In addition to these two major instruments, the Council of Europe's action in the field of human rights include other specific instruments and conventions that complement the guarantees and provisions of the ECHR by addressing specific situations or vulnerable groups. Conventional monitoring systems are complemented by other independent bodies such as the European Commission against Racism and Intolerance and the Commissioner for Human Rights. Altogether, the work of the Council of Europe for human rights should be able to take into account social, scientific and technological developments, and the possible new challenges that they present for human rights.

Main human rights instruments and implementation mechanisms of the Council of Europe

The Commissioner for Human Rights		COUNCIL OF EUROPE · CONSEIL DE L'EUROPE		European Commission against Racism and Intolerance, 1993
Reports, Visits Recommendations				*Visits, Reports Recommendations*
European Convention on Human Rights, 1950	European Social Charter (1961) (Revised, 1996)	Framework Convention for the Protection of Natural Minorities, 1995	European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (1987)	Convention on Action against Trafficking of Human Beings, 2005
European Court of Human Rights	European Committee of Social Rights	Advisory Committee	Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment	Group of Experts on Action against Trafficking of Human Beings (GRETA)
Judgments	Conclusions and Decisions	Opinions	Reports	Reports
Committee of Ministers (execution of judgments)	Committee of Ministers (Follow-up of conclusions and decisions)	Committee of Ministers (Recommendations)		Committee of Parties
				(Recommendations)
↑ *Applications (inter-State or individual)*	↑ *Collective complaints* ↑ *National reports*	↑ *Reports, Country visits Other information*	↑ *Visits*	↑ *Official replies to questionnaires Country visits*

Many people would argue that the poor human rights record in the world is a result of the lack of proper enforcement mechanisms. It is often left up to individual states to decide whether they carry out recommendations. In many cases, whether an individual or group right will in fact be guaranteed depends on pressure from the international community and, to a large extent, on the work of NGOs. This is a less than satisfactory state of affairs, since it can be a long wait before a human rights violation is actually addressed by the UN or the Council of Europe.

Can anything be done to change this? Firstly, it is essential to ensure that states guarantee human rights at national level and that they develop a proper mechanism for remedying any violation. At the same time, pressure must be put on states to commit themselves to those mechanisms that have enforcement procedures.

Sources: *Human Rights: A Brief Introduction by Stephen P. Marks, Harvard University 2016,* https://cdn1.sph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf
Compass – Manual for Human Rights Education with Young People, Council of Europe 2012: https://www.coe.int/en/web/compass

Short history of human rights

The historical context of human rights can be seen from a wide range of perspectives. At the risk of oversimplification, four approaches to the history of human rights can be mentioned.

The first approach traces the deeper origins to ancient religious and philosophical concepts of compassion, charity, justice, individual worth, and respect for all life found in Hinduism, Judaism, Buddhism, Confucianism, Christianity and Islam. Precursors of human rights declarations are found in the ancient codes of Hammurabi in Babylon (about 1772 BCE), the Charter of Cyrus the Great in Persia (about 535 BCE), edicts of Ashoka in India (about 250 BCE), and rules and traditions of pre-colonial Africa and pre-Columbian America.

Others trace modern human rights to the emergence of natural law theories in Ancient Greece and Rome and Christian theology of the Middle Ages, culminating in the rebellions in the 17th and 18th century Europe, the philosophers of the Enlightenment and the Declarations that launched the French and American revolutions, combined with the 19th century abolitionist, workers' rights and women's suffrage movements.

A third trend is to trace human rights to their enthronement in the United Nations Charter of 1945, in reaction to the Holocaust and drawing on President Roosevelt's Four Freedoms and the impact of the Universal Declaration of Human Rights of 1948 on subsequent national constitutions and foreign policy and international treaties and declarations.

A fourth view is the very recent revisionist history that considers human rights as peripheral in the aftermath of World War II and only significant as a utopian ideal and movement beginning in the 1970s as an alternative to the prevailing ideological climate.

Documents asserting individual rights, such the Magna Carta (1215), the English Bill of Rights (1689), the French Declaration on the Rights of Man and Citizen (1789), and the US Constitution and Bill of Rights (1791) are the written precursors to many of today's human rights documents. Yet many of these documents, when originally translated into policy, excluded women, people of color, and members of certain social, religious, economic, and political groups. Nevertheless, oppressed people throughout the world have drawn on the principles these documents express to support revolutions that assert the right to self-determination.

Much scholarship, especially in Europe and North America, dates modern human rights theory and practice from the Enlightenment and the transformative influence of the French and American Revolutions of the 18th century and liberation of subjugated people from slavery and colonial domination in the 19th and 20th centuries.

Concepts of human progress and human rights advanced in the 19th century, when capitalism and the industrial revolution transformed the global economy and generated immense wealth at the expense of colonized peoples and oppressed workers. Human rights advanced but mainly for propertied males in Western societies. Since the 19th century, the human rights of former colonialized peoples, women, excluded minorities, and workers has advanced, but the gap remains between the theory of human rights belonging to all, regardless of race, sex, language, religion, political or other opinion, national or social origin, caste, property, birth or other status, and the reality of inequality and discrimination.

The Second World War was the defining event for the internationalization of human rights. In 1940, H.G. Wells wrote The Rights of Man or What are We Fighting For?; Roosevelt announced the "four freedoms" (freedoms of speech and worship and freedoms from want and fear) in his 1941 State of the Union address; the UN Charter established in

1945 an obligation of all members to respect and observe human rights and created a permanent commission to promote their realization; the trial of Nazi doctors defined principles of bioethics that were codified in the Nuremberg Code in 1946; and the Nuremberg Trials, in 1945– 46, of 24 of the most important captured leaders of Nazi Germany, established individual criminal responsibility for mass human rights violations. Each of these events connected with World War II has had major repercussions for human rights today.

In the War's immediate aftermath, bedrock human rights texts were adopted: the Genocide Convention and the Universal Declaration of Human Rights in 1948, the Geneva Conventions in 1949 on the protection of victims of armed conflict, followed in 1966 by the International Covenants on Human Rights and scores of UN and regional human rights texts on issues such as torture, the rights of the child, minorities, discrimination against women, and disability rights, along with the creation of investigative and accountability procedures at the intergovernmental level.

Sources: Nancy Flowers, Human Rights Here and Now, Celebrating the Universal Declaration of Human Rights, University of Minnesota, Human Rights Resource Centre: http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-1/short-history.htm
Human Rights: A Brief Introduction by Stephen P. Marks, Harvard University 2016, https://cdn1.sph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf

The state of human rights nowadays

The adoption of norms and the implementation of accountability procedures are not enough to eliminate the deeper causes of human rights deprivation. The most salient challenges to the effectiveness of human rights at the global level relate to the reliance on the state to take responsibility for correcting its ways; structural issues of the global economy favouring the maximization of profits in ways over which human rights machinery has little or no control or impact; and cultural conditions based on patriarchy, class, caste and ethnicity, which only change slowly over time as power relations and mentalities change.

So, where are we with human rights nowadays. Please find below some examples, which in many cases, constitute serious challenges to human rights:

Populism

In reaction to the election of Donald Trump, the United States saw a broad reaffirmation of human rights from many quarters. Trump won the presidency with a campaign of hatred against Mexican immigrants, Muslim refugees, and other racial and ethnic minorities, and an evident disdain for women. A powerful response came from civic groups, journalists, lawyers, judges, many members of the public, and sometimes even elected members of Trump's own party. Trump was still able to take regressive steps by executive action—deporting many people without regard to their deep ties to the United States, reviving a cruel and discredited policy of mass incarceration of criminal offenders, easing oversight against police abuse, and restricting global funding for women's reproductive health. But the resistance limited the harm that might have been done, most notably his efforts to discriminate against Muslims seeking to visit or obtain asylum in the United States, to undermine the right to health care in the US, to expel transgender people from the military, and even, in some cases, to deport long-term resident immigrants. Secretary of State Rex Tillerson largely rejected the promotion of human rights as an element of US foreign policy while more broadly reducing the role of the US abroad by presiding over an unprecedented dismantling of the State Department.

Germany over the past year made headlines when the Alternative for Germany (AfD) became the first far-right party to enter its parliament in decades. That ascent cut into support for the ruling coalition including Chancellor Angela Merkel's Christian Democratic Union (CDU) party and complicated her task of forming a new governing coalition. Merkel's preoccupation with domestic politics, and her ongoing defense of her 2015 decision to admit large numbers of asylum seekers to Germany, have ironically deprived Europe of a strong voice for the rights of refugees and immigrants—the most contentious issue on the continent today.

Central Europe has become especially fertile ground for populists, as certain leaders use fear of migration elsewhere in Europe to undermine checks and balances on their power at home. But there, too, the populists encountered resistance. In Poland, amid large public protests and strong international criticism including from EU institutions, President Andrzej Duda vetoed the Polish government's initial attempt to undermine judicial independence and the rule of law, although the alternative he then advanced still fell short. In Hungary, the threat of EU legal action—as well as international condemnation, including from the United States—impeded the government's plans to close Central European University, a bastion of independent thought that stood in opposition to the "illiberal democracy" championed by Prime Minister Viktor Orban. In the case of Poland at

least, there is growing recognition in EU institutions and some member states that its assaults on democratic rule pose a threat to the EU itself. And given Poland's and Hungary's position as major beneficiaries of EU funding, a debate is beginning on whether that aid should be linked to upholding the EU's basic values.

In Turkey, the prosecution and jailing of journalists for doing their work continued after the closing of media outlets since the coup attempt. Turkey is the world leader in jailing journalists and media workers as they face criminal investigations and trials, with around 150 behind bars at time of writing. Most newspapers and television channels lack independence and promote the government's political line.

Women's rights

Several of today's populists display a misogynist slant. In the past year, Russia decriminalized certain acts of domestic violence. Poland, already possessing one of the most restrictive abortion laws in Europe, is now limiting access to emergency contraception. Under Trump, the US government reintroduced an expanded "Global Gag Rule" that vastly reduces funding for essential health care for women and girls abroad. Yet there were rising voices in response. The Women's March, convened initially as an American response to the election of Trump, morphed into a global phenomenon, with millions gathering in support of women's human rights. Canadian Prime Minister Justin Trudeau and French President Macron both identified themselves as feminists, with Canada making the pursuit of gender equality a central part of its aid programs and France announcing new measures to combat gender-based violence and sexual harassment. The Dutch, Belgian, and Scandinavian governments led efforts to establish an international reproductive rights fund to replace US funding lost through the Global Gag Rule, and Sweden pursued a "feminist foreign policy" that prioritizes the rights of women and girls in places such as Saudi Arabia. Responding in large part to the campaigning of women's rights activists, three Middle Eastern and North African states—Tunisia, Jordan, and Lebanon—repealed provisions in their penal codes that allowed rapists to escape punishment by marrying their victims.

LGBT rights

Sexual and gender minorities were a common target of governments seeking to rally conservative backers, often as a diversion from governance failures. Whether Putin in Russia, al-Sisi in Egypt, or Mugabe in Zimbabwe, leaders tried to stoke moral panic for their own political gain against lesbian, gay, bisexual, and transgender (LGBT) people. Police in Indonesia, Tanzania, and Azerbaijan targeted LGBT people in public and raided private spaces with impunity. Regardless of its form, heightened persecution of LGBT people is a good indication that the government is failing to deliver on public expectations. Yet the assumption that persecution of LGBT people would inevitably meet with approval is becoming less certain.

Most Latin American countries have moved squarely into the pro-LGBT rights camp in international forums, joining Japan along with many North American and European countries. Mozambique, Belize, Nauru and the Seychelles have in recent years all decriminalized same-sex conduct. This pushback manifested itself even in Russia. The detention, torture, enforced disappearance and murder of gay men by forces under Chechen President Ramzan Kadyrov met such widespread outrage that Putin was compelled to rein in his brutal ally, ending the purge in this southern Russian republic. Yet elsewhere other priorities still sometimes got in the way, as in the response to anti-LGBT

crackdowns in Egypt, where donors seemed reluctant to raise the issue for fear of offending a counterterrorism ally.

Conflicts and protection of civilians
The intensifying fighting in Syria, over more than six years has for the warring sides meant stooping to such low levels of depravity as to attack civilians and civilian objects, which are protected in law. In the last year, 336 attacks were reported against medical centres alone. So vicious and seemingly intentional are these attacks by the parties to the conflict that some say a clinic is now the most dangerous place to be in Syria. Health-workers and ambulance personnel have been disappeared, abducted, tortured, killed. A report by the Safeguarding Health in Conflict Coalition, to which Johns Hopkins contributed, found that 27% of the health-workers killed in Syria in 2015 were shot, executed, or tortured to death. Humanitarian workers are prevented from bringing in essential medical supplies, even food, to the hundreds of thousands of people confined in besieged areas, all in direct violation of international law. Last week's aerial attack on civilians close to Idlib, which exposed them to prohibited chemical agents, also brought horrific consequences, yet again, to first responders and medical personnel.

Other challenges to human rights that can be mentioned include:
Global terrorism and the ways the states respond to it (e.g. mass surveillance)
The growing impact of multi-national corporations on global politics: In some cases, some corporations have lobbied their governments to aggressively support regimes that are favorable to them.
Growing poverty
Hate speech vs. free speech on the internet: while it may be easier to disseminate and receive diverse information, it is also subject to censorship itself, often by countries with political objectives in mind.

This list is not exhaustive. These are the symptoms of sickening political and economic cultures evident in many countries whose political fabric is becoming more venomous, more intolerant, more hysterical and more untruthful. To put it differently. Where States are unable or are unwilling to uphold human rights, they are laying the groundwork for social degradation and ill-health to intensify, and become active threats to human dignity, life and sustainable, peaceful development.

Sources: Global Challenges to Human Rights, Speech by Zeid Ra'ad Al Hussein, UN High Commissioner for Human Rights, delivered at Johns Hopkins Centre for Public Health and Human Rights on 12 April 2017:
http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=21499&LangID=E

World Report 2018, Human Rights watch 2017:
https://www.hrw.org/sites/default/files/world_report_download/201801world_report_web.pdf

Human Rights: A Brief Introduction by Stephen P. Marks, Harvard University 2016,
https://cdn1.sph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf

What are human rights?

Human rights constitute a set of norms governing the treatment of individuals and groups by states and non-state actors on the basis of ethical principles regarding what society considers fundamental to a decent life. These norms are incorporated into national and international legal systems, which specify mechanisms and procedures to hold the duty-bearers accountable and provide redress for alleged victims of human rights violations. Human rights are not dependent on promises or guarantees by another party. Someone's right to life is not dependent on someone else promising not to kill him or her: their life may be, but their right to life is not. Their right to life is dependent on only one thing: that they are human.

Two of the key values that lie at the core of the idea of human rights are **human dignity and equality**. Human rights can be understood as defining those basic standards which are necessary for a life of dignity; and their universality is derived from the fact that in this respect, at least, all humans are equal. We should not, and cannot, discriminate between them. These two beliefs, or values, are really all that is required to subscribe to the idea of human rights, and these beliefs are hardly controversial. That is why human rights receive support from every culture in the world, every civilised government and every major religion. It is recognised almost universally that state power cannot be unlimited or arbitrary; it needs to be limited at least to the extent that all individuals within its jurisdiction can live with certain minimum requirements for human dignity.

Many other values can be derived from these two fundamental ones and can help to define more precisely how in practice people and societies should co-exist. For example:
Freedom: because the human will is an important part of human dignity. To be forced to do something against our will demeans the human spirit.
Respect for others: because a lack of respect for someone fails to appreciate their individuality and essential dignity.
Non-discrimination: because equality in human dignity means we should not judge people's rights and opportunities on the basis of their characteristics.
Tolerance: because intolerance indicates a lack of respect for difference; and equality does not signify uniformity.
Justice: because people equal in their humanity deserve fair treatment
Responsibility: because respecting the rights of others entails responsibility for one's actions and exerting effort for the realisation of the rights of one and all.

Human rights have in common an ethical concern for just treatment, built on empathy or altruism in human behavior and concepts of justice in philosophy. The philosopher and economist, Amartya Sen, considers that "Human rights can be seen as primarily ethical demands… Like other ethical claims that demand acceptance, there is an implicit presumption in making pronouncements on human rights that the underlying ethical claims will survive open and informed scrutiny." In moral reasoning, the expression "human rights" is often not distinguished from the more general concept of "rights," although in law a "right" refers to any entitlement protected by law, the moral validity or legitimacy of which may be separate from its legal status as an entitlement. The moral basis of a right can draw on concepts such as natural law, social contract, justice as fairness, consequentialism and other theories of justice. In all these philosophical

traditions, a right is conceived as an entitlement of individuals, either by virtue of being human or because they are members of a political community (citizens). In law, however, a right is any legally protected interest, whatever the social consequence of the enforcement of the right on the wellbeing of persons other than the right-holder (e.g., the property right of a landlord to evict a tenant, the right of a business to earn profits). To avoid confusion, it is helpful to use the term "human right" or its equivalent ("fundamental right," "basic freedom," "constitutional right") to refer to a higher order right, authoritatively defined and carrying the expectation that it has a peremptory character and thus prevails over other (ordinary) rights and reflects the essential values of the society adopting it.

Before they are written into legal texts, human rights often emerge from claims of people suffering injustice and thus are based on moral sentiment, culturally determined by contextualized moral and religious belief systems.

The claim that human rights are universal holds that they are the same for everyone because they are inherent in human beings by virtue of all people being human, and that human rights therefore derive from nature (hence the term "natural rights"). The UDHR refers to "the inherent dignity and … equal and inalienable rights of all members of the human family [as] the foundation of freedom, justice and peace in the world."

Another basis for saying that human rights are universal is to rely on their formal adoption by virtually all countries that have endorsed the UDHR or have ratified human rights treaties. Cultural relativists claim that human rights are based on values that are determined culturally and vary from one society to another, rather than being universal. There are several variants of this position. One is the so-called "Asian values" argument, according to which human rights is a Western idea, which is at odds with the way in which leaders in Asian societies provide for the needs of their people without making the individual supreme, prioritizing instead the value of societal harmony and the good of the collective. A related view holds that the concept of human rights is a tool of Western imperialism used to disguise political, economic and military ambitions of Western nations against those in the developing world. A third is the "clash of civilizations" argument that only the liberal West, among the roughly seven civilizations in the world, is capable of realizing human rights since the other civilizations lack sufficient sense of the individual and the rule of law. The World Conference on Human Rights (Vienna, June 1993) addressed the general question of balancing universal and cultural claims with this compromise language: "All human rights are universal, indivisible and interdependent and interrelated. The international community must treat human rights globally in a fair and equal manner, on the same footing, and with the same emphasis. While the significance of national and regional particularities and various historical, cultural and religious backgrounds must be borne in mind, it is the duty of States, regardless of their political, economic and cultural systems, to promote and protect all human rights and fundamental freedoms". This statement nevertheless captures an important feature of human rights today, namely, that they are universal but must be realized in the context of the prevailing values of each society. We should note that the universality of human rights does not in any way threaten the rich diversity of individuals or of different cultures. Universality is not synonymous with uniformity. Diversity requires a world where everyone is equal, and equally deserving of respect. Human rights serve as minimum standards applying to all human beings; each state and society is free to define and apply higher and more specific standards.

Human rights are inalienable.
This means that you cannot lose them, because they are linked to the very fact of human existence, they are inherent to all human beings. In particular circumstances some – though not all – may be suspended or restricted. For example, if someone is found guilty of a crime, his or her liberty can be taken away; or in times of national emergency, a government may declare this publicly and then derogate from some rights, for example in imposing a curfew restricting freedom of movement.

Human rights are indivisible, interdependent and interrelated.
This means that different human rights are intrinsically connected and cannot be viewed in isolation from each other. The enjoyment of one right depends on the enjoyment of many other rights and no one right is more important than the rest.

Human rights are universal,.
Which means that they apply equally to all people everywhere in the world, and with no time limit. Every individual is entitled to enjoy his or her human rights without distinction of "race" or ethnic background, colour, sex, sexual orientation, disability, language, religion, political or other opinion, national or social origin, birth or other status.

Sources: *Human Rights: A Brief Introduction by Stephen P. Marks, Harvard University 2016,* https://cdn1.sph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf
Compass – Manual for Human Rights Education with Young People, Council of Europe 2012: https://www.coe.int/en/web/compass

What human rights do we have?

The most reliable source of the core content of international human rights is found in the International Bill of Human Rights (that includes: Universal Declaration of Human Rights, International Covenant on Civil and Political Rights and International Covenant on Economic, Social and Cultural Rights) which enumerates approximately fifty normative propositions on which additional human rights documents have built. Scores of regional and UN treaties have expanded the scope of recognized human rights, including in specialized areas such as protection of victims of armed conflict, workers, refugees and displaced persons, and persons with disabilities.

The International Bill of Human Rights enumerates five group rights, twenty-four civil and political rights (CPR), and fourteen economic, social and cultural rights (ESCR). It also sets out seven principles that explain how the rights should be applied and interpreted. The group rights listed in the International Bill of Human Rights include two rights of peoples (self-determination and permanent sovereignty over natural resources) and three rights of ethnic, religious and linguistic minorities (namely, the rights to enjoy one's own culture, to practice one's own religion, and to use one's language).

The civil and political rights include five relating to physical integrity (rights to life; freedom from torture; freedom from slavery; freedom from arbitrary arrest or detention; and the right to humane treatment under detention). Five other rights relate to the individual's autonomy of thought and action (namely, freedom of movement and residence; prohibition of expulsion of aliens; freedom of thought, conscience and religious belief; freedom of expression; and the right to privacy). Another four rights concern the administration of justice (no imprisonment for debt; fair trial—for which 16 additional rights are enumerated—; the right to personhood under the law; and the right to equality before the law). Six other civil & political rights relate to participation in civil society (freedom of assembly; freedom of association; the right to marry and found a family; rights of children; the right to practice a religion; and—as an exception to free speech—the prohibition of war propaganda and hate speech constituting incitement). The final sub-set of these rights is the four relating to political participation (namely, the right to hold public office; to vote in free elections; to be elected to office; and to equal access to public service).

The economic, social and cultural rights reaffirmed in the International Bill of Human Rights include four workers' rights (the right to gain a living by work freely chosen and accepted; the right to just and favorable conditions of work; the right to form and join trade unions; and the right to strike). Four others concern social protection (social security; assistance to the family, mothers and children; adequate standard of living, including food, clothing and housing; and the highest attainable level of physical and mental health). The remaining rights are the six concerning education and culture (the right to education directed towards the full development of the human personality; free and compulsory primary education; availability of other levels of education; participation in cultural life; protection of moral and material rights of creators and transmitters of culture, and the right to enjoy the benefits of scientific progress).

In addition to the traditional grouping of human rights in the two major categories of human rights (CPR and ESCR), a third category of "solidarity rights" or "third generation rights" is sometimes invoked, including the rights to development, to a clean environment, and to humanitarian assistance). The reasons for separating CPR from ESCR have been questioned. For example, it is often claimed that CPR are absolute and immutable, whereas ESCR are relative and responsive to changing conditions. However, all rights are proclaimed on the expectation that they will be of lasting value but in fact all have emerged when social pressures have been strong enough to challenge power relations and expand the list. Consider, for example, that torture was an accepted means of obtaining a confession, that slavery was widely practiced and accepted for centuries, and that women were treated as chattel in many societies and only received political rights in the last century. Thus, these CPR have not been permanent features of society. It is also argued that CPR are to be implemented by states immediately, may be enforced through judicial remedies, and are relatively cost-free since they merely require the state to leave people alone (so-called "negative rights"), whereas ESCR should be implemented progressively, in accordance with available resources, since they require state expenditure (so-called "positive rights") and are not suitable for lawsuits ("non-justiciable"). In many circumstances this is true; however, many ESCR have been made "justiciable" (that is, people can sue the state if they consider that the right has not been respected), and many CPR are not achieved merely passively but require a considerable investment of time and resources (for example, to train law enforcement officials or establish an independent judiciary).

Source: *Human Rights: A Brief Introduction by Stephen P. Marks, Harvard University 2016,* https://cdn1.sph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf
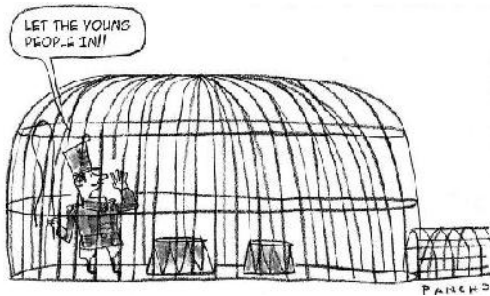
HUMAN RIGHTS EDUCATION

What is it?

What is part of it?

Children

Citizenship and Participation

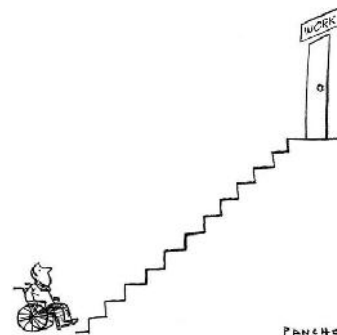LET THE YOUNG PEOPLE IN!!

Culture and Sport

YOUR WEIGHT IN €

Democracy

ALL FORMER DICTATORS WILL TELL YOU...

...DEMOCRACY IS THE WORSE OF ALL SYSTEMS

Disability and Disabilism

WORK

Discrimination and Intolerance

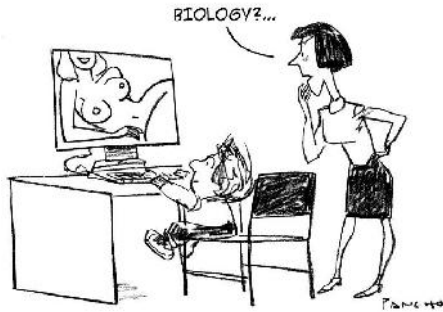## Education

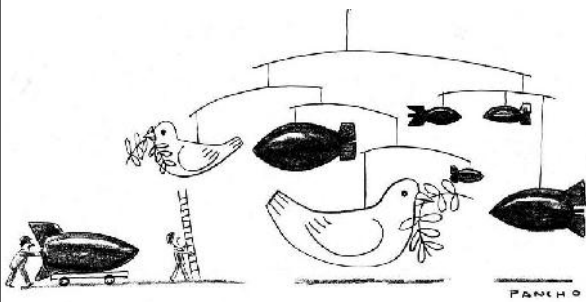## Environment

Gender

Globalisation

Health

Media

Migration

Peace and Violence

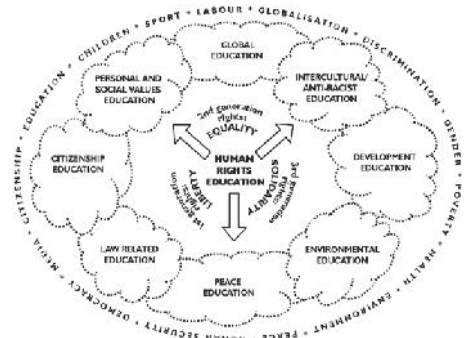

Poverty

Religion and Belief

Rememberance

War and Terrorism

Work

HUMAN RIGHTS EDUCATION

HUMAN RIGHTS EDUCATION

Is

« …Educational activities and programmes that focus on promoting equality in human dignity… »

Human Rights Education Youth Programme of the Council of Europe


Human rights education means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behavior, to empower learners to contribute to the building and defense of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms

Charter on Education for Democratic Citizenship and Human Rights Education   Council of Europe 2010

Education, training and information aimed at building a universal culture of human rights. ..not only provides knowledge about human rights and the mechanisms, but also imparts the skills needed to promote, defend and apply human rights in daily life. Human rights education fosters the attitudes and behaviors needed to uphold human rights for all members of society.

UN world programme for HRE


WHY ? HRE with young people

HRE

Information

Awareness raising / Prevention

Development Personal and Society

Advocacy
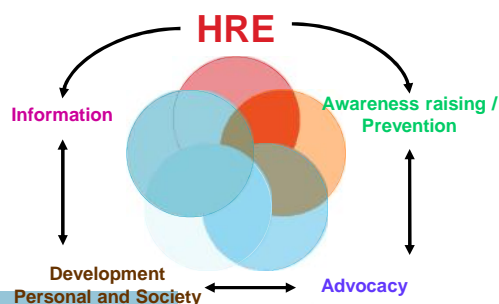
Learning objectives in HRE:

‣ Knowledge – learning *about* human rights

‣ Attitudes and values – learning *through* and learning *in* human rights
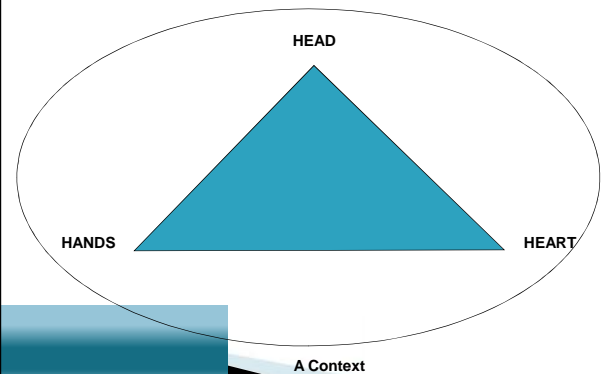
‣ Skills – learning *for* human rights

It aims at social change …

Transformative learning

in special situations there is also a far-reaching type of learning that has been described as *transformative* learning
(Mezirow)

Learning

HEAD

HANDS

HEART

A Context
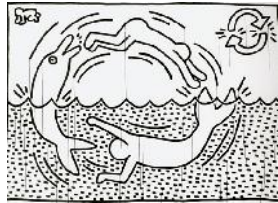
Essential education approaches

- Holistic Learning
- Open-ended learning
- Values clarification
- Participation
- Co-operative learning
- Experiential learning
- Learner-centredness
- Adresses problems and conflict situations
- Leads to action

Human rights education is a fundamental human right

- Art 26 of UDHR: right to education… that promotes strengthening and respect for HR…
- UN Declaration on Human Rights education and training (2011)
- CoE: Charter on Education for Democratic citizenship and Human Rights Education (recommendation 2010)

Training of Trainers in Human Rights Education

Programme

Monday, 4 June

Arrival of participants
17:00   Official opening of the course
Peter Krajňák (Ministry of Education, Science, Research and Sport of the Slovak Republic)
Martin Giertl (Ministry of Interior of the Slovak Republic)
Alena Minns (Iuventa – Slovak Youth Institute)
Maari Poim (Archimedes Foundation, Youth for Human Rights project manager)
18:00   Getting to know each other
19:00   Dinner
20:00   Welcome evening - group building activities

Tuesday, 5 June

9:30   Presentation of the aims and objectives, methodology and the programme of the course
9:45   Presentation of the Youth for Human Rights project (incl. Erasmus+ Programme)
10:15   Expectations of the participants
11:00   Break
11:30   Human rights and me
12:15   The concept of human rights – interactive input (preparation)
13:00   Lunch
14:30   The concept of human rights – cont.
16:00   Break
16:30   Challenges to human rights nowadays - group work
18:00   Reflection groups
19:00   Dinner
20:00   Fair of organisations

Wednesday, 6 June

9:30   Getting started with human rights education – simulation activity
11:00   Break
11:30   Debriefing and evaluation of the simulation activity
13:00   Lunch
14:30   What is behind human rights education – input
15:15   Practical workshops in human rights education: (break included)
-   Gender

- Islamophobia
- Terrorism
- Nationalism
- Migration

18:00   Reflection groups
20:00   Intercultural evening revisited

Thursday, 7 June

9:30   The roles of the trainer/educator in HRE (values and competences) – individual and group work
11:00   Break
11:30   Challenges in educational work – workshop
13:00   Lunch

Free afternoon

19:00 Dinner

Friday, 8 June

9:30   Designing a programme of an educational activity in HRE – workshop
11:00   Break
11:30   Designing a programme of an educational activity – cont.
12:15   Introduction to National TC
13:00   Lunch
14:30   Working groups of National TCs – in national groups (break included)
18:00   Reflection groups
19:00   Dinner

Saturday, 9 June

9:30   Presentation of national training courses developed by the participants (with feedback)
11:00   Break
11:30   Personal action/learning plans
12:00   Evaluation and closing of the training course
13:00   Lunch
13:30   Leaving the place

Training of Trainers in Human Rights Education – Phase II

30ᵗʰ January – 1ˢᵗ of February 2019, Zagreb

Programme

Wednesday, 30 January

Afternoon: Arrival of Participants

3:30 pm Opening and Welcome by Katarina Brajdic (Senior Advisor Department for Youth Mobility) and Maari Poim (Archimedes Foundation, Youth for Human Rights project manager)

3:40 pm Welcome on behalf of the Trainers Team & Introduction to the Programme

3:45 pm Re-connecting with the group (names, life updates, Y4HR project)

4:30 pm Presentations, Reflections and Lessons Learnt from the NAT TC on HRE (national group presentations, plus Q & A)

7:00 Dinner

9:00 Welcome Evening

Thursday, 31 January

7:30-9:00 am Breakfast

9:30 am Competences and Roles of HR Educators (Including Self-Assessment & Personal Learning Plan)

11:00 am Break

11:30 Competences and Roles of HR Educators (Including Self-Assessment & Personal Learning Plan)

1:00 pm Lunch

2:30 pm Workshops on Capacity Building and Competence Development

2:30 pm Human Rights Education Advocacy Workshop

4-4:30 pm Break

4:30 pm Workshops on Capacity Building and Competence Development

➢ Managing Controversy during HRE training activities
➢ Dealing with Conflict during HRE training activities

6:00 pm Wrap up in Plenary

7:00 pm Dinner

9:00 pm Fun Empowerment Evening ☺

Friday, 1 February

7:30-9:00 am Breakfast

 9:30 am Networking

11:00 Break

11:30 Follow-up on European and National levels

12:30 Evaluation & Closing (Group Picture)

1:00 pm Lunch

> ➢ Departures