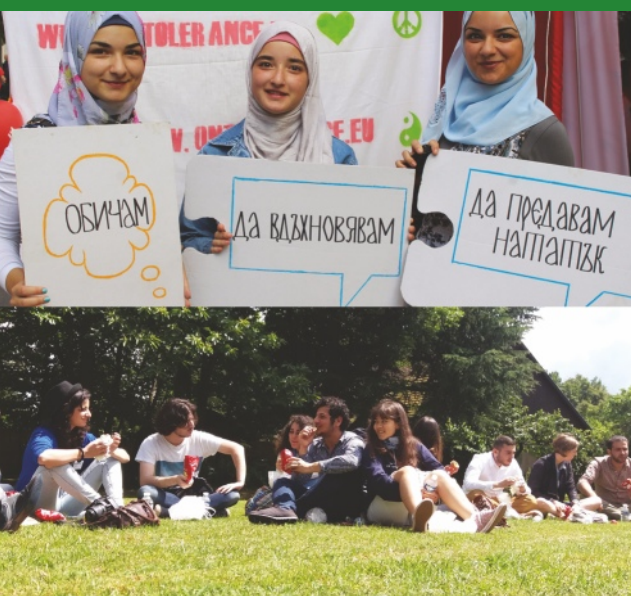


HUMAN RIGHTS EDUCATION IN ACTION

Practices of Human Rights Education with and by young people



Learning Equality.
Living Dignity.

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Human Rights Education in Action

Practices of Human Rights Education with and by young people

Edited by: Nik Paddison

Human Rights Education in Action

Practices of Human Rights Education with and by young people

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We have made all possible efforts to keep all the information as true to the original submitted text as possible, and to give all the necessary credits. We apologise for any omissions and will be pleased to correct them in the next edition.

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The views expressed in this manual do not necessarily reflect the opinions of the Council of Europe.

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About this publication

Introduction to the collection of good practices

This publication aims to share good practices of Human Rights Education. The good practices come in a variety of forms, from training courses and publications to educational tools and strategies, and are primarily based on the principles and methodology of non-formal education.¹ The intention is to show that Human Rights Education comes in many forms and is something that ordinary people and local organisations all over the member states of the Council of Europe are doing. The adoption of the Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE) in 2010, prepared by the Education and Youth sectors, recognises the role of youth organisations and non-formal learning in implementing human rights education. It is hoped that this collection of examples will support other organisations and individuals as well reproduce some of these examples in their own work or be inspired to develop their own examples.

While the primary focus is on work with and for young people, there are also examples of work with children and with adults. The practices are either directly connected with the Council of Europe Youth Department or they are through organisations that have links with the Council of Europe.

Background

The role of youth organisations and youth work in promoting human rights education has been, from the very beginning, in the focus of the Human Rights Education Youth Programme of the Council of Europe, which had the aim of mainstreaming human rights education in youth work and youth policy. After the first two fora in 2000 and in 2009, the 3rd Compass Forum on Human Rights was organised in October 2016. The event aimed at strengthening the quality, recognition and outreach of human rights education with young people in the Council of Europe, and evaluating achievements and contributing to the review of the implementation of the Council of Europe Charter on EDC/HRE, with input from the youth and NGOs sectors.

¹ Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education:
www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education

It was decided that, as part of the celebrations of Human Rights work associated with this event, it would be interesting to capture in a publication the Human Rights Education work of grassroots organisations and individuals. Organisations were invited to submit practice proposals through an open call. All practices should, of course, have an explicit dimension of human rights education in a variety of forms and contexts that characterise youth work and non-formal education. Having in mind the need for the active participation of young people, it was also crucial that youth-led practices be featured. Regarding the nature and theme of the projects, it was desirable to highlight practices which have contributed to the social recognition of youth work and non-formal education and/or those which have resulted in the development of new tools or were particularly innovative. As a minimum, one advocacy project on human rights education was expected to be featured, as well as some project(s) linked with the current situation of young refugees and at least one which has an impact on youth policy.

In order to achieve its aim, the publication needed to cover a broad spectrum of subject areas. The final collection of examples includes work with children, young people, adults, teachers and youth workers. Subject / issue areas include active citizenship, the environment, gender, LGBTQI, refugees, Roma, and rural youth. The types of project vary enormously, from publications to training courses, and campaigns to games.

The present publication highlights 16 projects and aims to give an insight into the variety and wealth of youth work practices within the field of Human Rights Education. The limits of this booklet do not allow us to present all the projects; nevertheless, the full compilation is available to everyone online on our webpage.

Publication Structure

The good practices are presented in three chapters which reflect priority areas of the youth sector of the Council of Europe, as follows:

- ▶ Participation of young people in democratic processes
- ▶ Young people's access to social rights
- ▶ Promotion of inclusive and peaceful societies

Accordingly, the projects have a variety of links to the work of the Council of Europe. Some of them were inspired by and based on the publications of the Youth Department, such as Compass, while others were financed by the European Youth Foundation. One of the important aims of the educational activities in the youth sector is to train multipliers. The activities that were initiated by former participants of the Training of Trainers for Youth in the Council of Europe (TRAYCE), or by the Youth Peace Ambassadors Network, clearly show the success of this approach. Last but not least, many activities are linked with the No Hate Speech Movement campaign.

Each practice is described in a structure as follows:

Theme(s)

First of all, the themes of the given projects are listed; this enables the reader to find the most relevant examples to explore and read about.²

Description

Each example begins with a brief overview of the good practice example, an explanation of the target group and the needs identified.

Aims of the Project

Below this are the aims of the project and a more detailed description of the good practice example.

Innovation and Impact

This is followed by further explanation of the uniqueness or innovative nature of the example and the impact it had – in essence, why this is a good practice which could be reproduced.

² When searching for the good practices online, you can click on any of the themes, and the project titles linked with those themes will appear on a new page. You can then click on the project title you would like to read about.

Technical Information

At the bottom of each page there is a section of technical information with links to the Council of Europe, as well as a list of any partners involved, links to online materials or information, and contacts.

Thematic Criteria

Each example has two sets of criteria attached to it. The first describes the type of project, whether it is a publication or a training course, for example. The second lists the subjects or themes covered. For example, you can look for 'Game' as a type of project example, and you could choose 'Refugees' as a theme.

Below is the list of categories:

Type of project

- ▶ Activity
- ▶ Campaign
- ▶ Game
- ▶ Manual
- ▶ Network
- ▶ Publication
- ▶ Tool
- ▶ Training Course
- ▶ Video
- ▶ Workshop
- ▶ Youth Exchange

Project theme

- ▶ Active citizenship
- ▶ Advocacy
- ▶ Assessment
- ▶ Children
- ▶ Cross-sector
- ▶ Digital media
- ▶ Disability
- ▶ Discrimination
- ▶ Environment
- ▶ Gender
- ▶ Hate speech
- ▶ Homeless
- ▶ LGBTQI
- ▶ Migrants
- ▶ Participation
- ▶ Peace building
- ▶ Refugees
- ▶ Roma
- ▶ Rural
- ▶ Schools
- ▶ Sustainable Development
- ▶ Teachers
- ▶ Vulnerable young people
- ▶ Youth-led
- ▶ Youth policy
- ▶ Youth work

Human Rights Education

For many, the concept of Human Rights Education is either intimidating – something ‘professional’ people do – or it is not actually understood. Below are two definitions of Human Rights Education from the Council of Europe.

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010)² defines HRE as „education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.”³

The Human Rights Education Youth Programme of the Council of Europe defines HRE as „...educational programmes and activities that focus on promoting equality in human dignity, in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities.”⁴

This publication seeks to share examples of good practice of those who primarily work with young people and their organisations. These are not unreachable experts; they are every-day workers, volunteers and activists who work with children and young people in a variety of settings. They and their organisations are not any more special than any other organisation in their country or somewhere else across Europe.

This publication seeks to encourage you, the reader, to realise the great work you do that is linked to Human Rights, and encourages you to frame it within this context. Human Rights need ever greater promotion and realisation in our communities and in our work in order to combat with more determination the hate, discrimination and violence that many communities are facing on a daily basis.

³ Source: Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010)

⁴ Compass: Manual for Human Rights Education with Young people
(www.coe.int/en/web/compass/introducing-human-rights-education)

Chapter 1

Participation of young people in democratic processes

Training course

Schools

Cross-sector

Intercultural learning

Human Rights

National training course for educators on Human Rights

July 2012

CID (Centre for Intercultural Dialogue), "The former Yugoslav Republic of Macedonia"

Description

Human Rights educators from both the formal education and youth work systems built closer co-operation and joint activities thanks to an informal network intending to enhance Human Rights Education at local and national levels.



The target group were youth workers, youth leaders and teachers from schools. The idea was to create links for implementing Human Rights Education in schools, youth centres and youth organisations. It was also designed to enhance the co-operation between the providers of formal and non-formal learning.

The project addressed the need to build quality educators to be able to deliver Human Rights Education in both formal and non-formal contexts. It was a space to build the competences of youth workers, trainers and teachers, for them to be able to deliver Human Rights Education in their area of work.

The course programme was designed based on the Macedonian local reality and situation regarding Human Rights. All the training course sessions reflected the current situation and encouraged participants to find connections and apply the conclusions discussed to their local reality in working with young people. Participants had diverse backgrounds in working with young people: work on trafficking prevention; the inclusion of Roma; from universities; teachers in schools; youth and social workers.

Aims of the Project

- ▶ to develop the competence of educators to integrate and develop practices of Human Rights Education with young people in non-formal and formal educational contexts
- ▶ to explore Human Rights Education in post conflict and culturally segregated areas

Objectives:

- ▶ to develop the participants' knowledge and competences in key concepts of Human Rights Education
- ▶ to enable participants to develop activities and programmes for further working on Human Rights Education
- ▶ to introduce the concept of Human Rights Education within existing educational curricula of schools and youth centres
- ▶ To build competences of participants in using Compass as well as other tools in Human Rights Education
- ▶ to motivate participants to advocate for Human Rights Education within their local communities.

The training course was held in Probishtip, a small town in the north east of the country. Participants were from different towns and most of them worked on their follow-up initiatives in their local area.

The Center for Intercultural Dialogue, in partnership with the Center for Human Rights and Conflict Resolution, hosted the course, organised in co-operation with the Council of Europe, as part of the Human Rights Education Youth Programme, and in partnership with the Good Governance Department / Education Reform Unit of the OSCE Mission to Skopje.

The project gathered 22 educators (teachers and youth workers) on topics such as Human Rights, Advocacy, Children's Rights, Multiculturalism, and Ethnic Minority Rights. The discussion allowed space for participants to learn about and prepare to further promote Human Rights Education. The programme was delivered as a six-day residential course with a follow-up e-learning phase. One of the main outcomes of the training course was the non-formal network of educators in Human Rights Education, created as a platform to further support the educational and youth work systems in enhancing Human Rights Education at local and national levels.

”This training made me realise that Human Rights is tackled in every workshop and training we do as educators, and therefore I am motivated to further apply the Human Rights based approach in each activity I will do in my organisation.

A participant

Innovation and Impact

The unique aspect of this training course was the networking between the formal and non-formal educators. In terms of outcomes, many projects were developed after the training course between the different sectors. Most of these projects were implemented in partnership with local organisations and schools.

Participants took up the Human Rights based approach in education and applied it in their work with young people. Many teachers from the schools were motivated to use the Compass manual and other educational resources to enhance the learning of their students within the classes.

Link with the Council of Europe

The Council of Europe supported the course as a National Training Course for Human Rights Education. In addition to this, the Council of Europe provided educational support through the active contribution of the Education Advisor, Anca-Ruxandra Pandeia.

Partners and Contacts

Centre for Human Rights and conflict resolution, Skopje

OSCE Mission to Skopje

Further information

www.cid.mk

Training course

Human Rights

Youth work

Strengthening Capacities of Youth Workers in Human Rights

2012 to 2014

PRONI Centre for Youth Development, Brčko District, Bosnia and Herzegovina

By Jasmin Jašarević

Description

The development of Human Rights awareness and good practice youth work for youth leaders in the Brčko District of Bosnia and Herzegovina, engaging youth leaders from different ethnic and geographic backgrounds of the District.



The target group for this project were 52 youth workers, working within the Brčko District network of youth clubs. They represented 26 different youth clubs and were mainly from rural areas of the district. Most had only a basic knowledge on youth work: many of the youth clubs experience a high turnover of staff and management changes. The main target group were aged between 15 and 18, with a secondary school education. The group represented all three main ethnic groups: Bosniaks, Serbs and Croats.

Aims of the Project

There were two main needs being responded to. The first was to implement, expand, co-ordinate, and strengthen the Human Rights knowledge of the youth work teams from each youth club, and across the network as a whole. The other need was to improve the existing youth work practice of the youth leaders and volunteers in the 26 youth clubs.

The long-term aim of the project was to create an environment in Bosnian and Herzegovinian society in which all Human Rights of young people come to a reality. More specifically, the project aimed to develop effective Human Rights mainstreaming models and strengthen the capacity of the 26 youth clubs in the Brčko area.

- ▶ to implement, expand, co-ordinate, and strengthen Human Rights knowledge and improve existing youth work methods within the 26 youth clubs with their youth leaders and volunteers in the Brčko area
- ▶ through education and training from Proni Brčko and CIVIS, the youth clubs will be able to strengthen their work and obtain a stable development of youth civil society empowerment.

The project included 26 local communities and youth clubs from the Brčko District of Bosnia and Herzegovina. Fifty-two youth leaders obtained new knowledge and skills which will help them in their realisation of their youth club goals. The youth workers went through a set of training courses composed of 12 stages.

- ▶ The stages were:
- ▶ group establishment
- ▶ leadership

- ▶ Human Rights
- ▶ non-violent communication
- ▶ tools for youth activism
- ▶ laws on youth
- ▶ internal management
- ▶ project management
- ▶ public advocacy
- ▶ conflict
- ▶ youth club networking
- ▶ quality insurance of community youth work.

During the implementation of the project, youth leaders were able to obtain knowledge and skills needed to manage and develop youth club activities related to Human Rights. They will be better equipped to make positive changes in their local communities with the help of the young people. As part of the training course, the participants had an opportunity to make their own projects.

The participants successfully implemented six advocacy campaigns as follow-up. They brought together NGOs, the Brčko District Government and some local business to support the campaigns. This also resulted in both financial support for the projects and, more importantly, the recognition of youth efforts to stand for certain issues in local communities. This has led to the continuation of support for the entire youth club network in order for the work to continue in co-operation with PRONI and CIVIS.

Innovation and Impact

One of the most important factors behind the success of the whole project was that the youth clubs have been learning, working and creating together in mixed teams. This was the result of youth leaders coming from different ethnic backgrounds and geographic areas of the District.

After the training course, it was clear that most of the youth clubs had an improved perception of Human Rights in their everyday routine. Many started to plan and implement activities using the human rights based approach. This was most visible in

the youth clubs that implemented campaign projects. There were six Human Rights initiatives implemented by the following youth clubs: Youth Club Omerbegovača, Youth Club Donji Brezik, Youth Club Maoča, Youth Club Gluhakovac, Youth Club Ivici, and Youth Club Prijedor.

The participants gained knowledge on Human Rights and youth work practice, and were able to plan and implement youth work activities and advocacy campaigns using the rights based approach. Prior to the project, there had been a minimum number of youth leaders and youth clubs using this approach in the development of youth club programmes.

An extra outcome of the training course and its positive consequences was that many of the participants co-operated with PRONI to organise an international youth work and Human Rights conference in Brčko district. This provided even greater recognition of the importance for structured youth work and Human Rights work in Brčko district.

Partners and Contacts

CIVIS, Sweden

26 local based Youth Clubs from the suburb and rural areas of Brčko District, Bosnia and Herzegovina

Brčko District Government of Government of Bosnia and Herzegovina

Association "PRONI" Centre for Youth Development

www.proni.ba

<https://www.facebook.com/Ja%C4%8Danje-kapaciteta-omladinskih-lideraki-za-ljudska-prava-285608981536742>

The project was financed by SIDA through Forum Syd Balkans Programme

Initiative
Human Rights Education

Human Rights Education Network

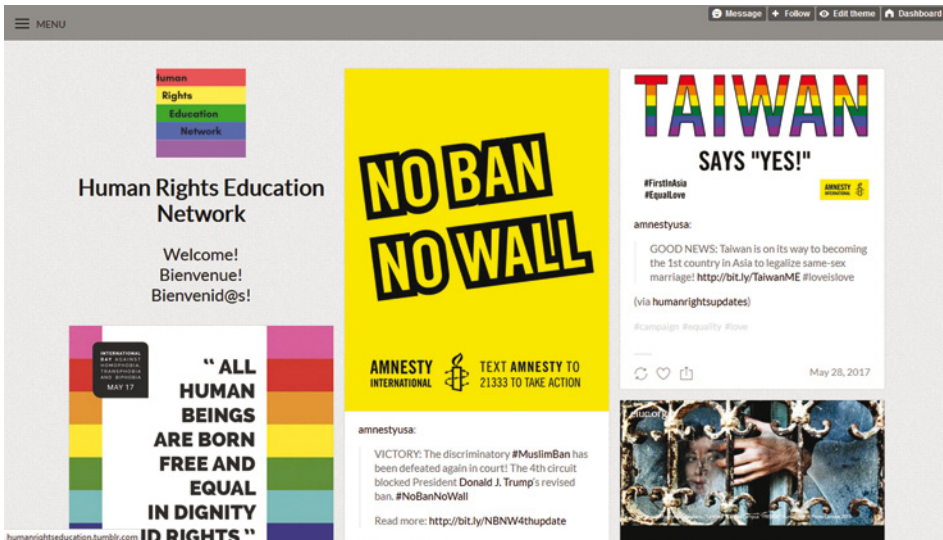
2013

Human Rights Education Network, Paris, France

Individual Initiative by Barbara Santibanez

Description

The Human Rights Education Network is the initiative of one individual. It provides an online platform, using Tumblr, for people interested in knowing more about Human Rights Education and becoming engaged in related activities, campaigns and other learning opportunities.



The target group were young people and the general public who would be interested in learning more about Human Rights Education.

The identified need was to have a single online platform to collect and collate information related to HRE, in three different languages: English, French, and Spanish.

The Human Rights Education Network provided an online platform for people interested in knowing more about HRE and who would potentially want to get engaged in Human Rights activities, campaigns and other learning opportunities. Using a Tumblr page as the main tool, the project collected, collated and published information in English, French and Spanish. The content was also promoted on Twitter via @HREdu_Net as an attempt to use different social media to reach a wider audience.

Aims of the Project

- ▶ to provide easy access to information about HRE through an online platform
- ▶ to raise awareness about the importance of HRE in general
- ▶ to promote training and learning opportunities related to HRE.

The page was started in order to bring together information about HRE activities from a variety of different places, for example the Council of Europe, different NGOs, social media, and so on. With information being so widely spread, it often meant it was difficult to follow up on all the different sources, deadlines could be missed and interesting articles or campaigns overlooked. This project centralised the information in just one place!

In the beginning, the page included information mostly about training courses and learning opportunities. Gradually it started to gather information on campaigns, in-depth articles related to HRE, and so on. Information was also extracted from newsletters from different organisations in the field of Human Rights Education; these included the Council of Europe, HREA and Equitas. Information was also taken from various Facebook pages.

After the first few months the page was very rich in terms of content. It was at this stage that it was turned into an online platform to centralise information for people interested in Human Rights Education. It went from being a private and personal project to a public one; a Twitter account was created to start spreading the word more widely.

The next stage in its development and growth was the desire to see the platform as a tool for education itself through the sharing of articles addressing specific human rights areas, for example, LGBTQI, indigenous peoples, violence against women, refugee rights, and so on. Information about on-going campaigns was also added to the platform so that if people could not access training opportunities they could participate in other ways.

The platform currently has three main pillars of information: articles to educate and inform; opportunities and resources for people to participate in actively and learn more about different subjects; campaigns to foster distance participation .

Another fundamental aspect of the platform is that it provides information in English, French and Spanish, so as to reach as many people as possible. Although most opportunities are in English, there is much to benefit from, and many publications in other languages, especially from Spanish- and French-speaking countries around the world. This made the information published context-relevant for people living in different continents.

Tumblr was the chosen platform for several reasons. It is a user-friendly social media platform that allows for easy sharing of videos, images, gifs, and text. It is very interactive and does not require hours of designing or maintaining. It is a social media example that is widely-used by young people and allows the use of a tag system to index content, therefore making it easy to find on the Internet. It has simple but effective templates proposed by the website, which can be improved with a basic knowledge of coding. Posts can automatically be posted to Twitter and/or Facebook too. There is currently no Facebook page but one may be set up in the near future.

The project has shown that, while worthwhile and extremely useful, it is not easy for an individual to maintain and keep all the information updated. However, knowing where to find credible, trustworthy, reliable and relevant information goes a long way to making the process smoother. Despite such confidence in the sources, it is still necessary to check facts and the sources of the information before uploading.

Innovation and Impact

The innovative nature of this project is that it is a resource for anyone who wants to access it and brings together a wide variety of information and materials related to Human Rights from a broad range of sources. This is something that does not exist elsewhere on this scale.

The main impact is in the connecting of individuals interested in HRE who then share the information within their own networks.

Link with the Council of Europe

The Council of Europe Youth Department website was used as an important source for information throughout the project.

Partners and Contacts

<http://humanrightseducation.tumblr.com>

Twitter: [@HREdu_Net](https://twitter.com/HREdu_Net)

Further information

Barbara Santibanez

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Initiative

Migrants

Refugees

Active citizenship

Participation

Festival delle Culture – Meet me Halfway

H.R.Y.O. Human Rights Youth Organisation

2016

Palermo, Italy

Description

‘Festival delle Culture – Meet me Halfway’ is a unique festival in that it not only creates three days of activities in the most run-down neighbourhoods of Palermo but it also involves the whole community in making it happen, and has the long-term aim of revitalising the communities where it takes place.



The target group for this project is the general public of Palermo. The target of the festival must be broad and differentiated in order to support the success of the event.

The need addressed is that there is a lack of interaction among the different cultures that live in Palermo. Although the different communities often live in close contact, housing is concentrated in small areas, and they have little to do with one another. This initiative meets the need by providing a space where people from all backgrounds can meet one another and exchange information about themselves.

Aims of the Project

- ▶ to facilitate the meeting of different cultures living in Palermo, sharing spaces, food and activities.
- ▶ to revitalise degraded or isolated areas of the city.

Festival delle Culture – Meet me Halfway is a festival created by H.R.Y.O. (Human Rights Youth Organisation) and is organised every September. The first festival took place in September 2012 in the Ballarò, a specific neighbourhood of Palermo. The idea of the Festival was born from the simple assumption that if all cultures were able to meet each other, a constructive dialogue for the whole society could really emerge. Added to this, the festival has the effect of revitalising the disadvantaged areas of the city where it takes place.

The Festival is not only a moment of encounter among different cultures; it is also the starting point for local development in relation to the place in which it is organised. It represents a way of breaking down the mental barriers that restrict people from working on their own territory, a chance to live in a different Palermo, far from the prejudices and contradictions that often characterise it. When this aim is achieved, the festival moves towards another zone.

Stages of the project

About five months before the event each year, H.R.Y.O. identifies a multicultural neighbourhood in need of revitalising. Every local association and stakeholder in the part of the city chosen for the festival is contacted and invited to join the partnership. The community is explored and an understanding of the different cultures and traditions is developed. There is a preliminary meeting of stakeholders, the writing of

promotional materials takes place, and the communication campaign begins, both online and offline.

The next stage is the recruitment of the associations, groups and organisations that will animate the event. In April of each year there is a call for volunteers from the local community: they can be young people, pensioners, unemployed, immigrants, workers, and so on. The local council is also contacted for support.

Each local group and potential partners are asked to fill in a form in order to for the Festival organisers to find out how they want to participate and how they want to organise the three-day festival. On the form, each partner has to describe in detail on which days they will be present, and how they will contribute materially to the festival.

The activities that can be implemented include the following:

- ▶ Delivery of the Rosa Parks Award, given to a woman active for the protection of Human Rights
- ▶ Sports activities for disabled people and yoga
- ▶ Karaoke, theatre and ethnic dance, and dance workshops
- ▶ Yoga and circus activities, and entertainment for children
- ▶ Street art and adult drawing
- ▶ Human chess
- ▶ Guerrilla gardening
- ▶ Cooking: in 2016 the practice of 'scannaturi' was introduced, a traditional Sicilian way of eating pasta.

H.R.Y.O. is also trying to involve the refugee shelters and migration centre in Palermo.

Innovation and Impact

One of the innovative aspects is that the festival can easily be reproduced in any city, especially one with a high rate of immigration.

While the concept of a festival itself is not particularly innovative, the aspect that makes this festival unique is that it is organised in a marginalised quarter where the local inhabitants are involved and have a chance to meet people of other cultures.

Another aspect that makes the festival innovative is that it works toward the revitalisation of run-down neighbourhoods in Palermo. The festival acts as an 'excuse' for the community to ask the municipality for help in the preparation of the place for the festival: the cleaning, removal of garbage, and giving life back to it.

The event creates a friendly and relaxed environment in which new friendships and/or working collaborations take place. The inhabitants of the chosen neighbourhood are involved in every way, and through well-structured advertising, all citizens of the city are strongly encouraged to attend. The result is always surprising. The desolate neighbourhood comes to life for three days and sometimes the event is just the beginning of a series of activities that contribute to the improvement of that neighbourhood and the mission of H.R.Y.O.

Link with the Council of Europe

The 2016 festival was a pilot project financed by the European Youth Foundation of the Council of Europe.

Partners and Contacts

Festival delle Culture – Meet me Halfway:

www.facebook.com/Meet-Me-Halfway-Festival-delle-Culture-1525172001084370

H.R.Y.O.

www.hryo.org

www.hryo.org/category/festival-delle-culture

Partners of edition 2016:

Laboratorio Zen Insieme

Associazione Maghweb

Further information

info@hryo.org



Chapter 2

Young people's access to social rights

Training Course

Publication

Schools

Teachers

LGBTQI

Shield against Homophobia in Education

2015

Youth for Exchange and Understanding Cyprus

Shield against Homophobia in Education

Nicosia and Limassol, Cyprus

Description

This project addressed homophobia in school through working directly with teachers in training. The project is important because it cultivates an inclusive school culture and an LGBTQI inclusive education.



The direct target group were mostly young teachers or teachers-in-training; there were also a few youth workers, psychologists, sociologists and school assistants. The indirect target group were LGBTQI young people of school age.

Cyprus is considered a socially conservative country on issues pertaining to sexuality, or diversity, including LGBTQI issues. There is a lot of ignorance and prejudice in society as a whole, but particularly in the school system where most teachers and other staff have little or no knowledge and therefore most often fail to tackle issues of bullying and discrimination against those who identify themselves as part of the LGBTQI community.

Aims of the Project

- ▶ to empower young teachers to address homophobia in the school context, as well as in their communities, more effectively.

Objectives:

- ▶ to enable participants to enrich their knowledge concerning sexual orientation, gender, gender identity and homophobia, and to re-examine their attitudes
- ▶ to enable participants to develop their skills in handling homophobic incidents in education by equipping them with the skills, tools and resources for applied interventions or thematic lessons
- ▶ to provide guidelines and support to schools to strengthen their capacity for providing LGBT-inclusive education
- ▶ to raise public awareness on the topics of sexual orientation and homophobia in education and sensitise teachers, stakeholders and society in these matters.

Shield Against Homophobia in Education

This was a teacher training course run in Nicosia and Limassol (four groups of participants in Nicosia and two groups in Limassol). Each training course lasted 15 hours, with five modules of three hours each. Each group consisted of between 15 and 25 young teachers, teachers-in-training or young educators. Occasionally, other young people with relevant specialities were involved, such as youth workers, sociologists or child-psychologists.

The modules were as follows:

- ▶ sex and gender
- ▶ sexual orientation
- ▶ homophobia
- ▶ addressing homophobia
- ▶ addressing and preventing homophobia.

Through the training of teachers and others who work with young people in schools, the project enabled vulnerable groups of young people to become empowered. The training course also empowered the teachers-in-training towards their transition to working life by supporting them in the development of their skills for combating discrimination and homophobia.

Concrete results of the project included the following:

- ▶ All schools in Cyprus and other important stakeholders received the developed Guidelines for LGBTQI-inclusive Education in order to ensure a quality education for LGBTQI young people.
- ▶ A handbook compiling guidelines towards LGBTQI-inclusive education was produced and distributed to schools and other relevant education stakeholders.
- ▶ The outcomes of the project were presented in a concluding conference which included speakers from the project team, academia, and all the partners.
- ▶ The project supported all young people in their access to their social rights, and this access to rights was supported throughout the entire project.
- ▶ The team endeavoured to link the Guidelines to the newly established School Code for anti-racist behaviour.

Innovation and Impact

The project managed to establish an extended partnership with a number of high-profile institutions in Cyprus. This is an important step on the road towards tackling homophobia in schools and other educational institutions.

The various actions of the project have had a visible impact on Cypriot society. In total, the project involved 97 young pre-service or in-service teachers, youth workers, and so on. In addition, more than 120 people participated in the final conference, and the educational and informational materials reached at least 400 schools in Cyprus.

The participants' competences were developed holistically (knowledge, skills, attitudes) and the participants gained actual tools that they could use and apply in their work with the students. The impact of such competences is now becoming clearer in the school contexts, as many of the teachers are already working for an LGBTQI inclusive education.

Through the follow-up with participants, it has been noted that many have started to address homophobia in their schools (homophobia which is occurring among students, teachers and/or parents). By developing synergies with other teachers in their schools, they are able to address homophobic incidents. Many of the teachers have implemented activities related to sex-, gender-, and sexual orientation with their students. The workshops have helped them to develop their competences and they are now more capable of running relevant activities in school, and thus work on all forms of discrimination.

Three participants invited the team to visit their schools and deliver workshops and presentations on sexual orientation and homophobia; this helped reach a further 200 students.

Some of the participants mentioned that the training course also helped them to face homophobic behaviours within their families.

Link with the Council of Europe

The project was a pilot project financed by the European Youth Foundation of the Council of Europe.

Manuals published by the Council of Europe were used and shared with the participants as resources during the training activities. These include: Compass, Compasito, Gender Matters, and the 'All Different – All Equal' Education Pack.

Partners and Contacts

University of Nicosia

Pedagogical Institute of Cyprus

Ministry of Education and Culture

Commissioner for Children's Rights in Cyprus

Commissioner for Administration and Human Rights (Ombudsman) in Cyprus.

Further information

info@shield-edu.org

Gender Game – Zoom In, Zoom Out

2005 to 2006

Alexandria, Egypt

Solleftea, Sweden

Thüringen, Germany

Beirut, Lebanon

Description

‘Zoom In, Zoom Out’ is an educational game about the situation of women worldwide. Based on 12 women’s lives and stories, the game looks at several aspects of women’s situation, such as health, development, the economy and history.



The target group of the game is primarily young people, although it is a game that can be played by anyone: girls and boys, women and men, young and old, and people from any background.

The need for the game came about because of the lack of equality in society between men and women, and because of the Human Rights violations that women experience across many different cultures. The game was developed as a means of bringing young people together to explore these issues, to recognise the issues and work together to combat them, and to work towards equality.

The purpose of the game is to raise awareness about the situation of women in the world, and to give a broad picture of our complex world in an easy way. In the game, the players can travel throughout the world discussing similarities and differences about women in different cultures, as well as how the situation looks in one's own families and surroundings.

Aims of the Project

- ▶ to highlight the transgressions of women's rights
- ▶ to accentuate sectarian notions in different societies
- ▶ to stimulate different concepts of gender equality
- ▶ to tackle some areas of cultural prejudices
- ▶ to promote sharing and communication between different language speakers.

The game was originally developed in Sweden and was used in different educational associations, schools and non-governmental organisations. It provides an opportunity to discuss the situation of women for both individual and society. Through the support of the EuroMed Youth Programme, the possibility arose to develop an international version of the game that could be used around the world.

During the further development of the game, there were seminars with young people in both the Mediterranean and EU countries. The outcomes of these seminars were very important for the game's development. The game was designed to be bilingual, meaning that it can be played in groups where people don't speak the same language.

The game can fit within any youth activity, youth exchange, training course or seminar, or even in any social setting. It encourages the users to gain awareness concerning global issues and at the same time the players engage with 12 real female characters in order to understand how these women lived their lives. The game breaks stereotypes and delivers the educational content needed to empower the players for action.

Innovation and Impact

The Gender Game is unique in its content, production, quality and methodology. The game was designed using a participatory technique, being developed and modified according to the comments and ideas that came from the participants. The workshops were organised in schools, universities, clubs, libraries and cultural centres. The development took place in four countries: Germany, Sweden, Egypt and Lebanon.

Link with the Council of Europe

Manuals published by the Council of Europe were used as resources, including the following: Mosaic, The Training kit for Euro-Mediterranean youth work. (Chapter 6.6 'Gender equality in and through Euro-Mediterranean youth work', p. 167)

Partners and Contacts

The game was produced by the following organisations:

The Educational Association (NBV), Nykterhetsrörelsens Bildningsverksamhet, Sweden

Landes Jugendwerk der AWO Thüringen, Germany

Kafa, Enough Violence and Exploitation, Lebanon

Sustainable Development Association (SDA), Egypt

The project was supported by the EU YOUTH Programme through the national board of Youth Affairs, Sweden (Ungdomsstyrelsen).

Video of the project and the workshop in Alexandria, Egypt

www.youtube.com/watch?v=o8ZP8Nb0B6s

Link on SALTO toolbox

www.salto-youth.net/tools/toolbox/tool/zoom-in-zoom-out-board-game.1089

Further information

info@sda-web.org

Thematic Living Library

June, 2016

Garbagnate Milanese, Italy

A project submitted by Cristina Mancigotti

Description

The Living Library is a tool that challenges prejudice by facilitating a conversation between two people: Books and Readers. Books are volunteers who have either been subjected to discrimination themselves or represent groups or individuals within society who are at risk of suffering from stereotypes. This Living Library was thematic as the organisers specifically only included refugees as Books. The event took place on the occasion of the European Action Day for Refugees and Asylum Seekers on 20 June. The refugees were people of various ages living in Milan. The target group of the event was an informal group of young people and the broader public of Garbagnate Milanese.



The need for the activity was the perceived distance between the refugee community and local community. This was especially seen as a growing issue between the young people. The event was organised as a tool for undermining the prejudices and distance between the groups of young people.

Aims of the Project

- ▶ to challenge prejudices and discrimination using the methodology of the Living Library
- ▶ to raise awareness about prejudices, hate speech and, in particular, hate speech against refugees and asylum seekers
- ▶ to promote tolerance and respect for Human Rights
- ▶ to raise awareness about the No Hate Speech Movement campaign.

About the Living Library

“The Living Library provides a unique venue for intercultural experience and interaction. There are precious few other occasions where one would have the opportunity, let alone feel comfortable, asking a complete stranger [...] why they chose to live in one’s native country. And even more importantly, it is hard to think of another situation where one would be encouraged to ask a stranger such direct questions.”⁵

“The Living Library is an equalities tool that seeks to challenge prejudice and discrimination. It works just like a normal library: visitors can browse the catalogue for the available titles, choose the Book they want to read, and borrow it for a limited period of time. After reading, they return the Book to the library and, if they want, they can borrow another. The only difference is that in the Living Library, Books are people, and reading consists of a conversation. The Living Library attempts to challenge prejudice by facilitating a conversation between two people: Books and Readers. Books are volunteers who have either been subjected to discrimination themselves or represent groups or individuals within society that are at risk of suffering from stereotype, stigma, prejudice or discrimination. Living Books often have personal experiences of discrimination or social exclusion that they are willing to share with Readers. Most importantly, Books give Readers permission to enter into dialogue with them, in the hope that their perspectives and experiences will challenge commonly held perceptions and stereotypes and therefore affect the attitudes and behaviours of wider society.”⁶

⁵ From: Don’t judge a book by its cover! The Living Library Organiser’s Guide 2011

⁶ More information on the Living Library: www.coe.int/t/dg4/eycb/Programme/livinglibrary_en.asp

The thematic living library was organised with the support of an informal group of young people called 'Tempo di Kairos' from Novate Milanese, a small city on the outskirts of Milan. The Living Library took place during the GarbenSound music festival in Garbagnate Milanese, another small city on the outskirts of Milan. The festival was organised by young people from a group called 'Define', a local youth-led non-governmental organisation from Garbagnate Milanese.

Before the event, the young refugees and the local young people of Tempo di Kairos were brought together. A number of non-formal education activities were organised to break the ice, and to discuss the concept of living library and their expectations. Once the team was prepared, they worked together on developing the event.

The Living Library provided the refugees with a platform to share their stories, and reply to questions. As Books, the young people were able to share about their journey, their religion and their lives in Italy.

Between bands playing at the on-going music festival, the Living Library and the No Hate Speech Movement campaign were presented on stage to the audience. The conversations with the Books happened near the stages where the bands played. Materials from the No Hate Speech Movement were presented in the Living Library area, and people were able to approach and ask about the campaign, and take pictures with the iconic logo of the campaign.

Innovation and Impact

One of the key highlights for us was that we joined a youth-led event, with young people for young people and the wider public. Moreover, the Living Library took place in a local context where activities aimed to reduce xenophobia and racism are less present than in nearby Milan, where Human Rights awareness activities are much more frequent.

Positive feedback was received from the refugees taking part in the activity, as well as from the organisations involved and local media. There is further interest in organising similar activities in the local area in the future.

Link with the Council of Europe

The project has links with the Living Library methodology and to the No Hate Speech Movement: the day was organised on the 2016 European Action Day for Refugees and Asylum Seekers. At the event, there were materials (informational materials, badges and balloons) from the No Hate Speech Movement.

Partners and Contacts

Temp Di Kairos

www.facebook.com/TempodiKairos

Define

www.facebook.com/definegarben

APICE

www.facebook.com/apiceue

European Youth for Human Rights

www.facebook.com/eyfhr

Independent Living in Europe – a training course

2016

Baltezers, Latvia

A project submitted by Youth In Progress (Gatis Caunītis and Inga Baltina)

Description

A four-day intensive training course run by disabled young people for 10 other young disabled people from Latvia. It focused on raising awareness about the concept of 'Independent Living' and what it means for disabled people. The young people gained skills and knowledge on how to become more active, and take steps towards an inclusive society.



The target group of this project were young disabled people aged between 18 and 30, selected in an open call based on their motivation to attend the training course. Priority was given to young people without previous experience in non-formal education activities in Latvia. Part of the group comprised young people who are connected with non-governmental organisations in Latvia but who until now have not been active in their programmes. The other part of the group was young people without any connection to any organisation or group.

There is a need for the promotion of a young disabled person's right for independent living. Through the empowerment of independent living, disabled young people are one step closer to removing barriers and creating an inclusive and accessible society that includes them. Disabled young people are one of the most discriminated groups in society; the need for empowerment and the promotion of rights on independent living was the main need addressed through this project.

Aims of the Project

- ▶ to create and carry out a training course with young disabled people by young disabled people who would like to find out what 'Independent Living' is
- ▶ to explore what kind of possibilities they have to create their own activities to become more active in their local communities
- ▶ to get one step closer towards an inclusive society.

Its objectives included:

- ▶ raising awareness about the concept of Independent Living and the importance of it in one's own life
- ▶ raising awareness about access to different advocacy tools and support programmes
- ▶ encouraging participants to be play a more active role in the local community through different activities.

Most disabled people in Latvia are not aware of the competences they have or could develop. Most are unaware of the rights they have. As a group and as individuals they are disadvantaged in and by society. During the time of the Soviet Union, disabled people as a category did not exist. Disabled children were taken from their families

and hidden away in special schools and institutions. After more than 20 years since Latvia's independence, such attitudes towards disabled people still exist, with most disabled people being treated as second class citizens. Many regulations have been implemented and many laws made, and experiences have been brought in from other European countries, but generally the only change is that these things now exist on paper.

This project trained 10 young disabled people to become proactive ambassadors for disabled people's rights and Independent Living. The young people gained competences to engage themselves more actively in their local communities. This was achieved through organising their own activities, creating a group, becoming multipliers, and joining NGOs. The project showed them that they can do it for themselves and that they are in the same position in society as other young people.

During the training course, participants learned to create inclusive activities for their local community so that other young people could have an opportunity to reflect on their place in society. Experience stories were included in the programme via video messages and Skype conference calls. They were from young people in different parts of Europe to show that many of the problems are the same everywhere. The focus of the stories was on accessibility towards different services and Independent Living. The organisers wanted the participants to understand that such problems do not only exist in their communities, but that this is a common problem in Europe, and that change starts within the local community.

The participants developed an online blog where all the relevant information was stored. The blog's importance was that even after the training course, participants and other visitors would be able to find information about Independent Living and the training course details.

Innovation and Impact

The first and most important innovative factor was that this was a training course developed by disabled young people for disabled young people. Instead of waiting for other people to do it for them, this project was an example of a proactive approach by disabled young people. Another unique aspect was that this was the first training course for young disabled people in Latvia focusing on Independent living. Independent Living is about choice, control and equal opportunities.

The project left a huge impact on the participants as well as on the communities they came from, partly because the Independent Living topic in Latvia is quite new. The project was a first push for participants to open their eyes and inspire a broader vision. The participants met their peers from all around Latvia and got to know more about the living conditions of young disabled people in other European countries.

Many of the participants now have the knowledge and motivation to go out and stand up for their rights. The blog which was created during the training course remains and continues to act as a resource on the subject of Independent Living.

Link with the Council of Europe

Gatis Caunītis was a participant of the Training of Trainers for Youth in the Council of Europe TRAYCE.

Partners and Contacts

<https://neatkarigadzive.wordpress.com> (only available in Latvian)

Training Course

Publication

Environment

Employment

Environmental Education for Sustainability

2014

Youth and Environment Europe (YEE)

Environmental Center Radulovački, Sremski Karlovci, Serbia

Description

This project was organised for young people who care about the environment and want to share their passion with other people, especially the younger generations. The special focus of this project was to raise the employability capacities of these young people – to help them make a profession out of their passion.



The target group of this project were young people and youth workers involved in environmental organisations that work in the field of environmental education or environmental projects and who wanted to become environmental educators with a specific focus on the topic of sustainability.

The needs addressed included developing skills needed for becoming an environmental educator.

Aims of the Project

- ▶ To train young people in methods of environmental non-formal education in order to become efficient promoters of sustainability.

Objectives:

- ▶ to exchange information and experience about environmental education in different countries
- ▶ to discuss and understand the role of youth NGOs in environmental education
- ▶ to explore environmental education in partner organisations
- ▶ to train in skills on environmental education focused on sustainability
- ▶ to encourage participants to create their own programme of environmental educator focused on sustainability
- ▶ to discuss and explore the factors that ensure the professional quality of environmental education
- ▶ to practise various environmental educational methods.

The training course 'Environmental Education for Sustainability' was organised by Youth and Environment Europe, together with Young Researchers of Serbia as the hosting organisation.

The main topics of the training course were sustainability, environmental education, the role of an environmental educator, learning processes, creativity in environmental education, and indoor, outdoor and online methods for environmental education.

Innovation and Impact

During the training course, the participants – working in groups – organised a small environmental activity at one elementary school in the local community. This experience was considered very valuable by the participants because they had the opportunity to really put into practice the knowledge they gained. The experience also allowed them to get into contact with the reality of the local community and put themselves in the role of an environmental educator.

In terms of impact, most of the participants continued working or volunteering in their organisations and were able to use the new competences which they had developed during the training course. Some of the participants have since become professional environmental educators, for example, forest rangers or eco-trainers.

The booklet created after the project was spread among YEE members and on YEE social media with the aim of reaching other young people who are interested in the topic of environmental education. The booklet covers several topics, including sustainability and its history, environmental education and its methods, the profile of an environmental educator, professional tips for future educators and useful links.

Link with the Council of Europe

The project was supported by a grant from the European Youth Foundation of the Council of Europe.

Partners and Contacts

- ▶ Youth and Environment Europe, Czech Republic
- ▶ Young Researchers of Serbia, Serbia
- ▶ EPER Center, Albania
- ▶ EDEN Center, Albania
- ▶ FYCA, Armenia
- ▶ Khazer, Armenia
- ▶ Gutta-club, Moldova

- ▶ AYA, Russia
- ▶ Ecocenter Zapovedniks, Russia
- ▶ Hnuti Brontosaurus, Czech Republic
- ▶ OPE, Portugal
- ▶ Look East Wild Earth, UK
- ▶ Europarc, Belgium
- ▶ Youth and Environment Europe (YEE)

Youth and Environment Europe (YEE)

<http://yeenet.eu/index.php/projects/yee-completed-projects/988-training-course-qenvironmental-education-in-sustainability>

Booklet 'Environmental Education for Sustainability'

http://yeenet.eu/images/stories/PUBLICATIONS/Booklets/Environmental_education_for_sustainability/Environmental_Education_for_Sustainability_booklet.pdf

Training Course

Schools

LGBTQI

Teachers

Inni to My – The others is us

Institute for Creative Activities (Instytut Działań Twórczych), Łódź, Poland

Alicja Zachert

Dana Solonean

Description

For the majority of the 22 school pedagogues and psychologists, the project was a first contact and the first possibility to learn about anti-discrimination education in connection with LGBTQI inclusive education.



INNI TO MY

The target group were 22 pedagogues and psychologists working in educational institutions (schools, day rooms, etc.) in the Łódź and Łódzkie regions.

The needs addressed were based on research by Lekcja Równości.⁷ In Poland, the school environment is the second most violent place for people belonging to the LGBTQI community. Surveys revealed that 63% of LGBTQI young people admit that they have had suicidal thoughts, stating as a main reason the lack of acceptance and support from peers and school personnel, while 82.6% of teachers agree that the topic of homosexuality and homophobia should be discussed in school. Both pedagogues and psychologists admit that they do not have enough tools or knowledge to fight homophobia and to support LGBTQI young people.

The main course of action for the project was focused on raising the competences of school psychologists and pedagogues on how to support LGBTQI young people and how to implement anti-discrimination activities in their schools. The participants worked on developing a methodology of work for addressing the topic of gender identity, sexual orientation and homophobia in schools.

Aims of the Project

The aim of the project was to raise the level of social acceptance for LGBTQI young people who are part of the educational system and to create a safe non-discriminatory school environment for them.

The first stage of the project consisted of a specialised training course for the participants on how to support LGBTQI young people and how to fight discrimination and homophobia in the school environment. After this initial training, each participant was responsible for implementing two educational activities in their school connected with LGBTQI and antidiscrimination topics.

Four open meetings were organised: these took place between the participants, the local community members, and representatives of different groups who have an influence on the situation of the LGBTQI community (LGBTQI local activists, parents of LGBTQI young people, sexual educators, teachers with experience in providing antidiscrimination education, and LGBTQI students).

7. Situation of LGBT persons in Poland. Report for 2010 and 2011 and Lekcja Równości, 2012

After the implementation of the first activity in the different schools, the school psychologists and pedagogues had individual and group supervision sessions. This served as a support and an empowerment tool for the following activities.

The Inni to My conference was conducted at the end of the project. This aimed to gather, in one place, the psychologists, teachers, students, public authority representatives, activists and LGBTQI workers. The conference was organised using the 'world café' methodology: this provided a space for dialogue on how to build a safe, inclusive school in the Łódzkie region. By the end of the conference, the participants had created recommendations on the topic for the regional educational institutions.

Innovation and Impact

The project was unique because it brought together LGBTQI experts, school pedagogues and psychologists, and the young people themselves, all within the context of the school setting.

In total, almost 1,000 high school students from the Łódzkie region came into contact with the project. The greatest impact was on the 22 school pedagogues and psychologists. The majority of them, when joining the project, had no experience or competences regarding anti-discrimination work, and particularly in LGBTQI inclusive education. Due to their participation, they developed core competences in the field and became more aware of LGBTQI students' needs. They now know where to look for support, how to offer support and how to lead anti-discrimination activities with and for their students and fellow staff. In some cases, the participants became LGBTQI ambassadors at their schools.

Partners and Contacts

GALE – Global Alliance for LGBT+ education, Holland
www.lgbt-education.info

Towarzystwo Edukacji Antydyskryminacyjnej, Poland
www.tea.org.pl/eng/index

Stowarzyszenie Lambda Warszawa, Warsaw, Poland
<http://lambdawarszawa.org>

Fundacja Nowoczesnej Edukacji SPUNK, Łódź, Poland
<http://spunk.pl/>

Stowarzyszenie Fabryka Równości, Łódź, Poland
<http://fabrykarownosci.com/wptest/english>

Official patronage

Board of education, Łódź
<http://www.kuratorium.lodz.pl/page/index.php>

Centre for Education Development, Warsaw
<https://www.ore.edu.pl/centre-for-education-development>

<http://www.institutdt.pl>



Chapter 3

Promotion of inclusive and peaceful societies

Eyes of Cultures

2015

Dinamik Gelişim Derneği

Ukraine (Kharkiv, Dnepropetrovsk, Zaporizhia, Kiev)

Georgia (Tsilkani, Tskneti, Prezeti, Zugdidi, Kutaisi, Tbilisi, Gori, Rustavi)

Turkey (Diyarbakir, Mus, Van, Kars)

Project management and coordination:

Zekeriya Dündar, Project Manager

Anna Kryvopyshyna, Project Co-ordinator in Ukraine

Seniha Yildiz, Huriye Yildiz, Project Co-ordinator in Turkey

Nino Tsulaia, Project Co-ordinator in Georgia

Description

This project visualised, through art photography, conflicts in the South Caucasus, Turkey and in Ukraine. The young people explored their respective territories, cities, people, rural areas, cultures and values through interviews and photography. This allowed them to deconstruct the prejudices and enhance trust among themselves and the people they came into contact with.



The target group for this project were youth activists and photographers from the Caucasus and neighbouring regions, including the Ukraine, Armenia, Azerbaijan, Turkey, Georgia, and Russia.

The needs addressed were related to the lack of trust and lack of dialogue among young people in the represented countries, due to the high level of conflict in their societies and the region as a whole.

Aims of the Project

The aim of the project was to create sustainable dialogue and promote peace in the Caucasus region through art photography, while building trust between young people. Its objectives included:

- ▶ creating a platform for the young people for face-to-face communication and recognition in order to mitigate the tension and build trust among them
- ▶ visualising the conflicts in the region and showing their effect on society
- ▶ showing the values of each culture in order to underline that there is no need to fight with each other as each culture has its own beauty
- ▶ promoting intercultural dialogue and understanding between the societies
- ▶ stimulating the collective creativity among young people through cultural activities
- ▶ using culture as an effective strategy for overcoming prejudices and engendering respect among neighbouring peoples.

The project was implemented with 25 young people coming from Armenia, Azerbaijan, Georgia, Ukraine, Russia and Turkey. It was funded by the Black Sea Trust for Regional co-operation and was co-ordinated by Dinamik Gelişim Derneği (Dynamic Development Association). The project visualised the conflicts in the regions concerned and aimed to promote reconciliation and to deconstruct the prevalent stereotypes of the communities, to build a common understanding of peace for the region, and enhance trust between the young activists through art photography.

The project consisted of four different steps with three different groups working in parallel:

Preparation

In this phase, the participants made a thematic portfolio on the general topics of 'common history', 'common values', 'culture', and 'traditions'. Each participant (artist) created their own portfolio which was designed in such a way that it could be complemented by the comments of local people they would meet with short interviews, quotes, and so on.

Parallel implementation

In this phase, the participants developed their portfolio to show, through the visual communication tool of photography, the local people's attitude to the conflict and how it is reflected in their daily life. The photos needed to reflect dialogue between the different cultures, visualise the conflicts and show the effects it has on society. This phase saw three groups travelling for nine days in different territories in Turkey, the Ukraine and Georgia.

Common training course and exhibition

After the three parallel groups had completed their work in the territories, all the participants met in Rustavi, Georgia for seven days. They shared their experiences with each other, edited their pictures for the exhibitions and got them ready for printing. They had workshops on peace building and dialogue, and analysed the influence of the conflict on the future life of the different places they had explored.

Exhibitions

Several exhibitions took place in different cities in Georgia and the Ukraine. Each exhibition showed 45 pictures.

The project is to be continued in 2017 with another type of art. The tool will be video, with the shooting of films, and presentations of the films in different cinemas. There is also a plan to publish a booklet on the experience. The long-term aim is to create a network of artists and young activists in the region for the promotion of peace and dialogue.

Innovation and Impact

The project had different cultural levels and brought together young people from conflicting countries. The project had a strong impact on dialogue and trust building among the participants as they needed to live and travel together.

Links with the Council of Europe

A member of the Youth Peace Ambassadors Network developed the concept and ran the project.⁸

Partners and Contacts

www.dd.org.tr

www.facebook.com/eyesofcultures

www.youtube.com/watch?v=wYjU_CvEFcY

Armenian Progressive Youth, Armenia

Center of European Initiatives, Ukraine

Youth Space, Georgia

8. Youth Peace Ambassadors

<http://www.coe.int/en/web/youth-peace-dialogue/youth-peace-ambassadors>

Game

Peace building

Schools

Children

Refugee

Time for Peace

2012 to present

Turkey

A project submitted by: tekne learning constructs office

(Barış Zamani and Gülesin Nemutlu Ünal)

Description

This board game is an educational tool for talking to children of 10 years of age and upwards, on challenging topics such as conflict, war, violence, discrimination, peace, solidarity, equality and freedom.



The target group is broad, encompassing children from the age of 10 upwards, to young people and adults, although it is primarily aimed at children and young people.

The need addressed is related to the attitudes of children and young people to war and conflict. The board game was developed as an educational tool to talk to children of 10 years and upwards on certain challenging conceptual topics such as conflict, war, violence, discrimination, peace, solidarity, equality and freedom.

Aims of the Project

The aim of the project was to produce an educational tool based on human rights values which allows children to explore concepts such as conflict and peace.

In the game, the players play against the board, which promotes the idea of co-operation instead of competition. During the course of play, players figure out that in order to 'win' the game, they need to secure peace for the 'lands' of all players. To do that, they need to promote human rights values, and share their resources and innovations. The game is played with two to four players. Each player has a land card with four scales on it. The scales identify the situation of four parameters in their community:

- ▶ awareness on ecology
- ▶ equality
- ▶ social participation
- ▶ anti-violence.

Besides giving an insight into the given theme, the different parameters also facilitate the discovery of different stages of conflict and sustainable peace. If any parameter of any player is in conflict stage at the end of the game, all the players lose; therefore, the aim for the players is to work things out with care and solidarity.

All the cards in the game have different drawings on them, related to the four aspects that are at play: awareness on ecology, equality, social participation and anti-violence. Some cards visualise the negative consequences and others show what needs to be done for a peaceful society in which equality is the foundation. Participation for all is secured, people are in harmony with nature and violence is at its lowest level. The drawings provide material for deepening understanding on the concepts that the game tackles.

Innovation and Impact

Apart from being a co-operative board game on peace building, 'Time for Peace' is not didactic and has a win / lose dynamic that is based on co-operation. Out of 88 cards in the game, only 16 of them have words, which are also supported by visuals. The extensive use of visuals in the design of the game makes it possible play it even without having the need to read or write in a certain language once you have learnt the rules.

The game also has a puzzling effect. It is difficult for players to figure out how to win against the game in the first round and often they start to play for their own personal benefit. However, once they lose and start a new round, they are usually more supportive of each other. The trick in the gameplay is that, if they are too caring of others and ignore their own needs, they will also lose the game. The 'time for peace' only comes when you care for your own and others' needs in an on-going co-operative effort.

During the play-test phase of the game design, the impact of the game rules on children became evident. As they sat around the table knowing that they would play a game, some would immediately start to talk about how they were going to win the game and crush 'the others'. As the rules are being explained and it becomes clear that they need to co-operate to win, the dialogue between the players starts to change towards a co-operative and softer language. Each time the game is over, the facilitators reflect on the game with players. The children quickly understand the links between the game and real life, and start to give examples from their neighbourhood or school life – situations in which it is important to watch out for one another.

Since 2012, the game has been played officially more than 4,000 times in schools as part of workshops; there is no record of how many times it has been played afterwards by the different groups. The volunteers in more than 15 cities across Turkey continue to play the game regularly within social projects at their schools.

The game has also been translated into Arabic, in order to for it to be played with refugee children who had to flee from Syria. The boxes are sent to community and youth centres, which support these families. The organisations involved are looking for possibilities to translate the game in more languages and to further disseminate the 'Time for Peace'.

Links with the Council of Europe

Gülesin Nemetlu Ünal is a member of the Pool of Trainers of the Youth Department of the Council of Europe.

Partners and Contacts

The board game was developed by tekne learning constructs office, within the framework of the 'White Hats' project, run by TOG – Toplum Gönüllüleri Vakfı / Community Volunteers Foundation in Istanbul. The first publication of the game was financed with support provided by Janssen Turkey.

www.tekneden.net

www.tog.org.tr

Training course

Video

Peace building

Hate speech

Migrants

Discrimination

Balkan Without Hate

March 2016 to March 2017

NGO "35mm". Montenegro, Serbia, Bosnia and Herzegovina, Romania, Italy, Greece, Estonia

Description

The project explored how young people and youth work can benefit from the creation of genuine youth documentaries on what kind of (multicultural) societies they want to live in. The purpose was to showcase that young people from different, and usually perceived as conflicting, national identity groups, can work and create together.



The main target group were youth workers who needed practical and innovative tools in order to advance their youth work practice and tackle more effectively the issues in their respective societies. The young people from different communities were also a target group. The project's long-term vision was to see the young people become integrated and engaged in creative and constructive ways towards becoming active citizens. Some of the engaged youth workers were selected on the basis of having had previous knowledge and experience in using digital media and new technologies.

One of the needs for this project has been the rise in most European countries of incidents of xenophobic, Islamophobic and Antisemitic nature. The Balkans is known for frequent conflicts and disagreements, especially along ethnic and religious grounds. This has contributed to the increase of hatred and xenophobia that has targeted refugees from Syria and other countries.

The project also responded to the need to include innovative and creative tools in tackling these issues. The project is focused on developing different ways for using video-production in youth work.

Aims of the Project

The main aim of the project was to explore how young people and youth work can benefit from the creation of genuine youth documentaries. The theme of the documentaries is based on the kind of (multicultural) societies they want to live in.

Background

In 2014, the NGO "35 mm" from Podgorica, Montenegro, with the support of the European Youth Foundation of the Council of Europe, led the project Podgorica Without Hate. In Podgorica, there were two groups of high-school students – Albanian and Montenegrin – who are known to have had some bad history regarding bigotry and a lack of understanding of each other's culture, nationality and religious beliefs, and so on. Through the project they all met, learned about each other's history and, in the last phase of the project, made a short film together. The story in the film reflected their experience and learning, and related to the importance of understanding and reasoning when it comes to other nationalities and religious beliefs. The film was very well received and was broadcast on public

service TV. The live TV broadcast also featured the young people discussing their ideas when making the film. The film was entitled Za(o)tvoreni um, which means 'Closed Mind / For OPEN Mind', and is available online.

This project was the basis for the development of the project Balkan Without Hate. This time the project was enlarged in order to offer opportunities to youth workers in more countries.

Balkan Without Hate showcases young people from different and conflicting national identity groups working together to produce something valuable. It shows that young people have solutions and ideas of how they would like the Balkans and Europe to function without hate.

The practical approach of the project ensures a deep learning process as well as a profound awareness process for the youth workers as participants. They are motivated (and supported by the promoters) to further mobilise the young people they work with using the outcomes of the project.

The project gathered partners from across the Balkan region and other countries in an effort to deal constructively with the past and simultaneously to take a step forward looking to the future. The plan involves four to five people per country. The youth workers participating in the project explored the use of video production and jointly made a film on the theme of Balkan Without Hate. This film is to be disseminated and used to encourage young people, through creative expression, to get involved in creating a better world and opposing hate in society.

The project had three phases: the 'Preparation' phase saw the partner organisations selecting the youth workers who would participate in the project. The participants were asked to identify positive examples of multiculturalism and co-existence in their communities and to photograph or record them. This would be used later in their youth work practice. The partners had meetings with the participants before the actual training in Montenegro. This phase lasted for five months.

The 'Mobility' phase was for 10 days and was a training course held in Montenegro. It consisted of sessions on youth work practice regarding identity and diversity, non-violence, multiculturalism, the value of peace and conflict transformation, dealing with the past and the war history of Europe and Balkans, and youth activism in a 'hate' context. There were also more technical sessions on video-

production. During the 10 days, the participants made a film called SIGEMBR. The film represents the Balkans / Europe as having a 'virus of xenophobia'. It was designed to be a teaser to encourage young people in the home communities of the youth workers to get involved in becoming active and recording their own visions of the 'cure for the virus'.

The third phase was the 'Follow-up'. After the training in Montenegro, the participants went back to their home countries and presented their experience and the film SIGEMBR to their organisation to get the support from the organisation for the next step in the follow-up phase. This next step included small scale campaigns in each involved country to recruit young people to explore the same or other related issues through watching SIGEMBR. They would then create their own even more relevant film based on their own context. This phase lasted for between three and six months.

Innovation and Impact

The innovation of this project lies in the experience, knowledge and attitudes gained and developed during the whole project, as well as the created joint product in the form of the short film SIGEMBR. The innovation is in the concept of creating a film that the youth worker participants take away and show to the young people they work with in order for those young people to create a response film.

The outcomes of the training course and the subsequent follow-up activities and films were announced on the websites of the all the organisations involved: on blogs, YouTube channels and social networks. Participants acquired new skills and knowledge about new technologies and the digital media world.

On the European level the impact is in young people from different European countries being empowered to take up their role in promoting their vision of Europe (and particularly Balkans) without hate, and in shaping the societies to match this vision. The project increased the participants' positive awareness of other cultures and hate-related issues in different European contexts.

The partner organisations benefited from the transfer of knowledge and skills from their youth worker participants in multiplying the use of video production

in their youth work practice. They were also able to work with the young people on leadership and active citizenship for the purpose of building societies without hate.

The most important impact of the project was the film SIGEMBR on the topic of 'Balkans Without Hate'. The film is being used as an innovative educational tool to initiate in-depth discussions on the identified issues.

Links with the Council of Europe

The project Podgorica Without Hate was funded and supported by the European Youth Foundation of the Council of Europe and later inspired the organisers of Balkan Without Hate.

Partners and Contacts

Asociata GEYC (Group of the European Youth for Change) – Romania

PRONI Center for youth development – Bosnia and Herzegovina

Identities – Italy

Green Spirit – Greece

Seiklejate Vennaskond – Estonia

Idejanet Klub – Serbia

Social media

www.facebook.com/balkanwithouthate

<https://twitter.com/NoHateBalkan>

www.instagram.com/balkanwithouthate

SIGEMBR teaser:

www.youtube.com/watch?v=iN14-6bIGZI

Media coverage:

www.youtube.com/watch?v=6XHt40C9tto

www.bruskin.me/2016/08/26/premijera-filma-sigembr-u-okviru-projekta-balkan-bez-mrznje

www.tokotor.me/premijera-filma-sigembr-u-okviru-projekta-balkan-bez-mrznje

www.bokanews.me/vijesti/balkan-bez-mrznje-projeckija-filma-sigembr-kotoru

www.rtcg.me/kultura/film/139316/projeckija-filma-sigembr-u-kotoru.html

<http://ceud.org/en/ceud-supports-campaign-dialogue-is-freedom>

Za(o)tvoreni um (Closed Mind / For OPEN Mind)

www.youtube.com/watch?v=byG5uROdt2g&feature=youtu.be

Further information

NGO „35 mm“

<http://www.nvo35mm.org>

Activity

Tool

Peace building

Discrimination

Participation

Memory Journey and Memory Walk

Karakutu, Istanbul, Turkey

Description

Young people unearthing silenced and forgotten histories of oppression and discrimination, finding the actual locations and taking their peers on narrated memory walks of these locations.



The target group were young people aged from 16 to 25, specifically university and high school students from majority groups.

The need for this programme is based on the historical and on-going oppression of minority groups, whether based on religion, ethnicity, identity or political stance. Injustice and political violence, especially when related to nationalism and the formation of the national identity, has caused many groups to suffer in the last 100 years. The process of the formation of a national identity went hand in hand with the development of 'otherisation': the exclusion and isolation of minorities. The uniform identity idea was based on the denial of the great cultural and social complexity of the population and the claim of creating a monolithic society. In this respect, non-Muslim citizens of the Republic were the first marginalised groups. Later, other identities such as Kurds and Alevis were oppressed.

This process of otherisation set off a dynamic that developed and maintained a fear-based belief system that included negative stereotypes, prejudice and scapegoating. The fictitious enemies of the Turkish nation experienced serious human rights abuses. Genocide, deportation, and forced assimilation are some examples of the official policies towards minority communities such as Jews, Armenians, Greeks, Kurds, LGBTQI people, and Alevis. The different identity groups have been silenced in writing of history, the educational system, and within popular culture.

Turkey has also been facing a rapid urban renewal process which often conveniently destroys a significant part of the material heritage of past injustices. Many streets and buildings that witnessed injustice are being demolished due to gentrification initiatives. The collective memory relies on material or symbolic supports; the losing of symbolic "places of memory" brings the threat of "collective amnesia".

Aims of the Project

- ▶ to contribute to the respect, promotion, and protection of human rights by involving young people in the process of dealing with the past
- ▶ to develop a 'never again' notion among young people through recognising and acknowledging the sufferings of the past in order to create a just, peaceful, and diverse society.

The existence of a new generation challenging the official history and recognising the sufferings and struggles of discriminated groups is crucial to developing and

consolidating democracy and respect for human rights. The programme contributes to democracy and human rights by not only reaching out directly to the young people but also by equipping multipliers in the fields of youth and education with a specific model.

The Memory Journey Programme and Memory Walks encourage young people to explore and question the injustices against the historically marginalised groups. The Programme is a cycle of three steps:

- ▶ Capacity building of young volunteers
- ▶ Research for “places of memory”
- ▶ Memory Walks.

Capacity Building of Young Volunteers

Young volunteers, between 16 and 25 years of age, are empowered through a training seminar and other follow-up activities. The non-formal education based training includes sessions on introducing the programme, learning about different approaches to history, the construction of narratives, different research methods, oral history methods, and some places of memory.

Research for “Places of Memory”

The young volunteers conduct their own research to gather facts and narratives about “places of memory.” These places can memorialise sufferings of marginalised groups, destroyed cultural diversity or truth struggles of victim / survivor groups. Young volunteers explore the survivors’ narratives, silenced historical facts, visual materials, and statistical data. The research is also an empowerment and learning opportunity for the young volunteers themselves and this experience is supported by assigned mentors.

Memory Walks

The Walks provide young people with the opportunity for hearing silenced historical narratives and improving critical thinking skills about the hegemonic narratives. The content of the walks is mainly based on previous research of the young volunteers. The interactive day-long Memory Walks include indoor workshops and outdoor exploration of the “places of memory”. The young volunteers become the narrators and share the silenced stories of the memory places with their peers.

The outdoor part is very similar to a scavenger hunt but with a more thematic approach. Participants try to solve clues that bring them to the places of memory. At the end of the day, participants think and reflect on the experience at a debriefing session.

Innovation and Impact

One of the Memory Journey programme's strengths is its structure, whereby each step feeds into the next: capacity building of young volunteers, research for "places of memory", and the Memory Walks. The programme achieves sustainability; for instance, participants of Memory Walks can later become narrators through the capacity-building and research phases. In 2016, 10% of the participants on the Memory Walks started to volunteer in the Memory Journey programme.

The programme provides youth workers and educators with a unique tool for dealing with very sensitive issues such as massive human rights violations. The programme does not impose any counter narrative but provides young people with the opportunity to build up their own perspectives of the past. The programme merges non-formal education methodology and remembrance work very successfully. It is based on a peer model which deals with "unpleasant" issues through peer dialogue based on curiosity, acknowledgment, and respect for all.

Links with the Council of Europe

Emrah Gürsel, one of the founders of Karakutu, participated in the Training Trainers for Human Rights Education of the Youth Department of the Council of Europe in 2011-12.

Partners and Contacts

Okan University, International Relations Department

The programme was implemented within the scope of a course for the students

University of Sydney (Australia)

Incorporated some elements of the programme into one of its courses

Sabancı University

Invited Karakutu to implement the Memory Walk as a good practice at the Teachers Conference in 2016

Further information

Emrah Gürsel

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Workshops

Schools

No Hate Speech Movement

Bullying

Discrimination

Okkio Alle Parole - Care about your words!

2016

REDU (Rete Educare ai Diritti Umani), Florence, Italy

A project by Silvia Volpi and Stefania Zamparelli

Description

Okkio Alle Parole was a project on the use of social networks and the promotion of the No Hate Speech Movement in Italy, and was organised in partnership with the Florence Europe Direct centre and the Rete Educare ai Diritti Umani network.



The main target group for this project were 312 Students aged from 13 to 16. Indirectly, this project also targeted 10 teachers from the different schools engaged in the project.

The project addressed the need for learning about the proper use of different ‘language’ and communication tools in a safe and respectful way, and about how to understand the potential and limitations of social networks. Additionally, the demand to understand better the causes and consequences of discrimination, bullying, cyber bullying, and hate speech, and ways of preventing these in everyday life were also tackled.

The project is in line with the Council of Europe’s No Hate Speech Movement campaign. It pays attention to the use of words and to online communication. It raises awareness of the power of words in creating feelings such as intolerance, hate and xenophobia. The project informs and raises awareness among young people, their friends, families, and teachers about the importance of the correct use of words in online communication in order to prevent hate speech.

Aims of the Project

- ▶ to address the issue of the correct use of social networks among young people
- ▶ to define how social networks are an opportunity but also a threat because young people can be victims of involuntary human rights violators.

Okkio Alle Parole consisted of 12 workshops with groups of young people from different school contexts. The groups were composed of approximately 25 young people in each. The teachers attended the workshops as observers. Workshops were run in two slots of three hours each and were conducted by two REDU trainers.

The educational approach was based on non-formal learning principles. Most of the tools were inspired by the Compass, Compasito and Bookmarks manuals of the Council of Europe.

The workshops

Getting Ready

Getting Ready was the first stage of each workshop and gave space for the participants to get to know each other from a different perspective. (Most of the young people already knew each other because of attending the same classes.) This allowed them to get to know each other in new ways, for example about interests, free time, and so on.

The activity 'Where do you stand...' was used to act as a starting point for dialogue among the participants. Time was allocated for understanding the topics and clarifying the concepts. Smaller working groups explored real cases of discrimination, bullying, and cyber bullying that young people face in school contexts, looking at causes, consequences, and alternatives.

Take Action

Take Action was the second stage and began with a revision of what had been done in the previous session. The participants were divided into working groups to work on 'My Message to Other Young People'. Each group worked on a one-minute video that would spread positive viral messages among young people, teachers, and parents on one of the topics relevant to the students. The topics included bullying, discrimination, hate speech, racism, and xenophobia. Once completed, the videos would be shared with the rest of the group and then put online on YouTube. At the time of writing there were 29 videos on YouTube.

During the 10 days, the participants made a film called SIGEMBR. The film represents the Balkans / Europe as having a 'virus of xenophobia'. It was designed to be a teaser to encourage young people in the home communities of the youth workers to get involved in becoming active and recording their own visions of the 'cure for the virus'.

The third phase was the 'Follow-up'. After the training in Montenegro, the participants went back to their home countries and presented their experience and the film SIGEMBR to their organisation to get the support from the organisation for the next step in the follow-up phase. This next step included small scale campaigns in each involved country to recruit young people to explore the same or other related issues through watching SIGEMBR. They would then create their own even more relevant film based on their own context. This phase lasted for between three and six months.

Innovation and Impact

The project worked with the young people to be the main actors in promoting anti-discriminatory, anti-bullying and no hate speech actions in their school context and among their peers and families.

Everyone was a resource for the group, both in the initial phase while sharing stories and real cases of discrimination, hate speech and bullying, as well as during the realisation of the video.

Teachers had the opportunity to observe their students from a different perspective and to understand the potential of everyone while speaking and working on issues that are relevant to their lives.

The specific activity of making a video to spread a positive message among peers, families and friends, was an opportunity for the participants to express their own point of view, to be visible and stand against discrimination, bullying and hate speech.

As a direct result of the project, participants are now more informed about the topics addressed and about resources that can be used to fight discrimination, hate speech and bullying. They also became more open in expressing their opinions, and aware that if they want to change a situation, there is a need for action.

At the same time, the teachers and school communities are more interested in non-formal learning approaches and see the methods as effective for involving young people more open to their students' points of view and for co-operation with them.

Partners and Contacts

Europedirect Florence – Florence Municipality

Schools involved in the project:

Istituto Sassetti Peruzzi – Florence

Istituto A. Spinelli – Scandicci (FI)

Istituto Machiavelli – Florence

Istituto Meucci – Florence

Istituto Peano – Florence

Liceo Rodolico – Florence

29 YouTube videos

www.youtube.com/channel/UCG1RWeXTC_pdtEcjEnBRc6g

Further information

Silvia Volpi

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Workshops

Schools

No Hate Speech Movement

Bullying

Discrimination

Educational programme of the 'Dikh he na Bister' Youth Event

Roma Holocaust Memorial Day in Kraków, 1 to 5 August 2016

ternYpe – International Roma Youth Network

Description

The ternYpe International Roma Youth Network is among the leading organisations and networks on local, national and European levels for the recognition of the genocide of Roma that took place during the Second World War. The Roma Genocide Remembrance Initiative aims to raise awareness among young Roma and non-Roma, civil society and decision makers about the Genocide, as well as the mechanism of antigypsyism in a challenging present context of rising racism, hate speech and extremism in Europe. The Council of Europe's Youth Department has been supporting the TernYpe network in their efforts by providing educational, institutional and financial support in relation to the annual event which gathers hundreds of young people every year. In 2016, 350 young Roma and non-Roma from across Europe visited Kraków and Auschwitz-Birkenau as part of the youth event 'Dikh he na Bister' (Look and don't forget).



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In comparison with previous years, in 2016 the event integrated the new concept of an educational process, which allowed participants in internationally mixed but fixed groups to go through the experience of the whole event. In each group, facilitators created a space for learning about the Roma Genocide, as well as one for reflection on remembrance and the role of youth in addressing current challenges of antigypsyism, and other forms of racism in Europe today. With the support of the trainers of the Council of Europe's trainers pool, the concept was built on the Right to Remember handbook that was developed in 2014 within the Roma Youth Action Plan, with the purpose of supporting the educators when working with young people towards better understanding of the meaning of the Roma Genocide.

Aims of the Project

The overall idea was to build an educational process which allowed participants in mixed groups to go through the experience of the whole activity by having the same information regarding the event and historical facts and figures related to the Roma Genocide, but at the same time allowing for group and individual reflection and understanding. Participants at the event were divided into smaller groups and remained in that setting from the beginning until the end. In each group, facilitators created a space for learning about the Holocaust, as well as for reflecting on remembrance and the role of youth in addressing current challenges of antigypsyism, and other forms of racism in Europe today.

The objectives of the event and the educational process were:

- ▶ to raise awareness among young Europeans, civil society and decision makers about the Roma Genocide, as well as about the mechanisms of antigypsyism in a challenging context of rising racism, hate speech and extremism in Europe
- ▶ to pay homage to the victims, heroes and survivors, and to strengthen the identity based on a deep knowledge of the past
- ▶ to empower young Roma and non-Roma participants to have a voice to become key agents of change, and to foster solidarity among young people;
- ▶ to contribute to building a European culture based on respect, dialogue, human rights and equal opportunities, creating space for young people to become active citizens.

The educational support and process consisted of the following:

- ▶ Developing the educational process within the event, proposing objectives and methods for the sessions of the international working groups. Those objectives and methods were at first shared and agreed with the organisers' team, and then with the facilitators.
- ▶ Proposing links with and focus for other activities of the event (commemoration, visits, the opening and closing of events, evening activities, and so on). The aim of those proposals was to reinforce the overall coherence of the programme and create synergies between its different parts.
- ▶ Co-facilitating with the organisers the Preparatory Meeting with facilitators and the ongoing evaluation and planning of facilitators' meetings during the event.
- ▶ Having regular short meetings and conversations with all the facilitators, supporting them in overcoming the organisational difficulties, the changes in the programme, proposing to them methods or strategies according to the needs and evolution of the group work, and so on.
- ▶ Providing support to the organisational team in managing conflicts.

The Content and Flow of the Project

Day 1: After the opening in the late afternoon, the internationally mixed groups met and got to know each other, shared experiences, and reflected on the following questions: What do you expect from the visit and about the seminar? What experiences and knowledge do you bring from across Europe?

Day 2: Trip to Auschwitz / Oświęcim and official Commemoration

Afternoon: After the commemoration, time and space for the groups were provided to meet and to reflect on the day, and to get to know each other better: What does Auschwitz mean for you? What is the meaning of the commemoration? How can you imagine a youth commemoration that you will prepare on Day 4 in small groups? Methods used included: Roma poems / songs that stimulated the reflection, and, in the evening, a workshop called 'Arts & Memory': this was creative group work with artists on an installation.

Day 3. The workshop continued in the groups and participants tackled the following

issues: What happened and why did it happen? Ideology behind the event, and a timeline of persecutions; Examples of Romani Resistance. In the afternoon, practical workshops in groups focused on the preparation of youth commemoration moments. The evening offered optional programme elements: a debate panel on Romani Resistance, a film screening, an academic lecture, and workshops with art, music, and poetry.

Day 4: Visit to the Auschwitz Museum and Birkenau with guides, and small parallel commemoration moments organised by each group to close the experience.

Day 5: The workshops with the groups worked on questions related to present-day implications and relevance of the Genocide. Topics discussed include: What are the challenges today? How do you see the current realities of racism, antigypsyism, nationalism, and the roots in the past? What can be done?

During the closing ceremony, an open stage for group reflections and statements was offered.

Innovation and Impact

The new concept of the event (integrating an educational process articulated through international working groups sessions) proved to be very valid in 2016 and is to be further developed in the future. The basic choices in the articulation of the aims and objectives of this educational process were effective, while the following improvements are to be considered for the future:

- ▶ the online work of trainers and organisers with facilitators before the event
- ▶ a preparatory meeting just before the event (preferably one more full extra day to allow more time for practising certain sessions and building the facilitator group effectively)
- ▶ common objectives for every session and with proposed and possible methods, prioritising the ones included in the Right to Remember handbook of the Council of Europe
- ▶ two facilitators per group, combining profile and level of experience
- ▶ strong ongoing facilitator support of by having joint meetings during the event and peer meetings with each of them according to their needs / challenges.

Link with the Council of Europe

Institutional, educational and financial support was offered through the Roma Youth Action Plan.

Right to Remember handbook – an educational resource for all those wishing to promote a deeper awareness of the Roma Genocide and combat discrimination:
www.coe.int/en/web/youth-roma/right-to-remember

Further information

ternYpe – International Roma Youth Network

E- mail: ternYpe@romayouth.com

Website: www.ternype.eu

Roma Genocide Initiative:

<http://2august.eu>

‘Dikh he na Bister’ Youth Event – Roma Holocaust Memorial Day in Kraków,
1 to 5 August 2016.

<http://2august.eu/events/2016-krakow>

The Human Rights Education Youth Programme of the Council of Europe is a direct contribution of the youth sector to the core mission of the organisation on human rights, democracy and the rule of law. The programme is built around Compass, the manual for human rights education with young people, along with national and regional training courses, pilot projects and study sessions carried out with youth organisations at the European Youth Centres.

The Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE) adopted by the Committee of Ministers in 2010 recognises the role of youth organisations and youth work in implementing citizenship and human rights education. The 3rd Compass Forum on Human Rights Education, *Learning Equality – Living Dignity*, held at the European Youth Centre Budapest in October 2016, reviewed the implementation of the charter by youth organisations and identified needs for further action.

This publication testifies of the commitment of youth organisations and youth workers to the values of the Council of Europe through sixteen projects for Human Rights Education which can all be qualified as good practices. This is a tiny fraction of the work being done every day across Europe to make human rights education a reality for children and young people across Europe. Many other good practices are needed.



Learning Equality.
Living Dignity.

www.coe.int/hre

ENG

www.coe.int

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

COUNCIL OF EUROPE



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