



**Human rights are indivisible
interdependent and interrelated.**

This manual contains information and
concrete tools to assure that the youth
are competent in defending and
promoting human rights

HOW TO

start human rights with breakfast?

Educational tools for working
with young people globally
on Human Rights

Manual developed within the frame of the international youth project "Human rights start with breakfast! - Empower youth through human rights education"

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Partners in the project

Intercultural Institute Timisoara, Romania (Coordinator)

EIVA Association, Romania

Peruvian Institute for Human Rights and Peace Education, Peru

Rete educare ai diritti umani – REDU, Italy

CEMEA Reunion

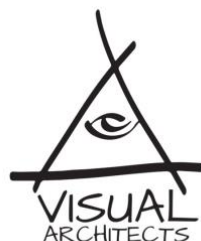
InterStep, Denmark

Youth Challenge Guyana, Guyana

Contributors to the manual:

Cristian BABUTAU, Oana BAJKA, Moises BAZAN, Isabelle BERTIL, Andreea BUZEC, Atesha CHRISTIE, Alexandra CONEARIC, Daniela CRĂCIUN, Samatha HUMPHREY, Dena JAMES, Melissa JARAMILLO, Francesco LISCIANDRA, Jeovana LOPEZ, Wilian LOPEZ, Dora Damiana Cordova MARTINEZ, Narcis George MATAACHE, Romina MATEI, Asser MORTENSEN, Oana NESTIAN-SANDU, Dmitri NICHOLSON, Valentin PEPENEL, Marie Julia POHOSKI, Josseline QUIROZ NARREA, Călin RUS, Marsha SINGH MALIKA, Stefania TORALDO, Aladino VALDIVIEZO, Lily Pilar Sayan VASQUEZ, Ana VIERU, Silvia VOLPI, Stefania ZAMPARELLI, Pablo ZAVALA

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INTRODUCTION

This manual builds on the experiences in Human Rights Education with young people of organisations from Denmark, Guyana, Italy, Réunion, Romania and Peru and aims at supporting those working on this field.

It addresses youth workers, youth leaders, teachers, and other education professionals interested in facilitating learning processes on Human Rights in non-formal contexts, with young people. The manual contains both theoretical information and practical tools that are useful in working with young people on this topic.

The methodology created is in line with the Reference Framework of Competences for Democratic Culture, elaborated by the Council of Europe, and is also inspired by different existing resources and manuals in the field of Human Rights education. It also contains specific elements, new methods, new input, reflecting the realities and experiences of partner organisations.

The manual has six chapters

1. The project Human Rights Start with Breakfast – information about the trans-national project and about the partner organisations
2. When Teaching about Human Rights is not Enough – theoretical background that supports the pedagogical approaches in the manual
3. Youth work in the partner countries – general information about different realities on youth work from Denmark, Guyana, Italy, Reunion – France, Romania and Peru

4. Good practices identified in the partner countries – concrete projects, initiatives implemented in the partner countries that generated good results
5. Concrete activities for young people in the global context on human rights – 50 methods to be used with young people on Human Rights. The methods are participative, inclusive, attractive, easy to use and “catchy” for the young people.
6. Conclusions and key observations points from the consortium and lessons learned from practice on working on Human Rights with young people and from the testing of the educational activities presented in the manual.
- 7.

1. THE PROJECT HUMAN RIGHTS START WITH BREAKFAST

1.1. WHEN, WHY AND WHAT?

The project, implemented in 2016 and 2017 was developed based on the international cooperation between organisations from Denmark, Guyana, Italy, Reunion – France, Romania and Peru in order to bring innovation in the field of human rights education for youth.

The main aim of the project was to strengthen the capacity of civil society organisations that work with young people from the partner countries and to develop an effective, coherent, inclusive and sustainable framework for supporting human rights education.

The objectives of the projects were:

1. To develop competences in human rights education for 30 youth workers from the partner organisations

2. To develop basic competences in human rights for 300 young persons from the partner organisations
3. To increase the cooperation at local and regional level between different stakeholders (schools / NGOs and community)
4. To promote active citizenship and the values of human rights
5. To increase the personal and professional development for 6 young people from Peru and Guyana during 7 months of international volunteering in Romania
6. To create an interactive, user-friendly and accessible platform for human rights education

In order to achieve these objectives, the project included three main types of activities:

- The preparation and organisation of an International training course for youth workers, with a focus on developing a shared understanding and producing relevant resources and training methods
- Local activities done by youth workers – focused on testing the methods developed and on promoting Human Rights Education in general, as well as the network and the resources generated by the project;
- European Voluntary Service for volunteers from Peru and Guyana – in this way it assures that the youth organisations from Peru and Guyana are increasing their capacity in youth work, by investing in the competences of their young people.

An interactive e-platform offering resources and information but also open to contributions in this field from organisations from all over the world was produced and can be accessed at www.hre4all.org.

The project was co-funded by the European Commission through the Erasmus Plus programme, Key Action 2 – Cooperation for innovation and the exchange of good practices -Capacity Building in the field of Youth.

1.2. WHO? (THE PARTNERS)

INTERCULTURAL INSTITUTE TIMISOARA (IIT), ROMANIA

IIT is an autonomous, non-governmental organisation, established in 1992, having a cultural, civic and scientific activity, without political purposes, which pursues the development of the intercultural dimension in the fields of education, research, cultural policies public policies in general and civil society. Its main activities focus on Education for Democracy, Human Rights Education and Intercultural Education. IIT has established a wide network of partners from different regions of Romania, from several European countries, including institutions, NGOs and professionals from its interest areas and different stakeholders from countries as USA, Libya, India and Senegal. IIT is co-operating very well with local, regional and national authorities in the fields of education, culture, youth and minorities. IIT has been actively involved in several important European projects, with the major topics: democracy, human rights, European citizenship, intercultural relations, minorities and migrants. IIT has implemented, as co-ordinator or partner, many projects, mainly related to intercultural education, at local, regional, national and international level, with the financial support from different sources – European Commission, Council of Europe, Open Society Foundation, European Cultural Foundation, Charles Stewart Mott Foundation, British Council, Florida Law-Related

Education Association, etc. IIT has created and published many volumes resulted from different projects and has published the Romanian version of several volumes of European publications, including COMPASS-A Manual for Human Rights Education with Young People, elaborated by the Council of Europe, Education Pack (part of the European campaign All Different All Equal – on the topic of Diversity, Human Rights and Participation) and DOMINO – a manual to use peer group education as means to fight racism, xenophobia, anti-Semitism and intolerance.

EIVA ASSOCIATION, ROMANIA

EIVA is a non-governmental organisation founded in 2009, whose aim is to promote and develop educational, social and cultural programmes in order to contribute to the sustainable development of the community in the spirit of European values. The activities implemented by EIVA Association so far are: educational activities for participants, youth and adults programmes to support youth's interests initiatives meant to create a framework compatible with democratic values and in the spirit of human rights respect; promoting acknowledgement, acceptance and collaboration attitudes and actions towards any person, social, cultural, religious, ethnic, economic, political and legal identity and entity on the basis of the mutual support of the moral principles of work and life, respect, dialogue, cooperation, tolerance, mutual aid and rejection of abuse, verbal, physical and psychological violence, exclusion, racism, xenophobia and discrimination; activities to support youth insertion into the labour market; civic education programmes in partnership with public institutions, universities, NGOs and other private organisations in order to promote dialogue, cooperation and communication among young people; establishing international contacts and

relationships in the interest of young people; initiating partnerships for international cooperation projects

EIVA has experience in voluntary programmes at local or international level (of the EVS & Peace Corps type) and in international cooperation in the field of youth and organisational development. EIVA is part of Youth Network and the experts of the organisation contributed to the implementation of the project regarding the development of EU – Africa cooperation relationships in the field of volunteer work, Youth Network (www.youthnetwork.pro).

PERUVIAN INSTITUTE FOR HUMAN RIGHTS AND PEACE EDUCATION (IPEDEH), PERU

IPEDEHP is a non-profit educational association established in 1985, with a legal status. Public school teachers – from Pre-school, Primary and Secondary levels – are its main areas of scope. However, it also involves Higher Pedagogical Institutes, leaders from different social sectors at national level, young people, public officials, particularly those from social sectors, security and justice, that are privileged spaces for socialisation, knowledge construction as well as citizen individual and social interaction. As an educational institution, our purpose is to contribute to disseminate information, promote and advocate public policies for Human Rights, building Democracy, Justice and Peace in Peru, coordinating actions at a national and international level with civil society organizations. Its main lines of action are:

- Elaboration and validation of theoretical-methodological materials for Human Rights and Democracy Education in the formal and non-formal fields

- Elaboration and validation of Democratic Governance Proposals, thus building democratic interpersonal relationships as core elements of school life
- Training of Teachers-Promoters at all levels of the education system in the Proposal for Human Rights and Democracy Education
- Training of different social agents in the Promotion of Human Rights, Democracy and Citizen Participation: Social actors, youth leaders, university students.
- Sensitize and train members of the National Police Institutions in order to prevent torture and other cruel, inhuman and depriving treatment, when they fulfil their legal functions.

IPEDEHP is a member of the National Council of the National Human Rights Coordinating Net Articulation and network for exchange of experience with official and private institutions working for human rights at national and international level: National Human Rights Education Net; HREA (Human Rights Education Association- USA)

RETE EDUCARE AI DIRITTI UMANI (REDU), ITALY

REDU has been active informally since 2001 promoting a culture of human rights through local and national training courses, seminars, creation of educational and pedagogical materials and tools. REDU board members were very active in coordinating the participative translation procedure of Coe Compass manual (1st version), its promotion and dissemination in Italy. Staff members were also involved in the testing phase of Compassito manual, offering an important contribution for its revision and edition. Since 2007, REDU is a national network officially registered. It counts on 3 experienced youth work

specialists in the direction board and has members from different cities in Italy. Its work is sustainable thanks to the motivation of its members and the economical contribution of the associate organisations. REDU has published the translation of Coe Compassito manual in cooperation with Arciragazzi and Arci Servizio Civile. In November 2015, REDU has organised in cooperation with LIBERA, FONDAZIONE KENNEDY and UNICOOP TIRRENO a national training course on human rights and human rights education, with a special focus on personal development as one of the main factors for change. In 2015-2016 REDU is conducting workshops in Secondary Schools promoting NO HATE SPEECH attitudes and communication.

CEMEA RÉUNION, FRANCE

CEMEA (*Training Centers of Active Education*) represent a movement of the New Education, an association of popular education and a training organisation involved in the fields of youth, formal and non-formal education, social work, culture and international relationships. The purpose of the association is to disseminate the principles of the new education. CEMEA is an officially registered association, working in partnership with the education system, and providing training recognised by the Ministry of Youth and Sports and by the Ministry of Education.

For 50 years, the regional association of Cemea Réunion relies on a network of volunteer members (trainer of voluntary animation, students and teachers...) and on the permanent staff consists of 18 persons and 8 young in voluntary community service, ambassadors for participants's rights. CEMEA Reunion are active in several fields: - Animation: Training for voluntary youth workers (leaders and coordinators) and for professional workers, think-tank based on several thematic - Social and

Health: training of home assistance workers, support in social and solidar economic projects - Education policies and cultural activities: training for parents based on the school's sense, teachers training, actions against out of school or any difficulty, pedagogy meets, Local Festival of Education Movie, Mondial Meetings around Open-Source Logicians - Development and prospective - Europe, Mobility and International, recently created. This field intend to expand mobility actions inside professional training, to set in place partnerships in Ocean Indian Zone. CEMEA Reunion, being member of CEMEA France, are also member of the FICEMEA (international organization to federatate action's members in order to upgrade active education methods, new education and contribute to transform education and social practices anywhere in the World) Our target group is young people and adults participating in the actions or trainings, and anyone interested in education.

INTERSTEP, DENMARK

The aim of InterStep is to offer international activities and through this, promote intercultural learning, European citizenship, European integration, democracy, tolerance and human rights. Furthermore, the organization is a platform where members with an interest in international relations, can engage in projects related to this topic. The organization focuses its activities on facilitating the integration into Danish society of the foreigners in the 'Northern Jutland' region of Denmark. InterStep has for two years worked as an International stepping stone for young people in Aalborg. We have with many activities and active members contributed to make Aalborg a better city for young people in general and in particular for those with other background than Danish. InterStep has, with the project "Danish weekends" started a tradition for making

information meetings for newly arrived foreigners. Based on peer to peer learning we are helping newly arrived peers to find their way in Denmark with regards to practical things starting from use of medical services, over understanding labour market to tips and tricks for a life on budget in Denmark. InterStep has with the project Share2Learn with resources from the Youth in Action programme, Action 1.2, made non-formal peer to peer learning available for all interested people in Aalborg. The project has already got a lot of good feedback and the board has decided to continue the project also after ended funding. InterStep is a part of a network with all other organisations in Aalborg, working with foreign people, InterStep has on behalf of this networked assumed responsibility to make a one-entry system for cultural and leisure offers for foreigners in Aalborg. Hosting volunteers will allow us to do this properly and to strengthen the general satisfaction of foreigners in Aalborg. Since its foundation, InterStep has implemented a series of projects targeting young people. The main focus of our activities was the social integration of foreigners in Aalborg and their active participation in the democratic process in the local community.

YOUTH CHALLENGE GUYANA (YCG)

Since its establishment, YCG has exposed thousands of youths in all ten administrative regions of Guyana to challenging and worthwhile community service projects, ranging from health, literacy, environmental research, community infrastructure and HIV/AIDS/STI education. Youth Challenge Guyana (YCG) creates opportunities for youths and communities to effect positive local social change, strengthened by global partnerships. In 2014 Youth Challenge Guyana is a large NGO

in Guyana, with a 100% Guyanese Board, management and staff, One regional office and different programmes and projects, maintaining and developing relationships with many national and international partners. About the programmes:

- Health and HIV/AIDS - With support from United States Agency for International Development (USAID), and the Global Fund. Youth Challenge Guyana has worked for many years in three different areas: Abstinence and Being Faithful (A&B), Other Prevention (OP) (like condom use) and Voluntary Counselling and Testing (VCT). All activities are implemented in four regions of Guyana (regions 1 and 8) targeting specific groups such as Sex workers and their clients, out of school youths, and other populations in underserved communities.
- Life-skills and Livelihood - The goal of the Life Skills & Livelihood programme is to increase employment opportunities for unemployed and at-risk youth. –
- YCG's Youth Employability initiatives aim to equip young people with the knowledge, skills and support to strengthen their employability. As part of this intervention YCG managed and implemented two components of the USAID/Guyana Skills and Knowledge for Youth Employment (SKYE) project that reached more than 500 youth who were empowered to acquire employment.
- Education - National Volunteer teaching. Youth Challenge Guyana's National Volunteer Teachers' Programme aims to improve the access to education by addressing the shortage of teachers in the hinterland and riverain schools. The programme, which occurs through a partnership with CUSO International and The Ministry of Education, recruits Guyanese volunteers and provide them with training and preparation to volunteer as teachers in schools where shortages exist or schools in remote locations require

support when regular teachers are away from school attending meetings, workshops and so on.

2. WHEN TEACHING ABOUT HUMAN RIGHTS IS NOT ENOUGH

2.1. HUMAN RIGHTS EDUCATION

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010) defines human rights education as: "education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behavior, to empower learners to contribute to the building and defense of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms". In reality however, the education system does little to actually "empower learners to contribute" to society. Often, educational activities focus mainly on informing learners about the history of human rights, with a strong focus on the Universal Declaration on Human Rights and with very little focus on creating an environment that reflects human rights or on empowering young people to act for human rights in their community or in the world. Human rights education is often directed predominantly to the dissemination of knowledge about human rights. As Okafor and Agbakwa (2001, p. 41) remark, "there is a void between praxis and theory, which has led to the impotency of human rights education in cultivating any learning outcomes, beyond knowledge content". Key ideas and principles about Human Rights and Democracy are presented in the document *Challenge to Educate with a Human Rights and Democratic Approach. Basic Ideas and*

Concepts for Trainers, elaborated by the Peruvian Institute for Human Rights and Peace Education and available at www.hre4all.org.

Human rights, as a comprehensive and universal framework, were agreed upon by the international community in the aftermath of the WWII, as basic standards without which people cannot live in dignity. Seventy years later, we teach young people around the world about the Holocaust and what happened before this international code of rights was agreed upon. They learn about the horrific events from both from a macro perspective and from an individual perspective, from historical perspectives and from personal perspectives. They read history books, diaries, memoirs and they try to imagine where they would have stand. Would they have taken the side of the perpetrator or the side of the rescuer or would they settle in the cozy place of a bystander who thinks he or she is neutral or unable to do anything? However, no matter how hard we try to imagine we cannot know for sure how we would have reacted in a situation like that. But what we do know is how we react to present day violations of human rights – from discrimination in employment or housing, to violence, lack of access to education, to poverty, violence and war.

Currently, in the European context, the refugee crisis makes one think about the refugee crisis during the Holocaust. Jewish people were then trying to flee Nazi Germany and almost no country was willing to receive them. How much did we evolve as a society in the last 70 years? Yes, some things have changed. Germany is no longer the country which they flee but the country towards which they run. The refugees are not Jewish they are Muslims. But the blatant racism of people, the stubbornness of various countries to “protect their borders”, the

vicious violence of the border guards is the same. It feels like we did not evolve that much.

Young people today may be very knowledgeable, knowing how to answer a lot of questions: what is a stereotype, what does tolerance mean, etc., but when asked what they can do to challenge the status quo in a particular situation of discrimination, of human rights violation they do not have a lot of answers.

Teaching about human rights is not enough. Young people need to be inspired to take action at local and international level. Nationalistic narratives need to be replaced with a global narrative, one that helps them understand that they are part of a larger society and to get away from the “us-them” dichotomy.

The United Nations Declaration on Human Rights Education and Training, adopted in December 2011, reaffirms the necessity of access to human rights education and asserts that: “human rights education encompasses education:

- a. about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
- b. through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners; and
- c. for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.”

This perspective promotes a more holistic approach of human rights education, one that can be declared accomplished

when young people' discourse and worldviews are shaped by a human rights perspective; when the word 'rights' is part of their daily vocabulary; when the curriculum and teaching methods are student centered; when young people become preoccupied by things that happen beyond their immediate environment; when they feel connected with other children and young people around the world; when they understand the interconnectedness between people and the possibility of choosing peace instead of war, choosing respect instead of hatred, choosing to protect the environment instead of looking for personal gains at the expense of everybody else.

Just as human rights are indivisible, these three aspects of human rights education are indivisible as well. The first aspect, 'education about human rights' is the clearer and easiest to implement. Obviously, without knowledge about the content, the principles and the values of the human rights framework little can be do to empower young people in this sense.

What is often lacking is the focus on helping young people to understand that rights are real, palpable things, not just words in international documents and laws. A famous quote from Léopold Sédar Senghor sums up this concern: "Human rights start with breakfast". Translating the language of human rights into a language that is accessible to young people increases their interest in the topic beyond the academic focus into everyday life.

The second part, 'education through human rights' is probably the most difficult to implement, because it calls for a radical shift in the entire education system. It has at the same time, the potential for significant and long-term impact. Education through human rights requires an environment in which young people' rights are respected, in which education professionals

recognize that the learning context and methodology have to be consistent with human rights values (e.g. participation, freedom of thought and expression, etc.) and that in human rights education the process of learning is as important as the content of the learning. However, in practice, educational processes do not always respect these principles. For example, children have a right to be heard in all matters affecting them and to participate in decision-making processes (Prunty, 2010). But despite the evidence from research on the benefits of including children with special needs in the decision-making processes on matters that affect them and the requirement of international law, Kilkelly (2008) notes that 'schools can be the most undemocratic institutions children ever encounter' (p. 502).

On a more positive perspective, the Council of Europe acknowledges that "historically, children have been granted steadily increasing importance as active participants in their own education" (Bäckman & Trafford, 2007, p. 89). They are increasingly required to take an active part in learning and they are assigned a share of responsibility for the learning process. Through educational policies that are educating children to participate and assume responsibility, important steps are taken towards developing active and involved citizens.

In order to be effective, human rights learning processes need to be experiential. Experiential learning starts from the idea that learning is the process whereby knowledge is created through the transformation of experience. Experiential learning is based on the assumption that learning needs to start from the relationship of the participant to the topic, from the concrete experience of the person. Through a process of sharing observations and reflections the participants get the

ownership over what is learned. Learning from experience is increased when people deliberately reflect on it. This process enables young people to transfer the abstract concepts into every day life and to understand the relationship between policies and practice.

Taking human rights education outside the classroom into real life means translating human rights into local action. In school students learn to identify when something needs to be done, when action needs to be taken, but outside of school they can try to find concrete ways to take action or to persuade those in power to implement policies and actions that are grounded in a human rights perspective in order to contribute to the development of the society as a whole, a society that offers equal opportunities to people from all walks of life. But in order to become active citizens young people need to be empowered - this is what 'education for human rights' refers to. As Nabatchi and Leighninger (2015) remark "young people can be leaders of today, not just leaders of the future" (p. 7). They need not be regarded solely as recipients of information, but as valuable contributors.

Human rights education interpreted as education about, through and for human rights demands commitment, creativity and the willingness to go the extra distance to embed various perspectives and to learn from various disciplines. We propose a series of adjustments that can be implemented in the educational systems and practices for a coherent approach in human rights education, an approach that is deeply rooted in today's reality, an approach that aims at developing transformative citizens.

2.2. INTERCULTURALISM AND HUMAN RIGHTS

Human rights are not abstract concepts; they refer to every day realities. But reality is subjective and interpreted differently in various contexts. Therefore, education about, for and through human rights needs to be adapted to the cultural and individual specificities of the young people. Human rights education needs to be taught with intercultural awareness and from a global perspective. "The cosmopolitan vision underpinning the UDHR is not inherent in human beings but needs to be understood and shared" (Starkey, 2010).

UNESCO's publication *Rethinking Education: Towards a Global Common Good* emphasizes the importance of cultural diversity, which is viewed as "humanity's greatest source of creativity and wealth". Cultural diversity provides not only diverse ways of viewing the world, but also different approaches to solving problems that affect us all. For this reason we must recognize the diversity of lived realities while reaffirming a common core of universal values. Schools often marginalize young people belonging to cultural, religious, linguistic, gender and sexual orientation minorities.

Interculturalism acknowledges that human rights apply to all human beings, regardless of the inequalities that still exist and regardless of the fact that they are not always respected. Human rights are not given to us by our governments, they are inherent in our humanity, but it is the role of governments to protect and respect our human rights. In this sense, structural inclusion and cultural empowerment are essential conditions for the internalization of human rights values (Banks, 2010) while structural discrimination is a violation of human rights. Unfortunately in countries all over the world structural discrimination is still a common practice.

Interculturalism contributes to the respect of human rights for all, minorities and majority, immigrants and refugees, undocumented and internally displaced, men, women, transgendered, children, seniors, etc. Moreover, it leads to a deeper understanding of the fact the equal opportunities do not mean favoritism, but an attempt to diminish the inequalities and historical injustices (Gorski, 2008). For this reason, the participation of all citizens in shaping the societies in which they live is necessary in order to reflect the pluralism of their own realities.

There is a scientific and political debate about multiculturalism and interculturalism as policies for managing the cultural diversity of contemporary societies. The multiculturalist approach “involves acknowledging and respecting the cultural needs of minority groups by making allowances for the fact that their beliefs and practices may differ from those of the dominant group and by adjusting and adapting the laws, rules and regulations in order to enable minority and majority individuals to adhere to their own cultural practices” (Barrett, 2013, p. 16). Over the past years political leaders across Europe acknowledged that multiculturalism is not an effective policy. Their declarations incited various reactions, including those proposing a return to the monoculturalist society – an approach which is not only undesirable, but virtually impossible in today's globalizing world.

The interculturalist approach on the other hand, builds on the foundation of multiculturalism, but takes it one step further. Interculturalism values cultural diversity and pluralism, is concerned with social inclusion and integration and with tackling structural political, economic and social disadvantages. At the same time it acknowledges that these

objectives cannot be reached in the absence of structural and meaningful dialogue. Interculturalism places a central emphasis on intercultural dialogue, interaction and exchange (Barrett, 2013) and all these need to be based on respect for human rights and on democratic principles.

2.3. HUMAN RIGHTS EDUCATION AND INTERCULTURAL EDUCATION

Too often the intercultural perspective was regarded as just relevant for those who are culturally different from the majority, ignoring how interlinked communities and people are, as well as the roots of inequality in a long history of structural racism. Intercultural education does not mean learning new models and theory, and is not a separate reality. By tackling aspects of social and political every day reality intercultural education offers a framework for the analysis of the living and working context and offers tools for the analysis of situations in which “culture” is useful for understanding and action and of situations in which it is less useful (Titley, 2004).

Intercultural education has the potential for social transformation; it is a tool for social change. The vast amount to stereotypes and prejudices that people grow up with, the “we-they” dichotomy which is so often used, from classroom interactions to political discourses need to be replaced with genuine curiosity about our fellow human beings, with care and with intercultural competence. The central challenge for modern, diversifying societies is to create a new, broader sense of “we”.

Schools need to implement both human rights education and intercultural education as transversal approaches. The main

competence young people need to develop in order to be able to participate effectively in an intercultural society is the intercultural competence. This competence consists of a set of knowledge, skills and attitudes that facilitate intercultural interaction and relationships between individuals and communities. It includes aspects such as:

- knowledge about the cultural background of the people, about the social and political contexts in which we live;
- attitudes like respect for otherness, openness and curiosity, empathy and solidarity;
- skills like critical thinking and multiperspectivity, the ability to understand how stereotypes function, in order to avoid using them, and the ability to confront prejudices and discrimination when we encounter them.

Intercultural competence is not acquired automatically. It needs to be learned, practiced and developed through life. Formal and non-formal education processes have a major role to play in developing this competence. The Council of Europe published a variety of relevant documents on this topic, including the Guidelines for intercultural dialogue in non-formal learning / education activities (2014), a practical tool to support educators to consciously embed intercultural dialogue in their practice. The tool was developed primarily for non-formal education activities, but it can be easily adapted to the formal education system. Its content is also compatible with a rights-based approach and emphasises the close necessary connection between educational activities focused on intercultural dialogue and intercultural competences and Human Rights Education.

2.4. THE INTERDISCIPLINARY APPROACH IN HUMAN RIGHTS EDUCATION

Education is a powerful transformative force to promote human rights and dignity, to eradicate poverty and deepen sustainability, to build a better future for all, founded on equal rights and social justice, respect for cultural diversity, and international solidarity and shared responsibility, all of which are fundamental aspects of our common humanity (UNESCO, 2015). Achieving these goals demands both disciplinary and interdisciplinary approaches. While there is quite an impressive development in various disciplines, there is an increasing need for debate and dialogue across the board.

Interdisciplinary understanding is demonstrated when young people “integrate knowledge, methods, and languages from different disciplines to solve problems, create products, produce explanations, or ask novel questions about a topic of global significance in ways that would not be feasible through a single disciplinary lens” (idem).

Human rights are not the province of any one academic discipline; human rights education is a transversal theme across the curriculum. For this reason interdisciplinary approaches are necessary to provide a robust multifaceted understanding of human rights and teacher training is needed to prepare teachers of all subjects during their studies and as in-service training. The UN's World Program for Human Rights Education has encouraged the development of education programs on human rights for all professional categories. It emphasizes the importance of such programs and proposes that they are most effective when understandings of human rights inform the entire education system (UN Declaration on Human Rights Education and Training, 2011).

A stronger link needs to be established between human rights education, education for democratic citizenship, intercultural education and global education. An education strongly embedded in reality cannot ignore the strong link between these educational approaches and important steps need to be made in human rights education to encompass all these links in teaching about, through and for human rights.

Although Human Rights and for humans in general, the issue of inequality of treatment based on gender and the perpetuation of a dominant position in society for males, represent significant challenges to most societies today, regardless of the continent and of the level of economic development. Thus, gender equality is a key transversal human rights topic which needs to be addressed properly in Human Rights Education activities.

Human rights education and education for democratic citizenship are increasingly viewed as interlinked topics, including in a recent publication on "Curriculum Development and Review for Democratic Citizenship and Human Rights Education" published in 2015 by the Council of Europe, the United Nations Educational, Scientific and Cultural Organization, the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe, and the Organization of American States. The case is made also for strengthening the link between human rights education and intercultural education to promote social cohesion, intercultural understanding and the valuing of diversity and equality.

2.5. HUMAN RIGHTS EDUCATION AND GLOBAL EDUCATION

The next pillar that needs to gain importance with regards to human rights education is global education. The call for global education is made to open people's "eyes and minds to the realities of the globalized world and awaken them to bring about a world of greater justice, equity and Human Rights for all" (Council of Europe, 2012). Global education is viewed as the global dimension of education for democratic citizenship. National governments promote citizenship education, but a global perspective leads to education for cosmopolitan citizenship – a framework that has a transformative potential, but which is seldom yet realized (Starkey, 2010).

There are a few timid attempts to teach global education in schools, but governments need to invest more resources in research and empowering teachers and young people to act for human rights at local and global level. Global competence is defined as "the capacity and disposition to understand and act on issues of global significance" (Boix-Mansilla & Jackson, 2011, p. xiii). This involves intercultural competence and a strong understanding of cultural, social and political aspects of the world.

In order to motivate young people to act for human rights they need to think about human beings as a single unity and to understand that all human beings are related to one other. "Viewing the population of the world as a human family (...) engages both the intellect and emotions" (Starkey, 2010, p.32). In order to take this intellectual leap and to grow the feeling of belonging to the human family in all its diversity a series of small steps need to be taken.

2.6. FORMAL AND NON-FORMAL HUMAN RIGHTS EDUCATION

Human Rights Education can be implemented in both non-formal and formal educational settings but regardless of the types of education, in order to be effective, it needs to be coherent.

In a non-formal educational setting, human rights principles, including equal treatment and respect for human dignity should be reflected not only in the content of educational activities, but also in the attitude and behaviour of the trainers.

Similarly, in formal education the attitudes and behaviours of teachers matter as much as their talk about human rights. Moreover, a single teacher can only do so much to help students become cosmopolitan citizens with a deep commitment to human rights. Changes in curriculum and educational practices should be reflected in all disciplines and implemented by teachers at all levels. Moreover, a whole-school approach in developing democratic and intercultural governance should accompany the changes in the curriculum and educational practices.

Democratic school governance is based on human rights values, empowerment and active participation of learners, educational staff and stakeholders, including parents in all the important decisions in the school. It is essential that human rights values infuse the culture and practices of both the classroom and school environments so that human rights are a "lived" experience in the schooling system. The human dignity of students, their teachers and other members of the school community should be fully respected so that lessons on human rights resonate within the climate of the classroom and school and motivate learners to respect and apply human rights in

their own lives (OSCE/ODHIR, 2012). A whole-school approach in human rights education empowers students to become transformative citizens, which is the highest level of citizenship according to Banks (2010). Transformative citizens have "democratic attitudes and values towards diverse groups, the knowledge and skills needed to function within their own cultural group as well as within other ethnic and cultural groups in the nation, region, and within the global community, and the knowledge and skills to engage in deliberation and power sharing with other groups" (idem, p. 63).

Last but not least, human rights education processes must be based on a triangulation between policy, research and practice. Educational programs need to be continuously analysed in the light of most recent research and policies. Research shows educators not only what needs to be done, but also which are the best ways of doing it. At the same time, the educational experiences should be a major information source for policies and research.

2.7. HUMAN RIGHTS EDUCATION AND THE INTERNET

Even though the cyberspace is not mentioned in the UDHR, for obvious reasons, today our lives are more and more organized around the technology we use and access to Internet is considered a human right. The development of new digital technologies has offered both challenges and opportunities. On the one hand, information and knowledge are more readily accessible to people around the world. On the other hand, we are witnessing an increasing level of ethnic, cultural, religious intolerance, using communication technologies for ideological and political mobilization to promote exclusivist worldviews.

Human rights education has an important role to play in raising awareness about the issues that give rise to conflict and the means for achieving for social justice and peace. There are various examples of both individual and state lack of responsibility, but also very important actions and projects undertaken to protect and promote human rights online.

Positive examples of using the Internet as an ally to act for human rights include actions such as:

- The No Hate Speech Movement - a youth campaign of the Council of Europe for human rights online, to reduce the levels of acceptance of hate speech and to develop online youth participation and citizenship, including in Internet governance processes. The campaign uses online and offline tools to monitor, share and discuss hate speech content on the Internet. It involves actions at national and international level
- The Arab Spring – a series of events in which social media played an important role in shaping political debates and helped spread awareness about ongoing events all over the world.
- Global Citizen – an online community of people who want to learn about and take action on the world's biggest challenges. Using social media, email and the classical phone calls, people lobby governments to take action for human rights all over the world.
- Help for Refugees – various apps and maps are developed for refugees to find the best routes to reach Europe, to avoid scams and to communicate with each other and with their families. Moreover, in response to the refugee groups that arrived in Europe

and to the unjust reaction of certain governments, groups of citizens organized online to find various ways to help the refugees – from offering to host them in their homes, to organizing car convoys transport them, to bringing food and clothes in the improvised camps, etc.

All educators, in formal and non-formal education can play an important role in empowering and motivating young people to use the power of the Internet for good causes, rather than for promoting hate and ethnocentrism. They can take effective actions to engage young people in online human rights campaigns or to support them to start campaigns on issues of importance for them.

The Internet also offers the possibility of online partnerships with peers from other parts of the world, in order to develop common projects for addressing human rights locally and globally. These partnerships are the perfect setting for coherently implementing the learning about, through, and for approach in human rights education and the possibility to learn about the lives of young people from different countries and with different cultural affiliations, all the while empowering them to become global citizens.

2.8. AN INTEGRATIVE FRAMEWORK: COMPETENCES FOR DEMOCRATIC CULTURE

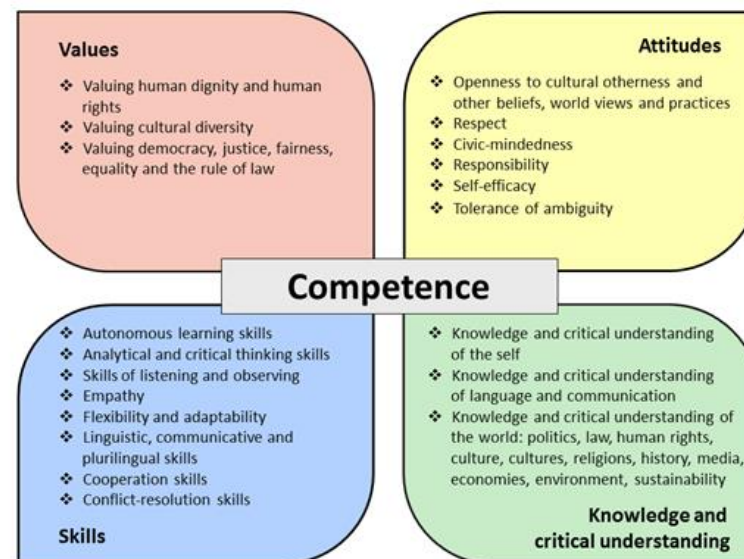
As mentioned above, interculturalism as a normative approach makes sense only if democratic principles are at the basis of the relationships between individuals with different cultural background and between different cultural groups. In the final declaration adopted at the Conference of the

Ministers of Education of the Council of Europe member states in April 2016, a new model of “competences for democratic culture” has been acknowledged as useful to guide educational policies and practices across Europe in relation to the mission of education to prepare young people for their role of citizens.

The term ‘culture of democracy’ rather than ‘democracy’ is used in this context to emphasise the fact that, while democracy cannot exist without democratic institutions and laws, such institutions and laws cannot work in practice unless they are grounded in a culture of democracy, that is, in democratic values, attitudes and practices. The model of competences for democratic culture also includes intercultural competence as being of central importance to democratic processes within culturally diverse societies. A fundamental principle of democracy is that the people who are affected by political decisions, regardless of their cultural or social background, should be able to express their views when those decisions are being made and that decision-makers should pay attention to those views.

The model of competences for democratic culture has been developed based on the analysis of over 100 relevant competence schemes and was validated by a pool of experts in the field. Although it was developed by a European organisation, the Council of Europe, and has been endorsed by the ministers of education of European countries, the model is globally relevant. The global pertinence and acknowledgement of the model is proven by the fact that it is taken as a reference, among others, in the work of the OECD, including in the design of the PISA 2018 study, which for the first time includes aspects related to global competence.

The model includes 20 elements, grouped in values, attitudes, skills and knowledge and critical understanding, as illustrated in the diagram below:



Details about the competence model, the meaning of the various components and the other elements of the competence framework envisaged are available at www.coe.int/competence.

As it can be seen, human rights have a very visible and important place in the model. The first category of values refers to valuing human dignity and human rights. Also, human rights are included under the knowledge and critical understanding of the world.

It is also important to point out that various elements of the model are essential for citizens, including young people, to

exercise and access their human rights and to contribute to respecting the human rights of the others.

The elements of the model of competences for democratic culture should therefore be taken as reference also in the definition of the learning outcomes of non-formal human rights education activities.

3. YOUTH WORK AND HUMAN RIGHTS EDUCATION IN THE PARTNERS COUNTRIES

3.1. DENMARK

Youth Work Policy in Denmark

Youth work is a very well established concept in Denmark with a youth work tradition dating back approximately 170 years. Youth work in Denmark is being carried out by public sector bodies (various national, regional and local authorities) as well as an active third sector (youth NGO's).

However, the research conducted indicates that within Denmark there is no formal definition for youth work and the term is "not as widely used as perhaps in some other countries".

Furthermore, the term 'youth work' in a Danish perspective, aside from lacking a concrete definition, it may also lead to confusion since the term when literally translated would have connotations of 'child labour'. Citing Ina S. Ringsdal, "In fact, when translated, the term 'youth work' causes initial confusion - several interviewees initially came to think of young people in employment."

The research shows that the reason for this is due to the perspective Danish policy and the Danish culture in general has with regards to youth and society. Young People in general are not identified separately in terms of educational policies. As Haarder mentioned in The Youth Policy Article 2008, Youth policy in Denmark is seen from a unique perspective in that it is not identified as a stand-alone entity or self-contained system, but rather integrated across all general policy in regards to supporting Denmark as an enlightened and open, democratic welfare society that is based on social coherence and strives to give everybody equal opportunity to obtain an education, a job and social security, thus creating the basis for the participation of young people in society.

Research shows that it is unclear the existence of a governmental authority - ministry, department or office - that is primarily responsible for youth. There is no specific ministry in charge of youth affairs or a single unique piece of legislation or policy dealing with youth affairs. As stated by the former Ministry of Education in the Danish EU Youth Report 2015, Denmark has an integrated youth policy approach, as every sector has its own field of responsibility regarding measures and policy for young people: In Denmark preparing legislation regarding young people is the responsibility of the different sector ministries (cross-sectorial), e.g. Ministry of Education, Ministry of Higher Education and Science, Ministry of Employment, Ministry of Children, Gender Equality, Integration and Social Affairs etc. The Danish Minister for Education is the acting minister for the youth field with regard to the Council of Youth Ministers of the European Union.

Therefore, youth policy in Denmark is integrated throughout government and across different national, regional and local authorities. As so, all their programmes and activities together

form the framework of Danish youth policy. Whilst the Ministry for Children, Education and Gender Equality does not have any national youth policy, the Ministry of Higher Education and Science has however identified the European Commission's youth programmes to be in line with their principles. In this regards, the Ministry is acting as the National Agency for the European Commission's programmes for youth: Erasmus + programme (2014 – 2020), and it was for the preceding 'Youth' (1997- 2007) and 'Youth in Action Programme' (2007 – 2013), as it is referenced in The Youth Policy Article 2008:

The activities of the Youth Programme fit in with the structures of the non-formal Danish educational system and have promoted internationalization and offered participants opportunities they would otherwise not have received. Activities have been complementary to the national system.

Whilst it has been identified that there are no governmental policies or Ministries directly relating to or responsible for youth affairs and youth education, there are however national entities who are solely engaged in achieving a set of objectives regarding youth affairs and education.

The Danish Youth Council (hereafter DUF) as such an entity. DUF is a national umbrella organisation representing 70 organisations that work with over 600,000 children and young people. They distribute state funding for youth and deliver a range of youth programmes including politics, scouting, religion, environment, youth clubs, theatre, exchange and international projects. DUF distributes over DKK 100 million (13€ million) annually to youth projects. DUF is a member of the European Youth Forum. In addition, DUF is a member of The Network of Youth Councils (NAU). The funds distributed by DUF are obtained from the national lottery, various national ministries and the European Union.

Conclusion:

Despite youth work is very well established as concept in Denmark, there is no clear definition of youth work. Also, the term youth work is not clearly translated into Danish context, becoming confusing. There is no governmental body that has prime responsibility for youth affairs. Instead, Denmark has an integrated youth policy approach, measures coming throughout government and across different national, regional and local authorities. The Danish Governments general approach to youth education and development is an adoption of EU policies in the youth field. Non-Governmental youth organisations are often focused upon reacting to a very narrow niche need regarding young people. Other youth NGOs typically have a set of values, principles or beliefs which they aim to promote amongst young people.

3.2. FRANCE – RÉUNION

The French law states that the family is the sole body responsible for the education of children and this is based upon a long tradition related to education in France. There is a distinction between informal education within the family and formal education in the public school system.

Formal education is carried out mostly in public schools and for one out of five kids is the private school. In the same time we allocate a high importance to the way which a child uses his time outside the classroom outside the school and this is very important for his success in school as well as for the development of the character and learning how to be an active member of the society.

Organising the informal time of children and young people outside the school, promoting support for development, especially for those children with less access to educational and cultural activities is considered important in France.

CEMEA emerged from the new education movement, and represents an important promoter of the humanistic values connected in France with popular education. CEMEA questioned all those who tend to give the schools system an exclusive role in the overall education, considering this approach as wrong, since it focuses only on the school system, taking in consideration only child as pupil, and not the child as a human being.

In France the non-formal and informal educational activities are defined in relation with the school (*périscolaire*); or within the school and outside of the official school timetable (*extrascolaire*). The terminology itself reveals the importance of the formal educational system and the fact that in some situation the non-formal education activities play a second-rate role in education. The extra curricular activities are considered complementary to the school system.

Here is the definition of the two concepts according to an official text issued in 1998 in France:

"*périscolaire*" is the time just before or after school; the time during the journey to school, or whilst waiting for the lessons to begin, between lessons, supervised homework, school tutorship, sports and cultural activities, afternoons

"*extrascolaire*" means evenings, Wednesdays if there is no school, weekends and holidays.

These activities cannot be fully labelled as non-formal and informal education even though the methodology is related to non-formal education.

In the public debate related to education in France, both psychologist and educators agree on the importance in allowing children and young people to have time to play, to reflect, to dream and generally to have time for themselves.

The role of the non-formal education is important also in supporting the school attendance and awareness related the importance of education.

The non-formal education is meant to be complementary to the formal education and to the family. The educational offer in terms of non-formal education activities is very rich and organized by various bodies and structures, both public and private. In the last years the challenges are related to reductions of budgets allocated to non formal education at national level, but still different organizations sustain the non-formal education offer.

In France, there are training offers for those aiming to become a social worker or youth worker. This is mandatory to get involved in non-formal education organizations. So called "Popular education associations" allow the development of non-formal skills, such as the key competencies of the European Union.

The non-profit and youth-oriented associations were under the supervision of the Ministry of Youth, Sports and Social Cohesion until 2016. Since 2017, the Ministry of Education is in charge of youth policies, and Regional Directorates of Youth, Sports and Social Cohesion have been maintained.

National, regional, local and European funding enables the structures to develop their educational activities, even if the drop in subsidies is notorious.

Education and awareness of human rights are present in the life of a French citizen: civic education classes at school, Citizenship and Defence day which allows being informed of his rights and duties and knowing how institutions works, participation in volunteer activities, or commitment to civic service.

The current context focuses human rights education around two major issues: the principle of secularism and gender equality.

3.3. GUYANA

The definition for youth will tend to vary from country to country. Given that reality, for statistical purposes, the Government of Guyana defines youth as persons between the ages of fourteen (14) to thirty-five (35) years of age, inclusive. This Policy uses the terms youth and young people interchangeably

While youth is categorised as the fourteen (14) to thirty five (35) years, the Government of Guyana recognises persons between ten (10) to fourteen (14) years of age as pre-adolescent and is cognisant of the unique challenges and vulnerabilities they face. As the immediate forerunners of youth, their needs and challenges have also informed the youth development policies that follow and will be catered for in the NYEAP.

Moreover, the policy is rooted in the Constitution of Guyana, which acknowledges:

“The aspirations of our young people who, in their own words, have declared that the future of Guyana belongs to its young people, who aspire to live in a safe society which respects their dignity, protects their rights, recognises their potential, listens to

their voices, provides opportunities, ensures a healthy environment and encourages people of all races to live in harmony and peace and affirm that their declaration will be binding to our institutions and be a part of the context of our basic law”. (PREAMBLE, 26)

The Government of Guyana in 1999 amended our education and labour laws to promote the rights of children. The Education Act was amended to make 15 years the compulsory school age, a change from 14 years; and the Employment of Young Persons and Children's Act, which provided 14 years as the minimum age for employment, was also amended to 15 years. Guyana's Employment of Young Persons and Children (Amendment) Act of 1999 and the Education Amendment Act of 1999 both set the minimum age for all types of employment at 15 with the objective of eliminating child labour in all forms within our society.

The Education Act provides for compulsory education to the age of 15 and also restricts the employment of children and includes penalties for parents who do not ensure that their children attend school, as well as for employers directly involved with child labour. While the Ministry of Labour Human Services and Social Security (MLHSS) has principal responsibility for enforcing legislation relating to child labour, the Ministry of Education has responsibility for enforcing the truancy provisions of the Education Act. The Ministry of Education assists in reintegrating children into the school system who have dropped out of school for various reasons including those involved in child labor.

Protecting children from exploitative child labour is also reflected in Objective no. 12 of Government's National Policy for Orphans and Vulnerable Children which was developed in 2004 to ensure that all children who are orphaned or

vulnerable achieve their full potential through the creation of a supportive environment that upholds their right to survival, development, protection and participation.

The specific article in Guyana's constitution (28) Chapter 2 stipulates: Every young person has the right to ideological, social, cultural and vocational development and to the right of the socialist order of society.

There are a few programmes which provide support for underprivileged youth and who are soon to be illegible for work. These programmes are: work readiness skills training/ work ready NOW, technical skills, and entrepreneurship skills.

There are few nationally and regionally accredited training programmes available, and a number of Non-Governmental Organisations (NGOs) and Civil Society Organisations (CSOs) that offer these programmes in remote and underserved communities across Guyana.

The Government of Guyana recognises and embraces its responsibility to support youth development, it also understands that it cannot advance the youth development agenda on its own and therefore recognises the role and importance of the other actors. The buy-in and continued support of these stakeholders are key to the success of the youth development movement. The youth actors are depicted below.

Key Youth Development Actors

- Youth
- Government and Public Sector
- Religious Institutions
- Justice Systems

- Family and Kinship Units
- Sports
- International and Regional Agencies
- Private Sector
- Media
- CSOs, IGOs, and NGOs
- Educational Institutions

3.4. ITALY

Youth work covers a large scope of social, cultural, educational or political activities by, with and for young people. It is about 'out-of-school' education and leisure time activities managed by professional or voluntary youth workers and youth leaders. It is based on non-formal learning and voluntary participation. Italy is still one of the few European countries where there is not a specific legislation on youth. Even the youth representative body (the National Youth Forum and the Ministry for Youth (or Department of Youth) have been established rather recently, respectively in 2005 and 2006. The Department of Youth and national civil service is the support structure to the President of the Council of Ministers for the promotion and the fitting of government actions to ensure the implementation of policies for youth. It is also in charge in the development of the community service and conscientious objection.

Regarding the legal framework for youth work in the country, youth work is new profession, not yet recognised in Italy and not yet recognized by the education and vocational training systems. It comes from EU strategy and Youth program (White paper, EU Commission 2001) and it is often identified as a Community centres animator; it differs from the educator. Youth worker can be a man or a woman, aged between 20

and 50 years. It is a job in an extra-school educational context especially in the aggregation and leisure time field, aimed at teens. The youth worker teaches new languages, stimulates creativity, extends the horizon of technical and expressive skills of youth. The youth worker takes part in the experience with the youth in a co-constructed process through interaction, and it does help youth to elaborate the meaning of what they do in their lives. Through the different activities youth workers help youngsters to grow, to develop individual and / or group autonomy, freedom, creativity, which recreates the participation and group identification, be part of a community. Educational value is also attributed to the peer group.

The main actors for youth work in Italy are associations, some of them connected with the church. The only institutions who is trying to recognize youth work is the Italian National Agency. The National Youth Agency (ANG) is a public organization, with organizational and financial autonomy, supervised by the Italian Government and the European Commission. From 1st January 2014, the ANG is the implementing agency in Italy for the YOUTH chapter of the new Erasmus +program, for the term 2014-2020.

Human Rights addressed in formal and non-formal education

At school level, the institutional indications in Italy do not explicitly address the issue human rights education as a specific subject of study envisaged by ministerial programs.

Over the years, however, there was a try to promote some specific aspects, related to compliance with the fundamental values recognized by the Italian Constitution.

A change in the context of human rights education, took place with the introduction of the law 169/2008 "Citizenship and the Constitution". Within the same law, human rights education is new and different application.

In particular, the document outlines the key topics and learning objectives, organized into 4 areas that bring the certification of personal skills: human dignity, identity and belonging, otherness and relation, action and participation.

There is a not a recognized professional role of the person who os delivering lessons about Human Rights in schools / non-formal setting, but usually teachers specialized in an interdisciplinary field, NGO educators, mediators, L2 teachers, counselors and psychologists.

3.5. PERU

What is the legal framework regarding youth in the country? Is youth a defined category? Are there any specific laws/ programmes dedicated to youth?

The legal framework in Peru

The National Secretariat for Youth (La Secretaría Nacional de la Juventud - SENAJU), a consultative body of the Ministry of Education, has functions described in the Regulation regarding the organization and functions of the Ministry of Education, approved through Supreme Decree no. 001-2015-MINEDU, where it is defined as an organism "in charge of formulating and proposing public policies regarding youth which should contribute to the integral development of young people in terms of employability, improvement of life quality, social inclusion, participation and access to spaces in all areas of

human development, as well as promoting and supervising programs and projects for the benefit of young people”.

Supreme Decree no. 001-2015-MINEDU, Regulation regarding the organization and functions of MINEDU

Law of the National Council for Youth no. 27802

Supreme Decree no. 061-2005-PCM “Directions of the National Youth Policy: a bet to change the future”

Supreme Decree no. 027-2007-PCM National Policies of Compulsory Compliance

The National Policies of Compulsory Compliance, approved through Supreme Decree no. 027-2007-PCM, define priority objectives, main directions and contents of public policy, which must be complied with by all Ministries and other entities of the National Government.

It is important to underline that youth can be found among the priority areas and is under the supervision of the Ministry of Education, through the National Secretariat for Youth. It is also established that during the first fifteen days of January each year, the Ministries will publish the concrete aims and achievement indicators for the semester evaluation of their compliance with national and sectoral policies in their respective fields; which is a great accomplishment, as it allows assessment of the progress regarding our field of interest: the youth of Peru.

Source: (<http://juventud.gob.pe/marco-legal/>)

What is the legal framework for youth work in the country? Is there any definition of youth work? Are there laws, programs, strategies for youth work?

Article 194 of the Political Constitution of Peru, modified through Constitutional Reform Act no. 27680, establishes that the provincial and district municipalities are organs of the local government and have political, economic and administrative autonomy regarding issues of their competence.

Law no. 27972, Municipality Organic Law, underlines in Article 84 paragraph 2.9 that it is the specific and exclusive function of the district municipalities to promote the integral development of youth in order to achieve their physical, psychological, social, moral and spiritual wellbeing, as well as their active participation in the political, social, cultural and economic life of the local government.

Law no. 27783, Law of the Basis of Decentralization, establishes in Article 17 that the regional and local governments are obliged to promote citizen participation both in the formulation, debate and agreements regarding the development plans and budget and in the public administration; they are also obliged to promote the organization and functioning of the consultation, negotiation, control, evaluation and reporting spaces and mechanisms. Citizen participation is ensured through existent spaces of consultation, coordination, negotiation and supervision and those established by the regional and local governments according to the law.

Law no. 27802 for the creation of the National Council for Youth, in its first article considers youth as the stage of the human being when physical, psychological and social maturity is initiated, a stage with its own value and acknowledgement; with a way of thinking, feeling and acting; with its own expression of life, values and beliefs. The same way, in its second article, it defines youth as the persons with ages

between 15 and 29, without any kind of discrimination regarding their rights, obligations and responsibilities.

According to article 5 of Law no. 27802, participation is a fundamental right and condition for youth integration in social development processes, urging their recognition as actors of national progress. In order to design and implement youth policies, the State and society, with the organized participation of youth, will coordinate plans and programs contributing to the socio-economic, cultural and political promotion of youth.

The Supported Employment Program is directed to youth and adults with different abilities (such as autism, Down syndrome, cerebral paralysis or development retardation). This program addresses people starting with 16 years of age who have the necessary abilities to be totally or partially included in the real remunerated workplace.

Stages of the Supported Employment Program:

1. Placement
2. Training
3. Maintenance

The program started in 1996 and at present has more than 100 people included in over 30 companies. The specialist team of the program can give special talks to the company staff. The families participate in all activities of the Family Training Program and there are three home trainings every year. Those who participate in the inclusion program can also access the Extracurricular Activities Program.

Who are the main actors in youth work and their main role and responsibilities?

The Ministry of Labour and Employment Promotion (MTPE)

The Ministry of Labour and Employment Promotion (MTPE) has a program of skill development for youth and employment promotion (PROJoven) targeting young people with ages between 16 and 24 who wish to learn a trade and improve their labour conditions.

Productive Youth is a MTPE program which facilitates the access of young people to the formal labour market through qualification programs, technical assistance for entrepreneurship and labour market intermediation. It offers free trainings, facilitates youth's access to the labour market, supports youth entrepreneurship, develops business management competences in urban and rural areas. Productive Youth has interventions at national level, focusing on the poor areas of the country.

The International Organization for Migration (IOM) – the Mission in Peru

The IOM has a program entitled “Promotion of Youth Employment and Entrepreneurship and Management of International Labour Migration of Youth” (“Promoción del Empleo y Emprendimientos de Jóvenes y Gestión de la Migración Laboral Internacional Juvenil” – PCJEM) whose aim is to increase and improve labour insertion opportunities for youth so that they can find decent work, through the promotion of youth employment and entrepreneurship, as well as to manage international labour migration of youth, with emphasis on young women.

The International Labour Organization has a historical commitment to promote decent work for youth. With the support of a unique tripartite structure reuniting the main actors in the field of labour and employment, the activities of ILO regarding youth employment focus on the promotion,

development and dissemination of knowledge, technical and policy counselling services and capacity building.

3.6. ROMANIA

Within the last 8 years the youth NGO sector in Romania started a really positive growth. The main context for development was facilitated by the international project opportunities through European Programmes such as Youth, Youth in Action, Amicus and Erasmus +. Different mobility projects facilitate the interest of young people from Romania in setting up new organizations on voluntary base. Many challenges arise for the new- based organizations, but on the other hand, this was the context for stimulating participation and skills development for the ones interested in being a part of a youth organization.

Almost 90% of the youth NGOs from Romania are registered and function in urban areas. A major challenge is related to insuring the sustainability and a strategic development for youth organizations taking into consideration that all their activity is based on the expertise of the members involved. The funds are coming from membership fees, sponsorship (it starts to become more popular), European Programmes and in some regions the local funds. The basis for logistic and financial resources of the youth non-governmental sector remains fragile and this creates a limit in producing more effective impact.

Volunteering remains particularly popular among youth, but the majority of NGOs doesn't have a concrete strategy regarding volunteer's management: recruiting, training and maintaining their volunteers.

The main support for the youth NGO environment comes from EU Programmes (the access is limited by the skills and networking of each organization), local or national grants administrated by the Ministry of Youth and Sport – the access is also limited and the bureaucratic procedures doesn't facilitate the access of many youth organizations.

The main topics of activity for Romanian Youth NGOs:

- Culture / cultural dialog / art and creativity
- Education / non formal education
- Environment and climate change
- Civic dialog / participation
- Voluntary work & social assistance
- Sport / Leisure activities
- Human rights, inclusion and equity
- Local development / urban & rural development
- Youth work / Youth policy

The types of Youth NGOs from Romania:

- Local and voluntary based organizations
- National youth NGOs – national networks
- Branches of international Youth Organizations or affiliated youth organizations

The national legal framework regarding NGO's in Romania is composed from:

- The ordinance no. 26/2000, the main law regarding NGO environment in Romania
- Law no. 78/2014 - regarding the Regulation of the Volunteering Activity in Romania
- Law of the National Education no. 1/2011
- Law on Sponsorship No. 32/1994
- Law on youth No. 350 / 2006

Conclusions

Analysing the Romanian context related to non-formal education, youth work and Human Rights education, several comments can be made:

- Within the last 7 years there were developed many initiatives to strength the role of non-formal education.
- Many initiatives addressing youth are disparate and there is still lack of coherence and low impact due to poor infrastructure, more individual efforts and less institutional policy and approach.
- Lack of coordination between the members of civil society involved in the field of non-formal education – many parallel initiatives involving more efforts and resources with small scale impact
- Lack of systemic approach conduct to small scale initiatives with a limited area of intervention
- Understanding of the conceptual and theoretical aspects regarding non-formal education, as well as the learning theories that offer the fundament for non-formal education is crucial if the civil society actors involved in the field wants to get more recognition with their educational programmes.
- It is needed to make a more direct and clear link between Human Rights and youth work.

4. GOOD PRACTICES IDENTIFIED IN THE PARTNERS COUNTRIES

4.1. DENMARK¹

Education and training

In 2007 the Danish Government addressed the need for

formal education for young people with special needs (both physical, mental and psychological) with the passing of a law of a special needs youth education. Young people (up to the age of 25) incapable of attending other kinds of youth education now received rights to enter a 3 year training programme constructed to fit the individual's particular needs and interests. The purpose of the training is to give the youngster personal, social and literacy skills to enter an independent and active adult life - in the work force, in the spare time and in the family. The Youth Guidance Centres are responsible for making an education plan for the youngster and a formal application to the municipality who finances the programme. The special needs education is in many ways a merger between youth work and formal education, targeted at a group that would normally fall out of the formal educational system. About 1 % of young people receive their youth education by finishing such a programme.

In Project Voluntary the aim is to increase young people's participation in voluntary work. The project is aware that it has to be attractive for the young people with regard to future occupation possibilities to be able to document that they have delivered voluntary work. The young who have

¹ Information from Working with young people: the value of youth work in the European Union Country Report, Denmark. by Allison Dunne, Daniela Ulicna, Ilona Murphy, Maria Golubeva and checked by Daniela Ulicna, Margaret James, February 2014
Directorate-General for Education and Culture, © European Union, 2014

participated in voluntary work through the project thus receive a certificate of participation with the logo of the involved ministries printed on it (the Ministry for Children and Education, the Ministry of Social Affairs and Integration and the Ministry of Culture).

Employment and entrepreneurship

This type of work is also performed by voluntary organisations such as FISKEN in Copenhagen. Fisken is a youth club (13-19 year-olds) based on voluntary work. As part of the activities in the club, the club runs an employment agency for young people who want to find spare time employment. FISKEN has helped more than 200 young people getting a spare time job⁴⁵.

Another example is "Leader for a day" (Young Enterprise Denmark) where a number of young people are offered a 10 day high profile course on leadership after which they arrange and lead a volleyball tournament for children in the younger classes. This event is very popular because the youngsters receive new knowledge and qualification they could not get elsewhere.

Health and well-being

"The Sexualists (Sexualisterne)" are young people from all over the country who go out and talk to young people about sexuality. They render information on sex, contraception, diseases etc. while using their own experiences - for better or worse - in the dialogue. The young people who are involved with the work go through a training programme to become "sexualists". "The Sexualists" was formed in 1989 and has over the years developed a method to make an open dialogue between young people. They have developed a new

concept in which they offer dialogue from young to younger, where emphasis is put on the budding sexuality, the uncertainty, harassment and taking care of one selves. The "Sexualists" are not teachers but speak at eye level with other young people. The initiative lies under the Youth Clubs Joint Association ("Ungdomsringeren").

Participation

One of the main aims of the Danish Youth Council (DUF) is to inform young people of democratic processes and the Danish political system. Thus a series of activities have been undertaken to increase the participation of young people in political life. For example in 2004 the DUF organised a 24 hour National Youth Convention of 60 young people between the ages of 16 and 21. The activities at the convention included debates and workshops to increase the knowledge and interest in the Danish political system among young people. Furthermore the DUF has organised information campaigns regarding the European Union and European Parliament aimed at young people.

The Danish government has established a Youth Parliament. In this forum, children and young people from schools all over the country are offered the opportunity to influence political decisions. Students write bills on cases they think should be changed and are on that background selected to participate in the Youth Parliament Day in the Danish Parliament. On this day 178 students from eight and ninth form from Denmark, Greenland and Faroe Island discuss and vote on their own bills. Selected ministers and Members of Parliament participate during the day as well as a course leading to the event. At the end of the day the bills are presented to the Minister of Children and Education.

Social inclusion

In the City of Slagelse the municipality runs a project in cooperation with The Danish Youth Red Cross called "Fritidsguiderne" (Leisure Activity Guides). The goal of the project is to create active spare time for all children and young people from the age of 6-18 years. The Leisure Activity Guides visit families and offer them information of available leisure time activities in the Municipality of Slagelse and what benefit it has to children and young people to be active in their spare time. In cooperation with the child or young person the Leisure Activity Guides help to find and start a leisure time activity⁵⁸. The project is targeted towards children in refugee and immigration families who are not familiar with the Danish culture of voluntary organisations, and in addition, the project may have contact with children in socially marginalised families where the parents do not have the necessary resources to support their children's participation in leisure time activities. Activities similar to the one in Slagelse can be found in several places in Denmark, and in some municipalities the guides are also able to make sure that the necessary equipment is purchased (soccer boots, etc.) before the activity is started.

The Valve ("Ventilen!") is a voluntary organisation which runs meeting places for quiet and lonely young people between 15 and 25 years of age as well as other activities aimed at lonely young people. The young in this target group are not necessarily socially marginalised or vulnerable, but may for example be university students. A lot of young have to leave their social network in their home town when they begin their further education. Every 10th university student in Denmark states that he/she is lonely.

The Danish Red Cross Youth runs several programmes abroad where young people travel to be volunteers in social work. E.g. in Uganda where the programme attempts to improve the prospects for the future for the young of Uganda. Young Danes teach young Ugandans to create activities which may provide them with an income. At the same time they teach Life Planning Skills which help the young people handle their challenges around sexuality, health and family planning. Danish Red Cross Youth is also in charge of exchange of volunteers in cooperation between Uganda Red Cross and Danish Red Cross Youth. This way the capacity of the volunteers in Uganda Red Cross is strengthened.

Creativity and culture

Many municipal youth clubs arrange cultural activities and events for young people. As an example, the Ishøj Youth Club hosts annual cultural festivals for young people aged between 13 and 17. These festivals are an opportunity for young people to learn about different cultures; volunteers from around the world arrange activities for young people from Ishøj to participate in. The Youth Club has many facilities, including a music studio, filming equipment, a stage and a dance hall, thus the activities arranged are creative and practical. The activities typically include music, dance, cooking, painting, sewing and film making for example.

4.2. FRANCE – REUNION

Human Rights appear as a topic in formal education and its position has been recently reinforced with the introduction of a Citizenship Partways (Parcours citoyen), across various subjects and different levels of education in the national school

curriculum. Teachers and education professionals are provided with tools and training on this topic. Details are available at <http://eduscol.education.fr/cid46682/education-aux-droits-de-l-homme-et-du-citoyen.html>

There are also many local initiatives of NGOs working with young people on human rights issues, often with funding from the local authorities.

There are various local youth centres or neighbourhood associations organising activities for young people in which the issues of human rights appear, through specific topics selected in order to be relevant for the local young people.

There are also national and international NGOs organising projects and activities in which human rights issues are connected with global issues.

Institutions specialised in the promotion and protection of human rights also initiate and implement Human Rights Education activities. An example is the National Consultative Committee on Human Rights, which has a special section dedicated to Human Rights Education on its website and organises trainings for teachers and educators, as well as events directly targeting young people. Details at <http://www.cncdh.fr/fr/education-aux-droits-de-l-homme>

Since 1984, the CIDEM (Civisme et démocratie) has been bringing together several associations that wish to promote citizenship and citizenship education. Their website offers resources on human rights, discrimination and equality, sustainable development, memory and history. A section is dedicated to "European citizenship". Finally, in the section "Participating in democratic life", numerous fact sheets inform about the right to vote, the conduct of elections, the

institutions of the Republic, politics in France and democracy in Europe. <http://www.cidem.org/>

A relevant independent constitutional authority is Defender of Rights created by the Constitutional Review on 23 July 2008, and established by the Organic Law of 29 March 2011. Appointed by the President of the Republic for a six-year term, the Defender of Rights rights is responsible for defending the rights of citizens not only in front of administrations (ombudsman) but also has special prerogatives in the promotion of the rights of the child, the fight against discrimination, respect for the ethics of security activities. The independence is guaranteed by the Constitution.

In order to fight for parity and equality between men and women, the High Council for the Equality of Women and Men was created in 2013 (<http://www.haut-conseil-egalite.gouv.fr/>) with the mission to ensure consultation with civil society and to animate the public debate on the main orientations of the policy of women's rights and equality.

4.3. GUYANA

Formal Setting Initiatives

Project 1

The Secondary Competency Certificate Programme (SCCP) seeks to improve students' attendance, reduce school dropouts, shore-up equity and enhance quality and relevance in the area of technical and vocational education at the Grade 9 and Grade 10 levels.

The competency-based modularized programme is designed with strong emphasis being placed on what students can do in the workplace after completion of training.

The SCCP also serves as an alternative pathway for the acquisition of knowledge, skills and desirable attitudes that will prepare students for further training and/or the world of work.

The programme aims to:

- develop technical competencies and enhance functional literacy and numeracy of students starting at Grade Nine;
- equip students with citizenship, life and vocational skills to support national development;
- expose students to a modularized career education programme with emphasis on supervised work experience/work attachments and/or related projects;
- Support and develop students' potential in good occupational, environmental, health and safety practices, and
- Develop students' problem-solving and creative thinking skills through project work.

Subjects offered

Students are required to do Language and Communication, Mathematics, Integrated Science and General Studies and choose from one option in either: Agricultural Science, Industrial Technology, Home Economics and Visual Arts.

The courses in Agricultural Science are Crop and Soils and Live-stock.

Industrial Technology - Bench Fitting, Electrical Installation, Masonry, Motor Vehicle Repair, Sheet Metal Work, Carpentry, Joinery, Metal Machining, Plumbing and Welding.

Home Economics- Catering, Garment Construction, Day Care for Special Groups, Cosmetology, Interior Decorating and

Household Management and Visual Arts-Art, Fabric Decoration, Fibre Craft and Leather Craft.

Key features

- Life Skills for self realisation and personal development
- Continuous assessment
- Competency-based objectives to maximize delivery on the job.
- Modularized curriculum
- End of cycle certification and establishment of new path ways for further training at the secondary level or entry into post-secondary/tertiary institutions or the world of work and
- Students who successfully complete the programme will be eligible for level 1 entry jobs.

Expected outcomes

The SCCP seeks mainly to increase access to quality technical and vocational education; produce more skilled persons available for the job market and enhance employers' access to a more skilled workforce.

Project 2

The Ministry of Education (MoE) has set the attainment of quality Universal Secondary Education (USE) as a major objective in its current Education Strategic Plan (ESP).

This Environmental Assessment and Management Plan (EAMP) has been developed for the civil works proposed as part of the Government of Guyana's Secondary Education Improvement Project, to be financed by the World Bank. The proposed projects are the construction of 4 new Government Secondary Schools (GSS) which are listed below:

1. La Parfaite Harmony GSS. In Region 3, a 1000 student school (Grade A+)
2. Yarrakabra in the Upper East Bank. In Region 4, a 800-student school (Grade A+)
3. Good Hope/Lusignan GSS. In Region 4, a 800 student school (Grade A).

The Ministry of Education (MoE) will be the implementing agency responsible for the Project. Coordination, technical and fiduciary aspects of the Project would be overseen by a Project Coordinator (PC), to be located in the MoE Planning Department, Buildings Unit, who would report to the Permanent Secretary of the MoE.

The proposed project in its current configuration will trigger the World Bank's Operational Policy: OP/BP 4.01: Environmental Assessment. The objective of this policy is to ensure that Bank-financed projects are environmentally sound and sustainable, and that decision-making is improved through appropriate analysis of actions and of their likely environmental impacts. This policy is triggered if a project is likely to have potential (adverse) environmental risks and impacts on its area of influence. OP 4.01 covers impacts on the natural environment (air, water and land); human health and safety; physical cultural resources; and trans-boundary and global environment concerns. The proposed project is categorized as Category B: Partial Assessment - assigned to projects that are likely to have impacts that are site-specific and limited in number, and for which mitigation measures are readily identifiable.

The Project Technical Team (PTT) will be responsible for the environmental supervision of the implementation of project components and the Environmental Assessment and Management Plan. The PTT will have access through the World

Bank to an Environmental Specialist (ES) who will support the PTT in conforming to the requirements of the EAMP and in assisting with development of the PTT's technical capacity to address the environmental issues associated with the project.

Project 3

The objectives of the Guyana Education Sector Improvement Project are to support the Government in improving (i) the curricula and teaching quality at the pre-primary, primary, and lower secondary levels and (ii) learning environment in the Faculty of Health Science at The University of Guyana (UG).

The direct Project beneficiaries would be: (i) about 146,000 nursery, primary and lower secondary school students in Guyana, 760 students in University of Guyana (UG) Health Sciences Department²; (ii) approximately 8,700 nursery, primary and lower secondary school teachers, 821 faculty members of UG Health Sciences Department; and (iii) the Ministry of Education, which would benefit through improving capacity in curriculum design. Given current enrollment shares between males and females in these regions, 50 percent of the student beneficiaries in nursery to lower secondary levels would be female. 560 out of 760 (more than 70%) of the UG Health and Sciences student beneficiaries are female. Broadly, high quality education will equip students with profound skills and knowledge, enable students to pursue higher education and obtain decent-paying job, which potentially contribute to Guyana's economy.

The project would achieve its development objective through implementation of three components:

1. Integrated Curriculum Reform for Ministry of Education (MOE): (US\$5.98 M);

2. Improve the UG Health Science Facility (US\$6.9 M): and
3. Project Management, Monitoring and Evaluation (US\$1.12 M)

Component 1 (Integrated Curriculum Reform) of the project will be implemented in Hinterland Regions 1, 7, 8, and 9; home to the country's indigenous, Indigenous populations. Attention will be paid to Indigenous Communities during the project design and implementation in order to ensure that the Indigenous Communities receive social and economic benefits as per OP4.10 (Indigenous Peoples Policy). The objective of the project in these Regions is to improve education quality through integrated curriculum reforms and teacher trainings for 100 Nursery classes associated with Primary Schools, 100 Primary Schools, 13 general secondary schools (GSS) and 100 Secondary Departments in Primary Schools (SD) – Grade 7 and 8.

Non Formal Education Projects:

Project 1

The Skills and Knowledge for Youth Employment (SKYE) project, USAID funded, seeks to strengthen youth's access to justice and equip youth with market-driven skills and attitudes to improve their ability to transition to the workforce.

SKYE targets youth beneficiaries who are : i) school dropouts; ii) youth who have completed formal education, but did not achieve minimum academic requirements to gain a certificate to access higher education or employment; and iii) those with education, skills and behaviors that are insufficient for integration into the workforce, including youth in the juvenile justice system. Participants will also be selected so that there is

equal enrollment of young men and young women. Within the various components, target beneficiaries will be selected according to the following guidelines:

- Detention Prevention and Welcome Home
- Get Ready to Work
- Be Your Own Boss

Project 2

Improving the quality of life of marginalize youth project – Volunteer Youth Corps was sub-contracted in phase I and II between the period of 2013 and 2015 as a part of the CVC/COIN Community Grants Project, to address the livelihood need of 1000 marginalize youth vulnerable to HIV/AIDS living in selected communities in South-east Georgetown.

In the first phase, a high percentage of the youth who were HIV positive were able to access care and treatment through our health care partners. As such, in phase II the program was designed to provide a more comprehensive prevention and care support to the youth.

VYC expanded its services to include: creating a safe and comfortable space for youth, counselling and testing of all participants, case management support, HIV prevention training and livelihood development training (mechanic, woodworking, cosmetology, computer, sewing and employment) to aid youth in securing sustainable employment. Additionally, VYC has trained a core group of Peer educators to conduct weekly outreaches in Georgetown and along the East Coast.

Project 3

The leadership programme for the youth was designed to provide two-year training based on two principles: learning by doing and that the work carried out by the youth would be integrated with the specific needs of the communities.

The main objectives were to teach basic skills and also evidence based decision-making, processes of rational assessment and how to articulate arguments well while encouraging innovative thinking. Youth gained confidence by being given responsibility in their second year. Each subject area taught skills in collecting and understanding survey data from the environment.

The training was initially for 35 Amerindian (Makushi) youth and contained the following elements:

- Qualified local people or, where not available, Master's level scientific staff, were hired to develop and provide instruction for the youth in forestry, agriculture (with crops grown at Bina Hill and in the communities), natural resource management, small business development and computing offered along with CXC-level Mathematics and English.
- Training was provided in leadership skills for the youth, conducted by an international trainer. A second course was run in listening and empathetic skills for village health workers, who were the primary point of contact for health care, and thus wanted to learn skills that better prepared them for an initial meeting with a patient.
- An Amerindian lawyer conducted workshops to facilitate understanding of Guyana's new Amerindian Act.
- A fully qualified Medex, Bartholomew Sampson (i.e. Guyana's highest-level rural medical staff) was hired to

work at Bina Hill Institute in partnership with the National Health Service. Projects were run in the villages on malaria prevention and on mother-infant care. Many medical students have also been supported from Oxford University and the University of Toronto to work in Guyana. A pilot test was run using satellite telephones to connect remote health workers to regional health centres. A project was also run between the Guyana University Medical School and the London School of Hygiene and Tropical Medicine to videoconference on a weekly basis to share knowledge and experience in tropical medicine. Exercise as part of Leadership Training Bina Hill vaquero, horses and herd of cattle Surama Health Post - 3-

- A highly successful project relating to traditional medicine trained several local women in how to standardize formulas and procedures, including the sterilization of bottles, for making Makushi medicines, soaps and creams for local use (which followed on from the publication of a book on their traditional medicinal plants). This project included providing a small amount of crab-wood oil for a partner organisation, a garden, in the UK, which returned a percentage of the profits on their own hand-made soap sales to the communities through Pro-Natura UK. Also working with the women, a crafts workshop was organised with a successful Brazilian artist to explore the viability of international sales of high quality crafts.
- An agro-forestry project, which worked with five communities to each establish a well to provide dry-season irrigation and plant vegetables and trees of their choosing (Bina Hill was also one of these sites). Still under development, fishponds were dug in two sites.

- A forestry support project, which developed a logging cooperative and procedures to make logging for local use more sustainable and efficient in the utilisation of trees.
- A nursery-school support project provided wooden toys for local nursery school use, used particularly in teaching Makushi.
- Training in computer mapping skills.
- The establishment of a local newspaper.

4.4. ITALY

There are a lot of associations and networks who deal with Human Rights and Youth Work, such as:

H.R.E.Y.N. Human Rights Education Youth Network

HREYN is an independent non-governmental human rights education organisation composed of a network of trainers, activists, youth workers, youth leaders, teachers, researchers, volunteers, professionals and other people committed to promoting human rights education and the protection of human rights.

HREYN has the mission to work for the recognition and the development of human rights education as an essential instrument for the universal respect for and promotion of Human Rights.

The overall aim of the network is to contribute to the development of human rights education with young people in order to promote mutual understanding, peace, friendship, respect for human dignity and human rights, non-violence and non-discrimination and act against persistent violations of

human rights through awareness raising, campaigning, prevention and education in formal and non-formal settings

REDU: Rete educare ai diritti umani. REDU is a non profit association based in Italy, initiated by a pool of trainers and educators, active in HRE.

The aim is to spread a culture of peace, through educational activities at local and national level. The used methodologies are mainly coming from the non-formal learning field and the main sources of inspiration are the Council of Europe manuals and educational tools.

Amnesty International: National and local branches are running educational activities in the frame of HRE both in formal and non-formal contexts.

Fondazione Kennedy: Foundation, based in Florence, spreading a message of peace and running cultural and educational activities related to HRE, mostly in the formal field.

Libera: Association against mafia, promoting a culture of peace and contrasting mafia phenomena at social, cultural and educational level.

Concrete examples of projects/ initiatives addressing human rights education.

"Skills of Rights"

Time: November 2011 - June 2012

Where: Turin

Aim: This long term training course was a university internship, aimed to create a pool of Human Rights trainers that could

implement new educational activities in the association framework.

Beneficiaries: university students

Type of funding: University funds - Bando Edisu

Partnership/sponsorship: Giosef Unito, Persefone, Amnesty International, Libera.

"Human Library": as a group we have been organizing Human Library since 2007. Usually, we organize it one time every two-three months. We have been also working a lot on adaptations of the methodology to different fields, in order to respect the format of Human Library but also develop new activities regarding specific issues (es. mental health, experiences of international mobility, etc).

"21st March-Turin wakes up antiracist!"

Time: 21 marzo 2012/2014/2015/2016/2017

Where: Torino

Aim: to promote antiracism and antidiscrimination through local actions made of street events.

Type of funding: public, but most of the work was volunteer

"Sharing rights, joining action"

Time: 1 May – 30 November 2017

Where: Turin (Italy)

Aim: The project's main objective is to strengthen the cooperation, support and mutual learning among associations working on anti-racism, discrimination (in particular,

homophobia) and integration in Torino; to establish and strengthen the relationship between members of Casa Arcobaleno (newborn House of Associations) and associations representing ethnic minorities; to establish practices of mutual learning and exchange between associations working on integration and anti-racism and associations working on homo- and trans-phobia; to empower associations in knowledge and skills about discrimination inter-sectionality and multiple identities; strengthening of Casa Arcobaleno as a discussion and elaboration space to promote a new way of thinking, communicating and acting for human rights and against discrimination in Torino.

Beneficiaries: direct beneficiaries: activists of involved associations; indirect beneficiaries: members of involved communities and movements.

Type of funding: European Network Against Racism

Partnership/sponsorship: Giosef Unito; Altera; Trepuntozero; Arcigay.

"Training for Trainers in HRE"

Time: 5/13 April 2016

Where: Murcia

Aim: "ToT HRE" is a training for trainers in Human Rights Education with young people. This course aims to promote a reflection on existing practices and a broadening of the educational horizons, through the inclusion of new methods and techniques that take in account today's HRE challenges. Its goal is to develop the competences (skills, knowledge and attitudes) of trainers to create and lead human rights education activities through different methodologies and with

a special focus on drama and theatre based techniques.
Beneficiaries: youth workers, facilitators, trainers over 18 years old

Type of funding: Erasmus Plus Programme - KA1 - Training Course

Partnership/sponsorship: HREYN, Spain, Italy, Romania, Czech Republic, Croatia, Armenia, Greece, Slovenia.

"Participants First"

Time: 28 May – 04 June 2016

Where: Tunis-Tunisia

Aim: the project aims to advance knowledge and respect for participants's rights in the society which has many implications: to inform on existing rights and to promote the culture of debate and discussion about participants's rights. In many areas, practices and laws must change, we must raise awareness of the existence of fundamental rights that participants hold, which implies a change of the mentality. This action is part of an education process which is based of course on the need to enable all actors of society to appropriate the knowledge, principles and standards to build their own perception, opinions and positions.

Beneficiaries: youth workers, facilitators, trainers over 18 years old

Type of funding: Euromed - Training Course

Partnership/sponsorship: Sanabel Tunisia (Tunisia), Giosef Unito (Italy), Sting for Consultancy and Design (Egypt), United

Religions Initiative URI MENA – (Jordan), TERRA DI MEZZO (TDM) 2000 MALTA – (Malta), CISTUS (Portugal).

"Building Peace in Europe - The Role of Civil Society and Young People"

Time: 13/20 March 2016

Where: Budapest

Aim: This study session proposal laid its groundwork in the strategic directions adopted during the last General Assembly, which has raised attention to the recent conflicts in Eastern Europe and the growing interest of members in further developing competences in dealing with human rights issues in conflict areas. Moreover, the network has explored new tools for understanding and addressing hate speech in Europe, as an outcome of the No Hate Speech Movement promoted by the Council of Europe (CoE).
Beneficiaries: Human Rights activists, multipliers, youth leaders, peer educators aged 18-30
Type of funding: Council of Europe - Study Session

Partnership/sponsorship: HREYN member associations.

CHARMING youth work

Aim: CHARMing youth work is an international initiative that aims to transform the youth work in Europe into a sphere free of harmful stereotypes and thus to insure that racism and other forms of intolerance do not exist in youth projects and activities across Europe.

Beneficiaries: The initiative raises awareness about anti-racism and human rights among youth organizations, bodies,

cooperatives, groups and centers which are not dealing specifically with these issues, but work with young people.

Type of funding: The activities of the CHARMing youth work initiative are supported by the Fundamental Rights and Citizenship Programme of the European Union (2010-2011, 2013-2014)

Partner: Accademia europea di Firenze (IT), Cazalla Cultural (Spain), Zsanza (Poland), United Societes of Balkans (GR), CEGA (BG), Youth Carreer and Advising Centre (LT).

National Training course for teachers on HRE

Aim: to raise awareness among teachers to have a HRE approach while they are teaching.

The training course has been co-funded by the European Youth Foundation of the Council of Europe. The training course has been promoted by REDU and realised in co-operation with Fondazione Kennedy and Coop in November 2015.

Okkio alle parole: Workshop to contrast bullying phenomen at school and especially cyber-bullying. The project has been promoted by Florence Municipality and implemented by REDU. 12 Workshops in 12 different classes have been run with 12-14 years old students in 2016.

Most of the videos realized by students are visible in Youtube in REDU channel under Okkio alle parole project.

4.5. PERU

Human Rights Education in Peru

The promotion of a human rights culture is a strategic objective of the national authorities in Peru. On the

10th of December 2014, the Ministry of Justice (MINJUS) approved the National Plan for Education in Fundamental Rights and Duties until 2021. The Plan objective is "to develop within the Peruvian society a culture of rights and duties which should allow for the common value of the respect for human dignity and of all the elements this respect entails".

The National Program regarding Legal Education for Social Inclusion – Pronelis is the Peruvian national Human Rights Education and promotion program, created in 2007, whose aim is the education of the population in human rights, targeting mainly vulnerable groups. The Ministry of Justice and Human Rights – MINJUS elaborates an Annual Activity Plan of the National Program regarding legal education for social inclusion.

In order to achieve its aim and objectives, the Pronelis team develops a strategy which includes the training and certification of lawyers and law students, who carry out activities as promoters of human rights. The target public that Pronelis trains is classified in: leaders and members of social organizations and; secondary school students from public educational institutions. The local governments and educational institutions work together in this.

Between 2015 and 2016, Pronelis certified a total number of 288 new promoters with whom it developed: (1) a process to strengthen judicial and pedagogical competences (11 certification workshops in 7 regions), (2) visits in the regions in the framework of the updated Follow-up and Monitoring Plan (6 monitoring visits) and (3) follow-up to the training programs

by the promoters, through permanent communication using the social networks, phone calls, e-mails, etc.

This strategy has enabled Pronelis team to rely on a total of 40 active promoters since 2016, whose pedagogical competences were developed so they could train primary school students in order to comply with the first stage of the World Programme for Human Rights Education. So, the “pronelists” have carried out and recorded 84 trainings, reaching 2156 students from public educational institutions in the provinces of Huaura, Lima, Apurimac, Cusco, Ico, Arequipa and Huaraz.

For Pronelis to also reach leaders and members of social organizations dealing with vulnerable groups, the Pronelis team made up of two specialists carried out 18 trainings within local governments, attended by 796 members of social organizations involved in such programs as “the glass of milk”, “popular dining-rooms”; adult organizations, citizen security organizations, advocates and promoters of DEMUNAs, who have participated in debates and talks on human rights, equality and non-discrimination, children's and adolescents' rights, domestic violence, ethics, democracy and citizenship.

For 2017 the Pronelis Annual Plan intends to modify its strategy, reorganizing its activities taking into account the institutional objectives of the Ministry of Justice and Human Rights and the national plans on human rights, such as the National Human Rights Plan (PNDDHH) and the National Plan for Education in Fundamental Rights and Duties (PNEDDF). In order to comply with the World Programme for Human Rights Education, it also intends to include activities targeting teaching staff and public servants.

The alignment of Pronelis with the institutional strategic and political objectives in the field of justice brings clarity to the objectives of the Program, being in line with the aims and principles of MINJUS. The Pronelis has as its main aim the promotion and dissemination of human rights so that people have better access to justice.

Pronelis contributes to the achievement of two strategic objectives:

- As a human rights training program, Pronelis contributes to the achievement of “a transversal approach of human rights in public institutions and society”. Citizens are informed on the protection of their human rights in a clear and precise way. The program seeks to make the whole population aware of their rights and provides guidance on protection and report mechanisms when their rights are violated through the organisation of 10 training activities.
- PRONELIS also contributes to the “strengthening of people's respect for the law”, which is measured with two indicators which are meant to measure the impact of the knowledge related to fundamental rights and duties and to measure the number of people that this knowledge is transmitted to by certified “pronelists”. The first indicator refers to the percentage of school children with satisfactory results in the evaluation regarding the knowledge of fundamental rights and duties. Measurements of the impact of PRONELIS reveal that over 50% of students trained by PRONELIS pass the examination. The second indicator refers to the number of school children trained in fundamental duties and democratic values by PRONELIS. It seeks to promote the internalization of

the fulfilment of fundamental rights and duties by training teaching staff, so that they can afterwards replicate what they have learned in the classroom. It is expected to reach 60 active “pronelists” who are to perform the 3 modules included in the training, with an average attendance of 25 school children, reaching a number of 1000 trained people.

In order to measure the realization of these indicators, Pronelis conducts evaluations of the students who have been trained by the “pronelists” by using follow-up and monitoring sheets. Each “pronelist” who carries-out at least one training per semester, is considered an active “pronelist”. In 2016 Pronelis counted on 40 active “pronelists”, hoping to reach 60 in 2017.

In this context, strengthening of human rights awareness is also achieved through training programs for public servants, targeting particularly employees of the Public Defence, Free Legal Assistance and Extrajudicial Conciliation services. In that regard, Pronelis has delivered training materials to the Public Defence offices in Ayacucho and Tarapoto. In both regions, the Public Defence departments have staff qualified in law, social assistance, psychology and medicine and are in charge of developing massive campaigns from the multiple services offices, so it is necessary to develop their competences in areas such as human rights, gender, interculturality, but also in pedagogy and methodological strategies. These trained people will carry out campaigns in coordination with the “pronelists” of the regions.

A virtual platform for the implementation of distance human rights education programs has been developed.

At the level of the official curriculum of basic education, human rights are to be found as an aspect of the

competences to be developed, but there are no contents and methodologies to develop this aspect.

There are NGOs which implement projects including human rights education activities, addressed to teaching staff and other social actors (youth, parents, indigenous communities). IPEDEHP is one of these organizations - www.ipedeHP.org.pe

Young people in Peru

Due to the multicultural and multilingual characteristics of Peru, one can't speak of youth in a general way, but of youths, considering the ethnic background: 58% mixed background, 23% Quechua, 5% Aymaras, and a smaller percentage of natives from the Amazonia, Blacks, Chinese, Japanese, and 5% White.

According to the First National Survey of Peruvian Youth, (ENAJUV, 2012) from 8 million 250 young people, approximately 5 million were working, 405,000 were unemployed, and 2.8 million were inactive. Only 42% of young people only worked; 23% only studied and 19% studied and worked. Something crucial to be mentioned is that an important amount of young people didn't work nor study, (16%).

According to the National Survey of Homes, by the National Statistics Institute (INEI- 2011), approximately 20% of young people working had a health insurance, and only 34.2% declared that they had signed a labour contract, most of them for less than a year. With reference to salaries, the average at that moment was approximately USD 213.

A large number of young workers are informal: work more than 8 hours, without social security, vacations or other social benefits.

More than 20.8% of young people live in poverty.

In Peru, the majority of young people have only complete or incomplete secondary level education. The larger number of young men has secondary level, complete or incomplete. The majority of women have a higher technical level, compared to young men.

The majority of young people -from 20 to 24 years of age-, have incomplete university education. The average number of years of study of young people of both sexes is 10.8 years.

In Peru, it is not possible yet to speak about an education in human rights as such, that is to say, as a systematic process integrated to all the educational system. In the last decades, NGOs have been the entities that have developed educational proposals on human rights education, at a formal and non-formal level. In 2014 the National Plan for Education in Fundamental Rights and Duties was approved through a Supreme Decree until 2021.

Ever since adolescence, the Peruvian youth faces a series of challenges that public policies in the field of education and labour insertion have not been able to solve yet.

One in 6 young people aged between 15 and 29 neither studies nor works. One in 5 young people with ages between 12 and 16 does not go to school. According to ILO, over one million young people with ages between 14 and 25 are unemployed. Women between 20 and 29 dedicate 39 hours

per week to unpaid domestic activities, which is almost three times as much as men do.

There are various reasons why the Peruvian young people did not get an education, among which the economic problems were prevalent (38.3%), followed by labour (21.2%).

4.6. ROMANIA

Youth work and youth workers

Although there is a rich range of activities for young people, mostly done by civil society organisations, until very recently there was no official recognition for the professional status of youth workers. An initiative financed through the European Social Fund succeeded in creating the curricula and the occupational standard for the profession of youth worker in Romania. Through this project, the occupational standard was developed and validated and the first accredited training programme for those interested in becoming professional youth workers was delivered. Evaluation instruments for the recognition and certification of the competences of youth workers were created and the system is now functional. Details are presented at <http://www.lucratoruldetineret.ro>

Various accredited training centres, adult education institutions, NGO's or NGO Resources Centres offer relevant training programmes for NGO staff and managers, including those involved in youth work. In many cases, the training programmes are free of charge as they are delivered through EU-funded projects. If it's not free of charge, the price may vary between 120 and 300 euro. The most relevant certified training programmes for the youth NGO sector are on training,

training of trainers, project management, EU project management, and human resources management.

Initiatives promoting non-formal education in Romania

Non-Formal Education Laboratory: an annual event having as aim to promote the principles of non formal education and to bring together people with experience on different educational methods. After some editions, guides and compendia with the methods tested in the laboratory were elaborated. <https://nonformalii.wordpress.com>, <http://www.nonformalii.ro/evenimente/laborator-nonformal-2014>

Civil Society Gala is a project initiated in 2002, which aims at promoting and rewarding the activity of NGOs from Romania. <http://www.galasocietatii civile.ro>

Volunteq: a national event having as main topic the European Voluntary Service programme, attended by NGO leaders, volunteers, volunteers managers, specialists in non formal education and youth. <http://www.barcamp.ro>

Connector: An international event dedicated to the practitioners of non formal education field and to those from other fields willing to share and to develop together learning methods and tools that are meaningful, with impact at both personal and professional level. <http://www.cluj2015.eu/projects/partner-projects/27-connector.html>

Connector is an event that exploits at international level the experiences from the Non formal Laboratory.

Frequently, such events are also organized by public institutions in offering support for youth organisations, helping them to

disseminate their work and to attract people interested in the field.

Școala altfel (Alternative School)

Școala Altfel is an initiative adopted by The Ministry of Education consisting in conducting non-formal educational activities within the formal school time during one week of the school year. It represents an effort to realize a connection between formal and non-formal education, and it's also an opportunity to connect the activity of the school with the educational programmes of civil society focused on non-formal education.

University programmes

There are in Romania only two relevant Master degree programmes: at Babeș - Bolyai University from Cluj-Napoca, on the Management of Public and Nonprofit Institutions (in English) and at the National School for Political and Administrative Studies in Bucharest, where the curricula of different study programmes include references to civil society, youth work and human rights.

5. HUMAN RIGHTS EDUCATION METHODS

The fifty methods presented in this manual are tested by youth workers participating in the international mobility in Lima and Cusco, Peru, 2016 and by the six international volunteers from Peru and Guyana, which did a six months volunteer stage in Romania during 2017.

The activities are based on the pedagogical approach of HRE in Compass – Manual of Human Rights Education for young people – where it is expressed that “knowing about human rights is not enough; people must also develop skills and attitudes to act together to defend human rights.” More concrete, the six main pillars of the Compass pedagogy² – on which this training packaged is based - are:

1. Holistic learning - Human rights issues concern the whole of a person (body, mind and soul) and all dimensions of life from cradle to grave. Holistic learning promotes the development of the whole person, their intellectual, emotional, social, physical, artistic, creative and spiritual potentials.
2. Open-ended learning – Is structured so that multiple / complex answers to problems are not only possible, but expected. Participants are not steered towards one "right" answer which makes sense, because life is not black and white and ambiguity is a fact of the world we live in and the tolerance for ambiguity is an attitude that any citizen of a democratic society should develop
3. Values clarification – Participants are given opportunities to identify, clarify and express their own beliefs and values and to confront them with others in a safe framework based on the dignity of every human being, freedom of thought and expression, and the respect for others' opinions.
4. Participation – Means that young people take part in making decisions about what and how they are

going to learn about human rights. Through participation young people develop various competences including those of decision making, listening, empathy with and respect for others, and taking responsibility for their own decisions and actions.

5. Co-operative learning – Co-operative learning promotes higher achievement and greater productivity, more caring, supportive, and committed relationships and greater social competence and self-esteem.
6. Experiential learning (learning through experience) – Learning through experience or discovery learning is the corner stone of HRE because core human rights skills and values such as communication, critical thinking, advocacy, tolerance and respect cannot be taught; they have to be learned through experience and practised.

All the activities proposed in the training package stand on the six pillars mentioned above. Taking in consideration the specificity of the project partnership, for this manual there is a 7th pillar:

7. Intercultural understanding – Diversity is an asset. In the learning activity, cultural diversity is appreciated and the participants learn from different perspectives. The learning is happening in a safe environment where different cultural aspects are taken into consideration and a non-judging behaviour is assured.

The methods are divided in six major themes. Some of the activities are connected with more than one theme.

² Approaches to human rights education in Compass - <http://www.coe.int/en/web/compass/approaches-to-human-rights-education-in-compass#The%20pedagogical%20basis>
27/02/2017, 17:01 GMT+2

Each method included is described in a similar structure, with learning objective(s), logistic aspects, preparation and resources needed and instructions for its implementation. One method can address one or more components of a competence - values, attitude, skills and knowledge.

The methods are based on the experiential learning cycle³ and it describes the four steps for a complete learning cycle:

- Preparation of the activity – building the Experience
- Debriefing, including a set of questions that guides the facilitator to conduct the group into a Reflective Observation phase and then into Abstract Conceptualization
- Follow-up – lessons learned and building an action plan

The facilitators of the methods should:

- Be prepared to work in teams – if necessary. Many of the methods presented requires a team of at least two facilitators
- Facilitators must give special attention to create a pedagogical climate of confidence, favorable to dialogue and free and respectful expression of ideas and opinions.
- Facilitators must integrate themselves to the group, taking part in the dynamics.
- Facilitators should avoid long and tedious speeches, and that only few participants make use of the floor for an extended time.
- Focus the debates on the themes and objectives of the workshop.

The participants:

- The workshop is oriented for youth, youth workers, school teachers, social leaders, and other social promoters interested in knowing and promoting knowledge and practice of human rights and democracy in their institutions and communities.
- As far as this is a workshop and not a sequence of speeches, the permanence of participants for the whole duration of the workshop is absolutely important. In this sense, commitment and punctuality is a main requisite.
- The number of participants for the workshop is variable. The ideal is to have no less than 15, neither more than 34 participants.

³ David Kolb - The Experiential Learning Cycle

1. Stereotypes	
Main themes of the activity	Stereotypes
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To have a better understanding on the definition of stereotypes 2. To be aware of methods / ways to change the stereotypes 3. To promote equality and non-discrimination 4. To highlight what the participants perceive as stereotypes
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6 pers. – max. 30 pers.</p> <p>Time: approx. 60 minutes</p>
Preparation of the activity (resources, materials, etc.)	<p>Download the video on stereotypes https://www.youtube.com/watch?v=XUO59Emi3eo (available in EN, 1.50 minutes)</p> <p>Notes on stereotypes</p> <p>Markers</p> <p>Post its</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The trainer begins with an energizer by playing a game called "Get to know me better". Each participant says one thing about himself/herself and then strikes a pose. At the end of the activity everyone strikes their pose at the same time and a photo will be taken of the entire group.</p> <p>Next, the trainer asks: "What do you think is a stereotype?" After hearing different answers the definition of the word stereotype is written on the board and explained.</p> <p>The video mentioned above is then shown. The participants are asked to share some stereotypes they encountered in their lives.</p> <p>The trainer facilitates a reflection on the causes and effects of stereotypes.</p> <p>The participants are asked to write on post-its: why stereotypes exist and how can they be eliminated or reduced.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. Why do you think stereotypes exist? 2. What do you think is the main effect of stereotypes in society? 3. Do you have stereotypes? 4. Do you think that other persons have stereotypes about you? How do you feel about this? 5. How can we stop generating stereotypes? 6. What solutions do you see in promoting equality and non-discrimination?
Follow-up suggestions (What can be done after the activity)	<p>This activity can be followed by an activity in creating an online campaign to fight stereotypes. A photo exhibition can be created portraying persons from different groups about which there are stereotypes and to show that their story is different than the stereotypes.</p>
Tips from practitioners	<p>This activity can be used as a startup for a more in-depth discussion about the negative effects of stereotypes.</p>
Intercultural aspect of the	<p>This activity generates a learning environment for everyone to be more aware of different stereotypes</p>

method (in which cultural environment the activity can be done and what is its specificity)	from different countries and places. It is important to note that this activity can be done in any cultural environment.
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2. Diagnosis and Analysis of Human Rights Violations	
Main themes of the activity	Human rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To analyze the social, economic, political or cultural situations of human rights violations in their local communities, or in their country. 2. To propose actions to change the situations identified.
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 6 pers. max. 30 pers. Time: approx. 30 minutes
Preparation of the activity (resources, materials, etc.)	Flipcharts Markers Creativity
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>Participants are divided in groups of 4 or 5. Each group analyzes a situation in which human rights have been violated. They can specifically refer to a group such as children, disabled, migrants, indigenous people, women or to specific areas such as: health, education, freedom of speech, etc.</p> <p>After the group discussion the facilitator asks participants to organize a sociodrama representing the situation they analysed and to write a song with words proposing positive changes of the situation.</p> <p>In the plenary, the groups present the sociodrams and the songs they prepared.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How did you identify a situation in which a human right was violated? 2. What kind of situation were you discussing? 3. How did the members of the group feel with the identified situation? 4. How did you feel putting the situation on stage? 5. Do you think that the positive aspect of the situation is realistic? 6. What can you say that you learn during this activity?
Follow-up suggestions (What can be done after the activity)	The facilitator can work further (using Forum theatre) on the situation that the group presented. The sociodrama presented by the group can be only the beginning of discussions.
Tips from practitioners	This activity works best if there is a good group dynamic developed beforehand. The participants should feel comfortable to share situations in which human rights were violated.
Intercultural aspect of the method (in which cultural	This activity can be implemented in different environments.

environment the activity can be done and what is its specificity)	
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3. A Human Rights Diversity Tree	
Main themes of the activity	Diversity and Human Rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To work cooperatively to create an image that helps define diversity 2. To become more aware of the diversity that exist in the society 3. To make a link between diversity and human rights
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 5 pers. – max. 30 pers.</p> <p>Time: approx. 30 minutes</p>
Preparation of the activity (resources, materials, etc.)	<p>Markers</p> <p>Crayons</p> <p>Chart paper</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The trainer will divide the participants in groups of 4-5 persons. Then the trainer will present the steps of the activity:</p> <ol style="list-style-type: none"> 1. Each group will draw a tree on large chart paper 2. Write on the tree (in the form of leaves, fruits, flowers, or branches) those diverse characteristics that human beings are made up of. 3. After they draw the tree, the trainer will say to the groups that “A diverse tree needs roots to grow and flourish” for that each group needs to give the tree roots and label them with the things that make diversity flourish (attractive). For example, a healthy economy, the rule of law, or universal education. 4. When drawings are complete, ask each group to present its tree and explain its reasons for the items they included.
Debrief	<ol style="list-style-type: none"> 1. How do you find this activity? 2. What was the most difficult thing for you during this activity?

(questions for reflection and connection with the learning objectives)	3. Looking now at the drawing, do you see any connection with real life and human rights? 4. What is the role of human rights in our life? 5. How can diverse groups be identified? 6. Make a list of words that describes diversity.
Follow-up suggestions (What can be done after the activity)	This activity can be continued by: <ol style="list-style-type: none"> 1. Match the fruits, leaves, and branches with articles of the Universal Declaration of Human Rights and write the number of the article next to each item. 2. Display these trees in the classroom or in public places. 3. Identify aspects related to diversity that are of particular concern to you and your community.
Tips from practitioners	The groups can create a feedback tree to show whether this activity was useful.
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	This activity can be used in any intercultural context.

4. Discovering my identity and respecting others	
Main themes of the activity	Diversity and Human Rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To describe various group identities 2. To analyse how people's identities are represented 3. To review and analyse how the identities of the persons discussed are similar to or different from their own
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 5 pers. – max. 30 pers. Time: approx. 90 minutes
Preparation of the activity	Flipchart paper Diveristy chart (annex)

(resources, materials, etc.)	<p>Markers Crayons Videos</p> <ul style="list-style-type: none"> • https://youtu.be/XtzqA82F2KI (Available in EN, 1.06 minutes) • https://youtu.be/UcuS5gIhNto (Available in EN, 4.35 minutes)
<p>Implementation of the activity</p> <p>(1, 2, 3... Concrete steps of the activity)</p>	<p>The trainer should start the exercise with a discussion about participants' identities and what makes them who they are. The trainer will list words that help describe a person's identity such as: gender, nationality, religion and ability. The trainer will help the participants to define any words they may not be familiar with.</p> <p>Then the trainer, together with the group will pick a well-known person from any material that the group has read or viewed recently or a historical or famous figure. Together they will do a brainstorm of words that identify this person. Briefly they will highlight stereotypes and caution against making assumptions or judging people based on a single characteristic. For instance, being a girl doesn't necessarily mean you like to play with dolls; being a boy doesn't necessarily mean you like to play sports. The trainers can find ideas to help facilitate this warm-up in this Let's Talk! Resource.</p> <p>Then the trainers will show to the group the videos one after the other in the order listed above. There is no need to prepare the participants with any prior information; let them arrive at their own conclusions.</p> <p>At the end of the activity, the trainer will give to the groups the annex Appreciating diversity checklist. Each group will make its own list and will discuss it.</p>
<p>Debrief</p> <p>(questions for reflection and connection with the learning objectives)</p>	<p>After watching the videos, discuss these questions with participants:</p> <ol style="list-style-type: none"> 1. What does diversity mean to you? 2. Describe what do you believe the 2nd video is illustrating? 3. What does it mean to be "different"? 4. Do you agree or disagree that it is easier to be yourself than to be someone you're not? Why or why not? <p>After the discussion the activity can be continued in groups of 6 persons to create a short presentation of what they consider a diverse grup:</p> <ol style="list-style-type: none"> 1. What makes me who I am? (Self-Evaluation) 2. How are other people similar to and different from me? 3. What do know about different identities?

Follow-up suggestions (What can be done after the activity)	<p>This activity can be continued by selecting and briefly discussing short articles and videos related to diversity. The group can be divided in small groups and analyze each material. Have each participant record their observations. Tell them to suggest what could be done differently.</p> <p>After each small group of participants has reviewed the item and completed their observation, bring the full group together to share their findings. Based on the prior discussion of identity characteristics, ask participants how they are similar to and different from the people in the articles/videos they reviewed. Ask how that makes them feel.</p>
Tips from practitioners	<p>It is an activity that encourages a lot the discussions. It might takes longer then initillay planned. The trainer should take this in consideration when planning the schedule.</p>
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	<p>This activity can easily be made in a diverse cultural setting. It aims to help students recognize and be open to diversity.</p>

APPRECIATING DIVERSITY CHECKLIST

	ELEMENTS	YES	NO	REMARKS
1	It is important to celebrate and respect that we are all different.			
2	It is not important to know about different cultures and discover the different ways that people live and think.			
3	I have respect and appreciation for a range of values, norms, behaviors, and attitudes.			
4	The world would be an exciting place if we were all the same!			
5	In understanding diversity, we only talk about race and ethnicity.			
6	Everyone (myself included) is biased regarding cultural differences, disability or handicap, religion, language, sex.			
7	When a group forms, people must interact and get attention so that they feel included.			
8	We are all different in our own way and we all add something special to the diversity of our country.			
9	Diversity has many benefits and we should embrace difference.			
10	We are equal but different.			

5. Understanding Human Trafficking	
Main themes of the activity	Human trafficking and human rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To gain understanding of what human trafficking is 2. To learn about UNDHR approach regarding human trafficking 3. To understand the cycle of human trafficking, from the moment of recruitment to the final stage of exploitation
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 6 pers. – max. 30 pers. Time: approx. 60 minutes
Preparation of the activity (resources, materials, etc.)	Projector Computer Markers Whiteboard / flipchart Internet acces
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The trainer divides participants in groups of maximum 5 persons. Each group will receive a copy of Annex 2 – case studies. They will have to discuss which of these situations is considered to be a situation of human trafficking.</p> <p>After the groups discussed, a plenary discussion is facilitated, introducing also facts from annex I.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What is your opinion about situations in which people abuse other human beings for profit and personal enjoyment? 2. Do you consider human trafficking a modern form of slavery? 3. In 1963, Dr. Martin Luther King Jr. said “injustice anywhere is a threat to justice everywhere”. What are your thoughts about this? 4. Is using child soldiers in countries with civil war a type of human trafficking? 5. What do you think can be done to stop this phenomenon?
Follow-up suggestions (What can be done after the activity)	This activity can be the start for a discussion about Human Trafficking. It can be continued with activity 6 or 7 from this Manual.
Tips from practitioners	The activity is a good start point for discussions. The implementation of the activity is pretty simple and it can be done in various contexts.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	<p>https://www.youtube.com/watch?v=FCId8kfAbx8 Iana's Story - Human Trafficking in Romania (Available in EN, 5:27 minutes).</p> <p>This is a video that shows a real situation from Romania. The trainer can prepare different videos from different countries.</p>
Annex I – information about human trafficking	

Human trafficking is the slavery of the 20th century. It is defined as (1) the act of recruitment (2) by means of deception or coercion; with the (3) purpose of exploitation.

There are three types of human trafficking:

(1) *Sex trafficking*: victims who are forced to have commercial sex. Anyone under the age of 18 that is participating in a commercial sex act is a victim of sex trafficking. This means there are no minor prostitutes.

(2) *Labour trafficking*: victims are individuals who are forced to work long hours under bad conditions with little or no pay and are often abused or neglected by people who exploit them. The most common forms of labour trafficking are domestic servitude and farm or industrial work

(3) *Organs trafficking*: victims are individuals whose organs are removed.

Article 4 UNDHR:

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

The human trafficking cycle: (1) Deception and recruitment, (2) Movement or transportation, (3) transfer and Exploitation

Video materials:

- https://www.youtube.com/watch?v=A-UX_EwQcy8 MTV Human Trafficking PSA (song) excellent for introduction (Available in EN, 4.09 minutes)
- <https://www.youtube.com/watch?v=ze7W1uwiezk> (Anesvad) Don't let anyone make up their smile. End Human Trafficking. Great for ending lesson (Available in EN, 2.02 minutes)

Annex II – case studies

Case 1: Laura is a 28 year old woman from Arad, Romania who was given a plane ticket and a forged passport from a man who didn't yet told her she is bound to work for a night club.

Case 2: Ioan is a young man who works everyday picking up vegetables from a land owned by a mafia member. Ioan is forced to give his wage to a gang because they have threatened to harm his family if he doesn't do so.

Case 3: Marcus has recently graduated from university but was unable to find a good job. He has arranged with a boat owner to get him to Belgium for 120 euros.

Case 4: Maria is a single mother of two daughters. In order to pay the rent and send the little girls to school she works as a prostitute in a nightclub nearby.

For the trainers: It is considered a case of human trafficking when the person is deceived or coerced into this situation, for the benefit of the trafficker (Case 1 and 2). Is not a victim when the person has the willingness to participate (Case 3 and 4).

6. Human Trafficking: Myths and misconceptions

Main themes of the activity	Human trafficking and human rights
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Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To identify the common myths and misconceptions about human trafficking 2. To raise awareness about human trafficking and identify concrete examples 3. To recognise the signs of human trafficking 4. To gain knowledge about ways to get involved in community actions
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 6 pers. – max. 30 pers. Time: approximative 60 minutes
Preparation of the activity (resources, materials, etc.)	Video-projector Computer Markers Flipchart / Whiteboard Internet Printed annexes
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The trainer opens the session with a short energizer.</p> <p>Then the trainer presents the following questions, written in a visible form (on flipchart or on the white board):</p> <ul style="list-style-type: none"> • Do you consider that human trafficking is only for sexual exploitation? • What do you know about the victims of human trafficking? Who do you think they are? What is their “profile”? • How do we create awareness on the topic at local level? • What individuals, governments and organizations do to prevent human trafficking? • How can the victims be protected? <p>The trainer will split the group in small sub-groups of maximum 5 persons. Each group will work on the above-mentioned questions and will present their work.</p> <p>After the presentation, the trainer will show the video https://www.youtube.com/watch?v=ornPWN_T1Vo</p> <p>Human Trafficking Prevention Education in Schools & Communities Vulnerability Video (Available in EN, 3.50 minutes)</p> <p>After the discussion, the trainer can present annex I – the Quizz. The groups work on the quiz and then the trainer conducts a facilitated discussion based on the results.</p> <p>Afterwards the trainer can introduce annex III – different approaches towards human trafficking</p>
Debrief (questions for reflection and connection with the	<ol style="list-style-type: none"> 1. How did this activity make you feel? 2. What did you learn during the activity? 3. What actions do you think that you can undertake after this session in relation to human

learning objectives)	trafficking?
Follow-up suggestions (What can be done after the activity)	<p>What are the recommendations to tackle this problem?</p> <ul style="list-style-type: none"> • Develop actions at community level • Gain understanding about the magnitude of the problem • Develop a good neighbour policy • Contact organizations involved in rescuing and caring about the victims • Pressure government to promote and implement strong legislations to protect victims and charge criminals.
Tips from practitioners	This activity can be continued with Activity 7 of the Manual (page 63). The participants can continue the discussions about human trafficking and the effects of human trafficking in the society.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	The trainer should be careful when implementing the activity, because it might tackle sensitive issues. It might be possible to prepare a little bit the group in order to introduce the topic. The trainer should check if whether among the participants there are persons affected by human trafficking.

Annex I – Quizz

1. Human trafficking is a phenomenon that only occurs across state or country borders?
2. There are multiple types and categories of human trafficking?
3. Human trafficking only occurs in underdeveloped countries?
4. Most victims are from foreign nationalities?
5. Trafficking and smuggling are synonymous?
6. There are countries where slavery is still legal?
7. A pimp is considered to be a trafficker?
8. A person is considered a victim of human trafficking only if physical force has been used?
9. There are more slaves today than in the past when it was legal?
10. Most victims of sex trafficking are under 18 years old?

Annex II – Information about Human trafficking

Though it is a worldwide problem, most people don't know about it. And governmental efforts seem to have little impact on decreasing the problem. On the contrary, human trafficking is still on the raise today in every corner of the planet. It is necessary to elaborate strong mechanisms to prevent it. But first we need to overcome the myths and misinformation by educating students on how it occurs, how to analyse the structures through which it happens and what can be done about it.

Challenge

The first challenge is the diversity of trafficking contexts: trafficked persons come from a variety of source countries, end up scattered throughout sites in countries like the United States, and are forced into different forms of labour and servitude. They speak different languages; have different socioeconomic backgrounds, varying education and work histories, as well as differences in age, sex, and race/ethnicity. Some experience psychological coercion others also undergo physical brutality.

http://traffickingroundtable.org/wp-content/uploads/2012/07/Methodological-Challenges-in-Research-on-Human-Trafficking_Tales-from-the-Field.pdf

Indeed, some trafficking cases are so vastly different from one another that it may not be instructive to draw many connections among them.

Victims fear

Because of fear of reprisals from their traffickers, their stage in the recovery process, and concern of being stigmatized most victims do not report their cases to government officials, family members or community leaders.

Even when trafficked persons enter emergency rooms, police stations, or call service providers, they usually do not describe themselves as trafficked, but rather seek help for other issues such as for immigration or domestic violence issues. Maria José Fletcher of LUCHA describes, "None of the women tell me 'I'm a victim of trafficking', and rather they say 'I need help to not get deported'". "People do not talk about trafficking ever. They talk about abuse, things like 'My boyfriend beat me.'" What are the signs in a person who is victim of human trafficking?

Annex III – different approaches towards human trafficking

How different religions see the topic of human trafficking

Islam:

- None of you believes until he wishes for his brother what he wishes for himself
13 of imam
Al – Nawawi's forty Hadiths

Hinduism:

- This is the sum of duty: do not do to others what would cause pain if done to you.
Mahabharata 5:1517

Judism:

- You shall not take vengeance or bear a grudge against your countrymen, love your fellow as yourself: I am the lord, Leviticus 19:18
- What is hateful to you, do not do to your fellow man. This is the law: all the rest is commentary
Talmud, Shabbat 31a

Buddhism:

- A state that is not pleasing or delightful to me, how could I inflict that upon other? Samyutta Nikaya v.353
- Hurt not other in ways that you yourself would find hurtful. Udana – Varga 5:18

Christianity:

- In everything do to others as you would have them do to you; for this law and the prophets, Matthew 7:12 (NRSV)
- Do to others as you would have them do to you. Luke 6:31 (NRVS)

7. Human Trafficking: Facts, situations and realities

Main themes of the activity	Human trafficking and human rights
Learning objectives	To recognize common signs in victims of human trafficking

(VASK – values, attitude, skills and knowledge)	To build innovative approaches for the prevention of human trafficking at local level To understand the methods used by traffickers to lure victims into range
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 6 pers. – max. 30 pers. Time: approximative 60 minutes
Preparation of the activity (resources, materials, etc.)	Video-projector Computer Markers Flipchart / Whiteboard Internet Printed annexes – one hard copy for each small group
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	The trainer opens the session with a short energizer. Then splits the group in small groups of maximum 5 persons per group. Then the trainer gives to each small group a copy of the annexes I and II. The groups work on the following questions: <ul style="list-style-type: none"> • What methods are used by traffickers to capture victims? • What do you think is the best approach to solve the problem of human trafficking? • What do you think is the average age of the victims of human trafficking? After the participants work in groups, each group presents their conclusion in plenary. The trainer can encourage the participants to present their work in a creative way.
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What did you find most disturbing regarding the facts presented about human trafficking? 2. If you knew about a victim of human trafficking, how would you approach the case? 3. What do you think needs to be done in order to reduce the number of the victims of human trafficking? 4. What did you learn from this activity?
Follow-up suggestions (What can be done after the activity)	The activity can be followed by a more in detailed discussion about what is being done to prevent human trafficking. The following video can be shown and followed by a facilitated discussion https://www.youtube.com/watch?v=IAUzg0gfo_k Human trafficking by DG Migration and Home Affairs, European Commission (available in EN, 2.10 minutes)
Tips from practitioners	The group needs to be prepared before addressing this theme. It is important to present first some elements of human trafficking – activity 5 can be done before, as an introductory exercise.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	Human trafficking can be understood differently in different communities. Before running this activity, the trainer should inform her/himself about the cultural backgrounds of the group. If the trainer feels that someone might be very affected by this activity or by the facts presented in the annex, it is recommended to have a separated discussion with that person before implementing the activity.

Annex I – Facts about Human Trafficking

Human trafficking is a very sensitive and complex phenomenon that affects people, nations, and institutions around the globe. In order to create awareness we must gain understanding about the magnitude and effects that it has on our communities.

<https://www.youtube.com/watch?v=J4ztDU-yr74> One Minute Facts: Human Trafficking

Where human trafficking does occurs?

- Shrimp industry in Thailand
- Child soldiers in Burma
- Cotton farms in Uzbekistan
- Fishing in Ghana
- Florida and California Farms

http://verite.org/wp-content/uploads/2016/11/JTIP-Verite-ExecutiveOrder_13627.pdf

Effects on the victims

- Trauma, mental illness
- Malnutrition, poor hygiene and health. Abnormal behaviours
- Fear, anxiety, depression, paranoia
- Avoidance of eye contact
- Abuse, torture and confinement
- Drug addiction
- Suicidal attempts and self harm
- No rights
- Compromised education and personal development

Former captives need to be protected not just from their traffickers, but also from exploitation in the media. "Secondary trauma" that may occur with multiple recounting of painful memories.

http://traffickingroundtable.org/wp-content/uploads/2012/07/Methodological-Challenges-in-Research-on-Human-Trafficking_Tales-from-the-Field.pdf

The hard facts

It is estimated that 27 million people are slaves today. 800,000 people are trafficked every year. 161 countries are affected by human trafficking. People are trafficked from 127 countries and exploited in 137 nations.

- 12.5 million people are in the forced labor;
- 1.4 million in Asia (56%);
- 250,000 in Latin America (10%);
- 230,000 in the Middle East and North Africa (9.2%);
- 130,000 in sub Saharan Africa (5.2%);
- 270,000 in the "first world countries" (10.8%);
- 200,000 in transition countries (8%).

Profits

Human trafficking is an illegal business that generates 32 billion dollars.

- (49%) 15.5 billion generated in the "first world countries"

- (30.6%) 9.7 billion in Asia
- (4.1%) 1.3 billion in Latin America
- (5%) in Sub Saharan countries
- (4.7%) in the Middle East

Who are the traffickers?

- 52% are men
- 42% are women
- 6% are men and women

According to researches based on the victims, it is known that in 54% of cases the trafficker was a stranger to the victim and in 46% of the cases the trafficker was known to the victim (family member, community member, boyfriend, etc).

Methods used by traffickers

Recruitment-transportation-transfer-harboring-receipt-exploitation.

Traffickers use threat, force, abduction, coercion, fraud deception and abuse of power on their victims.

What makes human trafficking an ongoing phenomenon?

In order to solve it we must address the demand-driven factor, alter the market incentives of high profits and low risk that the traffickers exploit. The willingness to buy sex and the willingness to buy goods and services at minimal cost production exacerbates this problem.

LOW RISK: Lack of or little awareness about the phenomenon. Government institutions are not trained or are ineffective with dormant laws. Local and regional safety network do not exist. Law enforcement does not investigate cases. This ultimately creates little risk or deterrence to affect these criminal operations.

Understanding what makes people vulnerable to human trafficking:

Traffickers offer what people need or want. We all want basic things like good job, better life, love. We want excitement, thrills, we want to be loved and cared for.

What makes an advert for job suspicious?

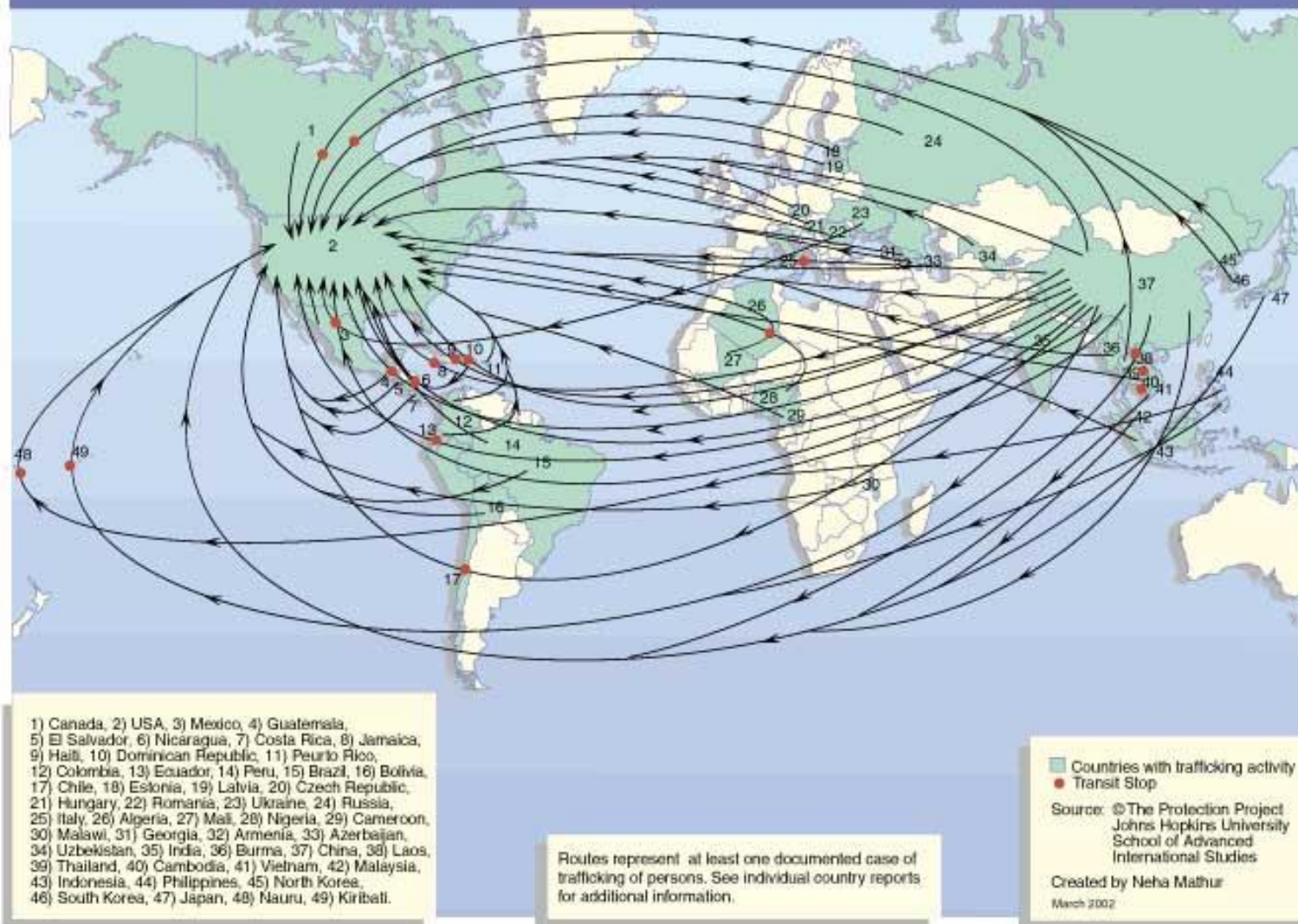
- Higher rate pay
- Unnecessary or illegal details such as full length photo or blood test
- Free training and travel loans
- Admitting large number of people

No details as to where to work or who you will be working for.

Annex II – Routes of trafficking of persons, women and children

Map of the routes of trafficking of persons, women and children.

Trafficking of Persons, Especially Women and Children: USA Routes



The projection project, Johnes Hapkins university school of advanced international studies. Created by Neha Mathur

8. Diverse and inclusive society

Main themes of the activity	Diversity and Human Rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To understand and accept people who are different 2. To embrace and celebrate diversity 3. To highlight the importance of each individual 4. To understand our interdependence
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6 – max. 30 pers.</p> <p>Time: approx. 60 minutes</p>
Preparation of the activity (resources, materials, etc.)	<p>Flip chart paper</p> <p>Markers</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The participants are grouped into pairs. This can be done using various methods.</p> <p>Each pair will receive a flipchart paper or half of flipchart paper and markers</p> <p>In the pairs, the participants should discuss about:</p> <ul style="list-style-type: none"> • What diversity and inclusion means for them? • How do they feel about accepting diversity? If they are accepting it? • What is the importance of diversity and inclusion? <p>They should also identify six elements of diversity and to create a chart using the identified elements.</p> <p>Each pair presents their work in 3 minutes and a discussion is led in the plenary about similarities and differences between the presentations.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What do you think is the impact of diversity and inclusion? 2. With all your attributes can you independently accomplish your goals? 3. Do you find it difficult or easy to accept diversity? Explain. 4. What have you learned during the activity?
Follow-up suggestions (What can be done after the activity)	This activity can be continued by creating a map of similarities between the persons around you and share why these similarities are important.
Tips from practitioners	It might be needed to give a detailed explanation of concepts such as: diversity and inclusion. The trainer should prepare some practical examples.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	This activity can be implemented in various environments.

9. What are Human Rights?

Main themes of the activity	Human Rights
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Learning objectives (VASK – values, attitude, skills and knowledge)	<ul style="list-style-type: none"> To introduce the concept of human rights and enhance understanding of individual and universal rights To reflect upon human rights situation in the countries participants live
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 2 pers. – max. 30 pers. Time: approx. 30 minutes</p>
Preparation of the activity (resources, materials, etc.)	<p>Masking tape Annex</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The trainer begins the activity by asking the participants what they understand by human rights. Allow participants to brainstorm for a few minutes.</p> <p>Then, explain to participants that human rights are the rights that we are all born with. Ask participants to brainstorm examples of rights that we are all born with.</p> <p>Example:</p> <ul style="list-style-type: none"> The right to a life free from violence The right to work The right to adequate/enough food, shelter and water The right to education <p>Divide participants into two groups. Mark a start line and a finish line on the floor in the room and ask the participants to stand behind the start line. Explain that you will read some statements out loud and each participant will get a chance to say whether the statement is true or false. After the answer is read aloud, the participants who answered correctly get to take 1 step forward while the other participants remain in their position. At the end of all of the statements the group with the most members closest to or pass the finish line is the winning group.</p> <p>Afterwards participants are seated, explain to them that many countries signed international human rights agreements that protect everyone from unfair treatment. These are:</p> <ol style="list-style-type: none"> 1. The Universal Declaration of Human Rights 2. The Office of the United Nations High Commissioner for Human Rights (OHCHR) represents the world's commitment to universal ideals of human dignity. 3. UNHCR defends the rights of refugees by providing them with protection and assistance. 4. FIDH (International Federation for Human Rights) is an international human rights NGO federating 184 organizations from 112 countries. Since 1922, FIDH has been defending all civil, political, economic, social and cultural rights as set out in the Universal Declaration of Human Rights. <p>Note: Organisations can be added. A resource is the online platform https://hre4all.org/</p> <p>Finish by asking participants to share what they learned from the session.</p>
Debrief	<ol style="list-style-type: none"> 1. Did the activity meet your expectations in understanding Human Rights?

(questions for reflection and connection with the learning objectives)	<p>2. Was the activity relevant to human rights work?</p> <p>3. What have you learned during the activity?</p>
Follow-up suggestions (What can be done after the activity)	The activity can be followed by discussion about how to impart the knowledge about Human Rights to others and raise awareness about the topic.
Tips from practitioners	The activity can generate frustration if the completion is not properly facilitated. The trainer should be careful while introducing the elements of the exercise.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	This activity can be implemented in various environments.

Annex I – Statements

	Statements	Answers	
	To deny a person's basic needs to survive is not legal.	True.	
	I do not have the right to express my views and opinions	False. All human beings have the right to freedom of expression.	
	Some human rights are more important than others.	False. All human rights are equally important.	
	Human rights can be taken away from us.	False. Human rights cannot be taken away from no one.	
	We are only entitled to human rights when we are in our home country.	False. Human rights are universal/world wide/everywhere.	
	When in police custody your human rights no longer apply.	False.	
	Right not to be sentenced to death for any crime.	True.	

10. The Beauty of Colours	
Main themes of the activity	Diversity
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To establish the importance and uniqueness of each human being 2. To contribute to personal development 3. To recognise the diversity in the society
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 2 pers. – max. 30 pers. Time: approx. 60 minutes
Preparation of the activity (resources, materials, etc.)	Flip chart paper Hand paint for colour blending Markers Paint brushes (if necessary)
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	The trainer starts the activity by asking participants to form groups of 3 to 5 people. In the small groups they need to: <ul style="list-style-type: none"> • Identify two of their favourite colours and why they are their favourite • If not possible to identify, why? • Then blend the two colours to create another (if possible)? What colour are you able to create? • Try with each team member and note the colour after blending • Display the colour blends created on your flipcart and briefly describe the results
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What do colours create? Imagine if the world was only black or white? 2. Identify one word that represents diversity and inclusion. 3. Think of this activity and describe diversity and inclusion? 4. Can we compare personalities and other human attributes to colours? Why? 5. How was it for you to combine the colours? What do you think about the results? 6. How challenging was it to work together? 7. What did you learn about yourself in this activity?
Follow-up suggestions (What can be done after the activity)	This activity can be further developed by inviting the participants to observe and identify the different personalities around them. They should reflect on what they learn from each person and how that specific and unique element of a certain person impacts their life.
Tips from practitioners	This activity applies very well in working with children in classroom or in outdoor activities. The trainer should emphasise all the time the diversity of colours and of human beings.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	This activity can be implemented in various environments.

11. The Race race

Main themes of the activity	Diversity
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To appreciate the full definition of the terms 2. To clarify the concepts: race and ethnicity 3. To learn how to acknowledge and appreciate different races and ethnicities
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6 pers. – max. 20 pers.</p> <p>Time: approx. 60 minutes</p>
Preparation of the activity (resources, materials, etc.)	<p>Tape</p> <p>Cut out card board (rectangles) – two distinct colours i.e. red and blue</p> <p>Markers (red and blue)</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The trainer writes on the left half of white board, the headings in red marker: "Race means:" and "Examples of races are:"</p> <p>The same text is written on the right half of the board in blue marker, "Ethnicity means:", "Examples of ethnic groups are:"</p> <p>The Red team will work on Race while the blue team will work on Ethnicity.</p> <p>The trainer will prepare on card board specific elements for race (red) and ethnicity (blue). He / she will announce the exact number of card board for each topic. The card boards will be hidden in different locations in the workshop place.</p> <p>The trainer will divide the group into two teams. Each team will receive a colour and will have to look for the card board connected with that specific colour. Once a card board was found, it would be putted on the white board. The team that manage to find all the card boards wins. It would be nice if the trainer will recompasated the winning team.</p> <p>After all the card boards are on the white board, the trainer will explain the difference between race and ethnicity.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What are the differences between Ethnicity and Race? 2. What is not Ethnicity? 3. What is not Race? 4. How can we identify diverse ethnic groups and races? 5. How challenging was it to work together? 6. Identify how many ethnic groups and races are in the group?
Follow-up suggestions (What can be done after the activity)	Observe people in society and think of their ethnicity or race and reflect on the importance of that particular group.
Tips from practitioners	

Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	This activity can be implemented in various environments.

12. Who am I?	
Main themes of the activity	Empathy
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To develop an open mind towards differences and an appreciation of people's uniqueness 2. To appreciate the various identities around us
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6 pers. – max. 10 pers.</p> <p>Time: approx. 30 minutes</p>
Preparation of the activity (resources, materials, etc.)	<p>A4 paper</p> <p>Flipchart paper</p> <p>Pens / markers</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The trainer divides the group in two. Each group have to make a list of what they consider that are their positive characteristics and to write them on a flipchart paper. Then each group have to have a list of positive characteristics about the other group. They will need to write them on another flipchart paper.</p> <p>It is important to encourage the group to focus only on positive elements.</p> <p>This activity can continue until everyone that wants to share elements of his / her identity is being mimed.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What new attributes of others were uncovered by this exercise? 2. Has your perception of anyone changed? 3. What is an identity and how does it develop? 4. How you felt when the others were presenting the characteristics of your group? 5. What do you think this activity would happen if instead of positive characteristics, we would focused on the negative ones? 6. How often have we focused on the negative characteristics of a certain group in real life and how often on the positive one? 7. Have you disseminated negative information about a group? 8. What can we do in order not to harm the others?
Follow-up suggestions (What can be done after the activity)	This activity can be continued by writing 5-minute biography on everyone from the group.

Tips from practitioners	This activity can be implemented in a group that already know each other. In order to have success, the participants should know about each other. If the group is new, the trainer should encourage to share biography, creatively, in the group.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	It is important to have in the group a feeling of empathy. The trainer should be very carefully not to have the negative elements of that person and not to transfer this activity in a bullying activity.

13. Interculturality and Human Rights	
Main themes of the activity	Human rights, cultural appreciation
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. Sharing information about the Guyanese culture 2. Learning to respect other cultures 3. Increasing awareness of own culture 4. Promoting values such as equality, and interculturality anti-discrimination
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6 pers. – max. 10 pers.</p> <p>Time: approx. 30 minutes</p>
Preparation of the activity (resources, materials, etc.)	<p>Video Guyana https://www.youtube.com/watch?v=0jlpbVcP8gY (Available in EN, 4:09 minutes)</p> <p>Post-it Markers Projector Internet access Ball The UDHR – shorter version – Annex I</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The session starts with a game in which one person throws a ball to another then that person says one thing about themselves. This is to raise the energy level of the participants.</p> <p>The trainer makes an introduction about human rights. He / she introduces the UDHR – Annex I. The emphasis will be on the following rights: freedom of belief and religion, right to participate in the cultural life of community and right to social security.</p> <p>Afterwards, the trainer presents the video about Guyana and asks the group to list some differences between their culture and the Guyanese culture.</p> <p>A plenary discussion follows.</p>
Debrief (questions for reflection and connection with the	<ol style="list-style-type: none"> 1. What do you think is the difference between religion in your country and in Guyana? 2. What is the difference between sport in Guyana and sport in your country? 3. What is the difference between the food in your country and the food in Guyana?

learning objectives)	<p>4. Do you think human rights protect our culture?</p> <p>5. What is the difference between culture and country?</p> <p>6. Do you think it's important to respect everyone's beliefs?</p>
Follow-up suggestions (What can be done after the activity)	This activity can be followed by a discussion about the similarities between the participants' countries and Guyana.
Tips from practitioners	It is an activity that can be implemented only if the trainers are familiar with Guyana.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	This activity can be adapted to any kind of country / culture. The main idea is to present a different country / culture that the participant's country. If the group is culturally diverse, the participants can focus on the diversity within the group and discuss about their own cultures.
Annex I – UDHR shorter version	
<p>Article 1 Right to Equality</p> <p>Article 2 Freedom from Discrimination</p> <p>Article 3 Right to Life, Liberty, Personal Security</p> <p>Article 4 Freedom from Slavery</p> <p>Article 5 Freedom from Torture and Degrading Treatment</p> <p>Article 6 Right to Recognition as a Person before the Law</p> <p>Article 7 Right to Equality before the Law</p> <p>Article 8 Right to Remedy by Competent Tribunal</p> <p>Article 9 Freedom from Arbitrary Arrest and Exile</p>	

Article 10
Right to Fair Public Hearing

Article 11
Right to be Considered Innocent until Proven Guilty

Article 12
Freedom from Interference with Privacy, Family, Home and Correspondence

Article 13
Right to Free Movement in and out of the Country

Article 14
Right to Asylum in other Countries from Persecution

Article 15
Right to a Nationality and the Freedom to Change It

Article 16
Right to Marriage and Family

Article 17
Right to Own Property

Article 18
Freedom of Belief and Religion

Article 19
Freedom of Opinion and Information

Article 20
Right of Peaceful Assembly and Association

Article 21
Right to Participate in Government and in Free Elections

Article 22
Right to Social Security

Article 23
Right to Desirable Work and to Join Trade Unions

Article 24

Right to Rest and Leisure

Article 25

Right to Adequate Living Standard

Article 26

Right to Education

Article 27

Right to Participate in the Cultural Life of Community

Article 28

Right to a Social Order that Articulates this Document

Article 29

Community Duties Essential to Free and Full Development

Article 30

Freedom from State or Personal Interference in the above Rights

14. Listen to Me Sing

Main themes of the activity	Human rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To reflect on the situation of someone from another country with a different culture 2. To increase participants' knowledge about human rights through life testimonies told by children 3. To develop values such as: dignity, anti-discrimination, identity, equality, culture, interculturality
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: 6 pers. – max. 30 pers. Time: Approx. 60 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Prepare the documentary from Peru (https://vimeo.com/190507486 available in ES and EN, 8.57 minutes) made by infant.org.pe Video-projector Acces to internet Annex I – UDHR shorter version – available in Activity 13 Post-its This game is called find the gift, the facilitator will choose one person to which they will give a gift in secret, the class then has to figure out who the gift was given to.</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The facilitator presents the UDHR short version with the 30 human rights and will say briefly what human rights mean and what is their role in our life.</p> <p>Then the facilitator presents the documentary "Listen me to sing" and asks some questions to see what the participants think about the documentary and how they can relate what was happening in the video to human rights.</p> <p>The documentary "Listen to me sing" talks about the history of Karoly, she is a child that lives in Cantagallo in Lima, Perú, it shows that karoly tries to preserve her amazonian culture even though she lives in the capital.</p> <p>In the documentary Karoly talks about how proud she is for Shipiba and makes a call to all the people who discriminate their community. This is where our first right "We are all equal" comes to light.</p> <p>After the documentary the following questions are asked:</p> <ul style="list-style-type: none"> • What rights are not being met in the video? • What message does the video leave with you? • Do you think we are all the same? • What is culture? • What is interculturality for you? <p>In order to allow everyone to participate, the facilitator gives post-its to all the participants to write their answers on them. Afterwards, the participants are invited to share their answers.</p> <p>The most important thing about this session is that the story is told and produced by a girl that the children of the group can feel connected to.</p>

Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What do you think about this activity? 2. What message do you think this video is sending? 3. What action do you think can be generated after seeing this movie?
Follow-up suggestions (What can be done after the activity)	The group of participants can be motivated to take action and to find similar stories in their community / group. Other videos can be produced with the group.
Tips from practitioners	This activity works very well with students, in classrooms.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	This activity can be adapted to any kind of country / culture. It is important to mention that the movie is about Peru, but any other story can and should be valued.

15. Cultural Tolerance	
Main themes of the activity	Culture, human rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<p>To define the term cultural tolerance</p> <p>To highlight reasons why cultural tolerance is important</p> <p>To understand interculturality</p>
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6 pers. – max. 30 pers.</p> <p>Time: approx. 60 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Notes on cultural tolerance</p> <p>Video on cultural tolerance</p> <p>https://www.youtube.com/watch?v=ldd4g_y1_6E</p> <p>Available in EN, 0.31 minutes</p> <p>Access to internet and video-projector</p> <p>A4 paper</p> <p>Markers</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The trainer starts by asking participants what they understand by cultural tolerance. Afterwards the definition of cultural tolerance is presented to the participants.</p> <p>Next, the trainer asks why cultural tolerance is important. The answers of the participants are then be discussed</p> <p>Afterwards, the participants are given a piece of paper to various ways in which people can become</p>

	more respectful and accepting of other cultures. The workshop ends with a short inspirational video on cultural tolerance.
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. Why is cultural tolerance important? 2. How can we become more respectful and accepting of other cultures? 3. How realistic are the actions you propose for people to be more respectful and accepting of other cultures? 4. What can you do in order to promote more cultural tolerance?
Follow-up suggestions (What can be done after the activity)	This activity can be followed by a campaign that the participants can plan.
Tips from practitioners	In various groups there are different understandings of what cultural tolerance is. Maybe a suggestion is to generate a discussion about what is culture and what is tolerance. The discussion about culture can be a separate activity.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	Through this activity the participants will learn about cultures that are being discriminated against. This activity can be taught in any cultural environment.

16. Identity & Preservation of Identity	
Main themes of the activity	Identity and Children's Rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<p>To help participants identifying what makes them who they are.</p> <p>To focus on identifying the rights of the children</p> <p>Increasing self-awareness and getting to know own identity</p>
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6 pers. – max. 30 pers.</p> <p>Time: approx. 45 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Notes on childrens' rights – resource to be used – COMPASSITO http://www.eycb.coe.int/compasito/</p> <p>(Available in EN)</p> <p>Notes on Identity</p> <p>Video on the children's rights</p> <p>https://www.youtube.com/watch?v=ldd4g_y1_6E</p> <p>(Available in EN, 0.31 minutes)</p> <p>A4 paper</p> <p>Markers</p> <p>Video-projector</p> <p>Acces to internet</p> <p>Laptop</p>

Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The workshop will start with an energiser. An example can be the energizer called "doom doom dada." This is a fun exercise where the participants need to memorize steps while singing along to the song doom doom dada.</p> <p>Next, the participants are divided into pairs. Each person is given a paper and marker and is told to make a list of things that identify the other person in the pair by (eg. hair colour, last name, personality). Then they are asked to make a list of things that they think other persons can identify them by.</p> <p>Then each pair compares the results. What the other person considered important for you and for themselves and what you considered important for the other person and for yourself.</p> <p>Then the facilitator invites the pairs to share their list in front of the group.</p> <p>At the end a short video on identity is shown. An explanation of article 8 of children rights "preservation of identity" will then be given. The workshop ends with a general question about what they learned.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What do you think are the most important aspects that identity a person? 2. Where there any differences between what you considered important in relation to identity and what the others considered important? 3. What was the most important thing you learned from this activity?
Follow-up suggestions (What can be done after the activity)	<p>A follow-up activity can be asking each participant to describe by their own their identity. What are the elements that define their identity?</p>
Tips from practitioners	<p>For some persons it might be hard to define their identity. The trainer needs to be careful not to harm participants.</p>
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	<p>The activity can be done in any environment.</p>

17. Let's Get To Know One Another	
Main themes of the activity	Interculturality
Learning objectives (VASK – values, attitude, skills and knowledge)	To learn about different cultures around the world To gain knowledge about different cultures
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 6 pers. – max. 30 pers. Time: approx. 30 min.
Preparation of the activity (resources, materials, etc.)	Notes on interculturality Notes on cultures from around the world Rules of a game on interculturality Paper Markers Pens Video-projector Access to internet
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The activity can begin with a popular song called "Hakuna Matata" from the Disney movie "The Lion King" with the lyrics being shown and the participants can sing along. https://www.youtube.com/watch?v=brF6N2L4OLY – available in English, 3.49 minutes</p> <p>The participants are then asked if they know where the song is from and where the setting of the movie takes place. The answer to this question is Africa which will be told to the participants if no one answers correctly.</p> <p>The group will then be asked to list some things they know about African cultures. The participants will then be told some cultural facts about several African countries.</p> <p>After this, the participants will make a list of things about the culture of the country where they are in (eg. food, clothing, sport, language, etc).</p> <p>The participants are then given a list of countries and asked to name one thing (cultural aspect) that they can recognize that country by. The trainer can create by her/himself the list of the countries that are the most relevant for the group.</p> <p>Lastly, in plenary the group compares if there are similarities between some cultures and also highlight the differences.</p> <p>In closing the participants will highlight the most interesting fact they learned about another culture.</p>
Debrief	1. How was it to identify cultural elements for different countries?

(questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> Is there something that surprised you? What do you think about the similarities discovered? Or about the differences? What you consider that you have learned out of this experience?
Follow-up suggestions (What can be done after the activity)	The activity can be followed by a culture activity for each country that was addressed in this activity.
Tips from practitioners	This activity is designed for children, but it can be adapted for youth.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	The activity can be done in any environment.

18. No Hate	
Main themes of the activity	Stereotypes
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> To highlight different forms of stereotypes To identify ways to deconstruct stereotypes and prejudices To increase self-awareness
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6 pers. – max. 30 pers.</p> <p>Time: approx. 30 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Notes on stereotypes</p> <p>Notes on forms of stereotypes</p> <p>Paper</p> <p>Markers</p> <p>Pens</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The facilitator starts the activity with a recap on the definition of stereotypes and what was learned in the previous workshops on stereotypes. If there are no previous workshops on the topic, the different forms of stereotypes are then highlighted. These are racial profiling, gender profiling, cultures, groups of individuals and sexual stereotypes.</p> <p>The participants will then be asked if they are aware of these forms of stereotypes. An example of each is given and then participants are asked again if they have ever been stereotyped in any of these ways.</p> <p>After defining stereotypes, each participant is asked to make a list of ways we can stop people from using stereotypes about other persons. Part of the list will be read in plenary.</p> <p>Lastly, the participants are given a large paper where they are asked to write a message in a creative</p>

	<p>way through drawing or slogans to promote no hate and to stop stereotypes.</p> <p>In closing the participants will hold their finished pieces and will be recorded promoting a message of acceptance and no hate.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. Have you ever been stereotyped? 2. What do you think are the consequence of stereotyping? 3. How stereotypes can be overcome? 4. What each of us can do to avoid stereotyping?
Follow-up suggestions (What can be done after the activity)	The group can continue the work on stereotyping by approaching discrimination and different forms of discrimination. The discussion can be conducted towards ways to stop discrimination acts.
Tips from practitioners	In the beginning it is important to clarify the three concepts: stereotypes, prejudice and discrimination.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	The activity can be done in any environment.

19. Violence is Preventable	
Main themes of the activity	Human rights and children's rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<p>To identify the types of violence that are present in their own environment</p> <p>To understand that violence can be prevented as long as we know our rights and do not let it continue to be part of everyday life</p> <p>To reflect on the importance of preventing violence</p> <p>To promote values such as love, responsibility, tolerance</p>
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6 pers. – max. 30 pers.</p> <p>Time: approx. 30 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Video “Violence is preventable” https://www.youtube.com/watch?v=mX1QB2bjli8</p> <p>Available in EN, 2.04 minutes</p> <p>Video-projector</p> <p>Laptop</p> <p>Access to internet</p> <p>Post-it</p>

	<p>Markers A ball</p> <p>The information available here: www.withoutviolence.org to develop the activity sheet, and for ideas on how we can prevent violence. Dynamics – energizers activity</p>
<p>Implementation of the activity (1, 2, 3... Concrete steps of the activity)</p>	<p>The activity can start with an energizer. A small game called catch the ball where one person throws a ball to another then that person says something about themselves. This is to raise the energy level of the participants.</p> <p>The activity continues with a brainstorming on what the participants know about violence. Then the facilitator will present the video “Violence is preventable”. The guiding questions could be:</p> <ul style="list-style-type: none"> - What is violence? - What types of violence are there? - In which places is violence present? <p>Present three forms of violence:</p> <ul style="list-style-type: none"> - Emotional - Physical - Sexual <p>The importance of this topic is the work in the prevention because it is better to prevent the violence that remove.</p> <p>Then a discussion is generated on how the violence affects our society. Violence is preventable. The group identifies and discusses initiatives around the globe that made an impact in preventing violence. The message of the workshop is that everyone has the power to do something.</p> <p>After the discussion, the group ends the workshop with a symbolic act to call “A hug for children”. The facilitator invites all the participants to stand up and form a circle and think of something they can do to stop violence then hug at the person in right side. This hug is a symbol against the violence suffered by many children around the world.</p>
<p>Debrief (questions for reflection and connection with the learning objectives)</p>	<ol style="list-style-type: none"> 1. How would you prevent violence? 2. Do you commit to being part of this change and preventing violence? 3. What is your commitment?
<p>Follow-up suggestions (What can be done after the activity)</p>	<p>The activity can be continued by discussion on concrete actions that need to be undertaken in order to prevent violence in the schools / community of the participants.</p>
<p>Tips from practitioners</p>	<p>The activity was tested in a school, with children. It worked very well. Some elements of the activity can be modified in relation with the profile of the participants involved in the workshop.</p>

Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	It is important to have this activity in a closed environment. A space proper for presentation (videos, photos, dynamics). If the activity is done outside, then the facilitator should know to present different forms of violence and also to know different initiatives that were undertaken for preventing violence against children.
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20. A Hug for Children	
Main themes of the activity	Children's rights
Learning objectives (VASK – values, attitude, skills and knowledge)	To provide tools in order to develop activities for preventing violence among children To adapt activities for preventing violence against children To know how to identify the context of the country / community to develop activities for preventing children violence To develop knowledge about human rights
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 6 pers. – max. 30 pers. Time: approx. 60 min.
Preparation of the activity (resources, materials, etc.)	Video - Documentary from Peru (https://www.youtube.com/watch?v=bQgttfbU7L4 available in EN and ES, 9:40 minutes) Information video (www.withoutviolence.org/films available in EN, 3:59 minutes) Video-projector Laptop Internet access Markers Post-its A4 paper Crayons Pencils Coloured paper
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The activity begins with a game called catch the ball where one person throws a ball to another then that person says something about themselves. This is to raise the energy level of the students.</p> <p>Then the facilitator presents the topic for the day and after this, the facilitator guides a discussion in order to know what the group knows about the topic.</p> <ul style="list-style-type: none"> - What comes to your mind when you hear about violence against children? - What do you know about children's rights? - What do you think are the basic children's rights? - <p>Then the facilitator presents the video "Turning the tide: children's agents of change". After the video the trainer facilitates a discussion about what the group understood from the video.</p> <p>The discussion will focus on what actions can be taken in the participants' context. Each participant</p>

	receives a post-it where she/he can write their ideas. The participants form groups of 4 persons and each group shares their activity ideas and reach an agreement on one action that would be possible and realistic in their community. Each group presents a theater play simulating how the activity unfolds (max. 7 minutes / theatre play).
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How was it to reflect on childrens' rights and more precisely on violence against children? 2. How was it for you to think of realistic actions that you and your colleagues / friends can do for this cause? 3. Do you think that the ideas mentioned here are easy to be implemented? 4. What motivate you to take action for this? 5. What do you think are the main challenges in this initiative?
Follow-up suggestions (What can be done after the activity)	This activity can be continued by allocating more time for the development of concrete action to undertake (see activity 21).
Tips from practitioners	The facilitator needs to be very careful as there might be victims of abuse in the group and the facilitator should make sure that the group is in a emotionally safe environment.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	If the group is culturally diverse, the participants should be encouraged to share examples from their countries.
21. For children	
Main themes of the activity	Children's rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To develop a strategy for combating violence against children in schools / communities 2. To discuss about human rights education for children 3. To build an action plan

Administrative aspects (group size – min. vs. max; time line)	Group size: min. 6 pers. – max. 30 pers. Time: approx. 60 min.
Preparation of the activity (resources, materials, etc.)	Video from Peru (https://www.youtube.com/watch?v=bQgtffbU7L4 available in EN and ES, 9:40 minutes) Information video (www.withoutviolence.org/films available in EN, 3:59 minutes) Video-projector Internet access Markers Post-its A4 paper Crayons Pencils Coloured paper
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The workshop starts with an energizer game called "Catch the ball" where one person throws a ball to another then that person says something about themselves.</p> <p>This activity is a continuation of activity 20. The participants already have an idea for their action. The participants will go back in their groups where they choose one idea for action and develop it further.</p> <p>The facilitator presents a little bit the structure of planning the action. Each group needs to think of:</p> <ul style="list-style-type: none"> - Name of the action - Objectives - Place - Date / time line - Strategic partners - Who will help us to develop the action? - Methodology – How we will develop the action? <p>The groups have around 30 minutes to work on the plan, afterwards the plan is presented and discussed in plenary. Each group presents their work. The facilitator guides a session of questions and answers for each action plan developed for approx. 30 min.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How was it to work in the group on this topic? 2. Why did you choose to develop this activity? 3. How realistic do you think your proposed activity is? 4. What do you think is the impact of your activity? 5. What do you think you still need to implement your activity?
Follow-up suggestions (What can be done after the activity)	The participants can create peer support groups in order to assure that the activity is being implemented. This peer support groups can be offline or online. This aspect can be mentioned at the end of the workshop.
Tips from practitioners	The facilitator should know how to facilitate the discussion in a way that stays connected with the reality. The participants should focus on activities that are realistic and easy for them to implement.

Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	This activity can be implemented in every cultural background. It is important to mention that promoting children as main actors of change is global. In every culture, in every country – children are an important resource for development.
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22. Turning the tide	
Main themes of the activity	Children's rights
Learning objectives (VASK – values, attitude, skills and knowledge)	To empower children to become agents of change To speak about children's rights To reflect about the situation of children in Peru To discuss about the importance to take action to save the environment To bust creativity
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 6 pers. – max. 30 pers. Time: approx. 60 min.
Preparation of the activity (resources, materials, etc.)	Documentary Turning the tide "Children as Agents of Change" https://www.youtube.com/watch?v=bQqtfbU7L4&t=8s available in EN and ES, 9:40 minutes Online resources http://infant.org.pe/ http://www.withoutviolence.org/infographics/ Video-projector Internet access Post-its Markers Little ball
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The workshop can start with the energizer called "Dum dum dara", which will help the group be on the move.</p> <p>Then the facilitator asks some questions to find out what the participants know about Perú and human / children's rights before presenting the documentary. The following questions might be used:</p> <ol style="list-style-type: none"> 1. Do you know where Peru is? 2. Do you know in how many regions are in Peru? 3. Do you think it is possible for children to get organized and change their community? <p>The facilitator will present the documentary "Turning the tide "Children as Agents of Change". The movie is about children from Iquitos, Peru, who are changing the lives of everyone in the community for the better by taking action on important issues, from water safety and the environment to violence against children.</p>

	<p>INFANT, and the organizations that they work with has a history of successfully advocating to government for the inclusion of children's rights in national policy. They have also worked to change public norms surrounding the acceptability of corporal punishment and child safety.</p> <p>Peru empowers children to find their own solutions to challenges in their communities. They have succeeded in becoming national champions for water safety, the preservation of the environment in Amazonian communities and for ending violence against children.</p> <p>After the movie, the facilitator guides a plenary discussion about the participants impressions about the documentary.</p> <p>At the end of the workshop, the participants sit in a circle and a ball is thrown from one person to another, saying one word about the workshop.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. Do you think it is important to take care of the environment? 2. Do you think that polluting the environment is a form of violence? Why? 3. What would your commitment be after seeing this documentary? <p>Finally with the opinions of the participants, the facilitator closes the workshop saying that we all have the power to change our surroundings. It is not necessary to go to Peru, from our places we can do something.</p>
Follow-up suggestions (What can be done after the activity)	<p>More documentaries from Peru and other countries where this kind of activities happens can be shown.</p>
Tips from practitioners	<p>It might be useful to have a presentation about Peru in the beginning of the workshop.</p>
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	<p>This workshop is based on one example from Peru, but if the participants have other examples from their reality, the facilitator should use them.</p>

23. Knock on the Door: Stop the Violence, Become Aware and Make the Difference	
Main themes of the activity	Violence prevention
Learning objectives (VASK – values, attitude, skills and knowledge)	<p>To empower young people to take action</p> <p>To develop action plans</p> <p>To reflect about how important it is to have a proactive attitude</p> <p>To promote values such as equality, culture, love, responsibility, solidarity, compromise, tolerance, patience</p>

Administrative aspects (group size – min. vs. max; time line)	Group size: min. 6 pers. – max. 30 pers. Time: approx. 60 min.
Preparation of the activity (resources, materials, etc.)	<p>Video-projector Internet access Videos:</p> <ul style="list-style-type: none"> • Knock Knock campaign from Peru https://www.youtube.com/watch?v=92_ZuZQfs2w (available in EN and ES, 1:09 minutes) • Knock Knock. Who's there? From India, Bell Bajao https://www.youtube.com/watch?v=-9dKXXriVmo (available in EN, 0:56 minutes) <p>Post-its Markers</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The facilitator starts with an energizer in order to raise the energy in the group. Then he / she presents the topic called "Knock on the door: Stop the violence, become aware and make the difference". The facilitator shows the two videos. In these videos the participants can see how children can stop many forms of violence. This campaign started in India and it was called "Knock the door". The campaign was successful in stopping violence in the community. A few years later it was replicated in Peru, on the framework of the national campaign "Childhood without punishment, childhood without violence".</p> <p>The spots show how children use an excuse to knock the door when they encounter a situation of violence. This action was developed at national and international level, including in Peru. It was shared in the social media, on TV and Radio. At the same time, many actors and leaders of opinion started to share and talk about the campaign, generating a high impact in the society.</p> <p>After showing the video, the facilitator gives post-its to all the participants and invites them to write down their opinion about the video. Then the facilitator will collect them.</p> <p>Then the facilitator splits the group in smaller groups of 4-5 persons and in each group the participants have the task to illustrate in a theatre play what kind of actions they would like to undertake in order to stop the violence in their country / community. Each group presents a theatre play for maxim 5 minutes each. Finally the activity is closed with a reflection about the workshop.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How was it for you to look to the videos? 2. Do you know similar cases from your reality? 3. What do you think that you can do if you will see future cases like this? 4. What message would you like to send to the world? 5. What impressed you most in this activity?
Follow-up suggestions (What can be done after)	A similar activity / campaign can be started by the participants.

the activity)	
Tips from practitioners	The facilitator should be very careful, as there might be in the group victims of domestic violence and she / he needs to be prepared to handle different situations.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	The campaigns presented are from Peru and India. If the participants have examples from other countries, they should be invited to share their examples.

24. Sustainable Development Goals	
Main themes of the activity	Global education
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. Gaining knowledge on what Sustainability is and why it is important 2. To understand what are The Sustainable Development Goals
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 20 pers. – max. 30 pers. Time: approx. 60 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Video-projector Paper/cardboard Single large size printout of each SDG Markers, pencils and crayons One large print with all development goals.</p> <p>Videos:</p> <ol style="list-style-type: none"> 1. What is Sustainability? And why is it important? https://www.youtube.com/watch?v=IT9iHuK9Do (Suitable for children, 10 years old, available in EN, 2:57 minutes) https://www.youtube.com/watch?v=fKWQuU0sHPw (Suitable for children, 14 years old, available in EN, 2:25 minutes) https://www.youtube.com/watch?v=5r4loXPyx8 (Suitable for youth, 16 years old, available in EN, 4:01 minutes) https://www.youtube.com/watch?v=B5NiTN0chj0 (Suitable for youth, 16 years old, available in EN, 2:00 minutes) https://www.youtube.com/watch?v=hHI09q5kk0k (Suitable for youth, 18 years old, available in EN, 1:51 minutes) https://www.youtube.com/watch?v=3WODX8fyRHA (Suitable for youth, available in EN, 2:08 minutes) https://vimeo.com/144354623 (Suitable for youth, available in EN, 3:40 minutes) 2. The Sustainable Development Goals https://www.youtube.com/watch?v=5_hLuEui6ww (available in EN, 3:02 minutes)

	https://www.youtube.com/watch?v=5G0ndS3uRdo (available in EN, 1:00 minute)
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The facilitator starts the activity by asking the participants the introductory questions: "Have you ever heard about sustainability?" or "Who knows what sustainability means?"</p> <p>Then, one of the short videos provided based on the profile of your group (children, youth, adults, etc.) is shown. The facilitator splits the group in pairs. In each pair the participants identify some of the biggest problems facing their community, their country, or the world. The facilitator takes some suggestions from the group. These could be written on the board.</p> <p>The facilitator shows to the participants the Sustainable Development Goals (this can be done using both videos provided), pointing out which goals relate to the problems they have identified. Then participants compare their lists of problems with the Goals displayed.</p> <p>An alternative is to have 17 volunteers stand in front with their backs to the room. Each volunteer holds a sheet of paper with one of the Global Goals written on it. When someone suggests the problem tackled by their Goal they turn around.</p> <p>To end the session, ask each participant to write a sentence reflecting their views on the Global Goals and what they mean to them. Restrict the number of words participants are allowed to use.</p> <p>Another variation of the session is to give to each participant a blank square of paper and ask them to draw a single comic frame image showing themselves using their superpower. Ask them to add into a speech bubble their idea of how they can help with the Global Goals.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What are the Sustainable Development Goals? 2. What happened to the MDGs? 3. How are the SDGs different from the MDGs? 4. What can we do to help achieve these goals?
Follow-up suggestions (What can be done after the activity)	Retaining the information from participants, the drawings they made or the papers with reflections on themselves, in order to share it with decision makers (teachers, director of the school) or to upload it on a website to show what the participants understand by these goals, what their views are and how they appreciate what is being done. You may also share flyers or others materials with the participants that they can share with their friend and families.
Tips from practitioners	This was an activity that was tested in school. Any other learning environment is proper to implement this activity.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	<p>This activity can be done in the classroom or any other indoor space and does not have to be applied only in schools. It can be done in youth centres, adult education centres, etc.</p> <p>This exercise or activity allows for sharing of views and respecting the views of others based on their own culture and understanding.</p>

25. Sustainable Development Goals – Poverty and Hunger	
Main themes of the activity	Global education
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To understand the aim of the goal “No Poverty”. 2. To understand what is hunger and the meaning of the goal “Zero Hunger” 3. To know the definition of Health and Wellbeing and what are the factors that affect health and wellbeing 4. To encourage critical thinking, and to enable participants to generate multiple solutions for addressing problems.
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 20 pers. – max. 30 pers.</p> <p>Time: approx. 90 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Video-projector</p> <p>Markers</p> <p>Paper</p> <p>Videos:</p> <ol style="list-style-type: none"> 1. The Sustainable Development Goals https://www.youtube.com/watch?v=5G0ndS3uRdo (available in EN, 1:00 minutes) 2. What is Poverty? https://www.youtube.com/watch?v=FTfoHPdQT3I (available in EN, 3:14 minutes) 3. No Poverty https://www.youtube.com/watch?v=KczknxjXOVE (available in EN, 0:38 minutes) 4. What is Hunger? https://www.youtube.com/watch?v=gbUAnmb9iYM (available in EN, 1:35 minutes) 5. Zero Hunger https://www.youtube.com/watch?v=l-un8uNXq0 (available in EN, 0:40 minutes) 6. What is Good Health and Wellbeing? https://www.youtube.com/watch?v=yF7Ou43Vj6c (available in EN, 1:21 minutes) 7. Good Health and Wellbeing https://www.youtube.com/watch?v=Dd-v1nz-5OQ (available in EN, 0:42 minutes)
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>Starting with the first three SDGs the participants should become aware of the following:</p> <p>“No Poverty”- this goal aims to eradicate extreme poverty for all people everywhere by reducing at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.</p> <p>“Zero Hunger”- End malnutrition by improving social programs for children, mothers and the elderly, and ensuring safe, nutritious and sufficient food year-round and prevent problems such as drought, floods,</p>

	<p>and other disasters.</p> <p>"Good Health & Wellbeing"- Ensure that everyone enjoys the right to health, which includes high quality medical care, and accessible and economical medicines and vaccines. Substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination.</p> <p>The facilitator starts the session by introducing the Sustainable Development Goals (using the video suggested)</p> <p>Indicate to participants that there are 17 goals, but the focus of this activity will be on the first 3 goals. Conduct an interactive discussion by asking what they think each one means and identifying the similarities between them.</p> <p>Show participants the videos above on what is poverty, what is hunger and what is good health and wellbeing. This should lead to a discussion and more suggestions on how to reach these goals.</p> <p>After the discussion show the videos on each goal (choosing from the two provided based on grade or age of participants) and discuss with the group.</p> <p>End this discussion by asking for suggestions on how they think these goals may be achieved or how they can help reaching these goals in their community. These suggestions may be written on paper so as to obtain feedback.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. Do you understand poverty? Can you identify persons in your community who suffer from poverty? 2. Have you ever suffered from hunger? What can you do to help someone who does? 3. Are you in good health? Is your family? Your friends? 4. What do you think of these three goals?
Follow-up suggestions (What can be done after the activity)	<p>After this exercise, the facilitator can encourage the group to take different actions: a competition among groups / classes in your school to collect canned foods to donate to a food bank in your community</p> <p>Encourage the participants to find ways to communicate with peers from different countries and continents – using online tools.</p>
Tips from practitioners	<p>This activity can start a lot of debate on the issues of the SDG. The discussions should stay focused on what can be done.</p>
Intercultural aspect of the method (in which cultural environment the activity)	<p>This activity can be done in the classroom and allows for interaction between peers. Understanding what poverty or hunger means can be different in different cultures.</p>

can be done and what is its specificity)	
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26. Sustainable Development Goals - Education	
Main themes of the activity	Global education
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To better understand what the term Quality Education means 2. To increase awareness of the value and importance of education 3. To allow participants to participate in a self-evaluation in relation to their education
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 20 pers. – max. 35 pers.</p> <p>Time: approx. 90 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Videos:</p> <ul style="list-style-type: none"> • The Sustainable Development Goals https://www.youtube.com/watch?v=5G0ndS3uRdo (available in EN, 1:00 minutes) <p>Video-projector Markers A4 paper</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>Focusing on the 4th SDG: Quality Education</p> <p>This goal aims at ensuring that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes they should have access to quality early childhood development, care and preprimary education so that they are ready for primary education. By 2030 to ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. (for more information visit: http://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-4-quality-education/targets/)</p> <p>Introduce the Sustainable Development Goals through video, then open the activity discussion by first asking “What do you think about when someone says “education”? / What comes to your mind when you hear the term “education”?</p> <p>Did you think about going to school? Teachers? Homework? Or do you think about “learning” and “gaining knowledge” – separate from formal learning and schooling?</p> <p>Follow this by informing participants of the focus of this activity. For example: “As you would've heard there are 17 SDG's. The focus for this activity is on goal 4”.</p> <p>Give them more information (use this for your information and guidance): <i>Education is an eternal principle. We came to earth to gain experience (to continue our education in a way that could only happen here in mortality). Our ultimate goal is to become all-knowing (or all-educated). However, “education” is often associated with “school”, “tuition”, “homework”, “papers”, “worksheets”, “sitting still</i></p>

	<p><i>for long periods of time", etc. So if you asked youth the question, "why is it important to gain an education and develop skills?" they are likely going to talk about grades in school and going to college; rather than the eternal importance for us to grow in intelligence. And if we think that education means "school" – does that impact our attitude about learning? And does learning then mean "getting good grades" or "just doing what the teacher asks" (and nothing more)?</i></p> <p>Next write up on the board (or three papers) these three attitudes about school: ONE: "I am here to pass" TWO: "I am here to get good grades so I can get into college" THREE: "I am here to gain intelligence and knowledge"</p> <p>Have the youth consider those 3 different attitudes and ask them how those would impact their experience in school. Let them share what they see and feel.</p> <p>You can ask them these questions: Imagine three kids in the same history class – each of them with one of the attitudes:</p> <ol style="list-style-type: none"> 1. Where might they sit in class (and why)? 2. When do they arrive to class? (Although they may all arrive on time, the one who is there more casually may strategically max out their number of allowed tardiness and absences) 3. What would their studying for class look like? 4. What might be their attitude about cheating? 5. What would their respect (and gratitude) for the teacher be? 6. How may they behave in class? 7. Which one has the brightest future? <p>Follow this by asking "What do you think would happen if we could instil into our children the desire and love of gaining intelligence over the attitude of "I have to go to school"? And what would that do for them? And what would that do for their future?" <i>Intelligence = TRUTH. So they would be on a journey of learning, discerning and loving truth. IN and OUT of school. School would just be a place of concentrated learning.</i></p> <p>You may end this session with mind opening exchanges. Encourage them to see the value of education. For example: <i>"Education is what separates humans from animals. Education makes us confident, make us independent. Education spreads awareness in society about how we can be a good social being and removes blanket of ignorance and helps people in knowing their fundamental rights. Education helps in imparting moral values which needs to be addressed carefully to create a good society."</i></p> <p>Quality education is a right to all. It is a Human Right.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How do you value and appreciate the education you are given? 2. What can you improve in yourself now that you are aware of the benefits of education? 3. Do you think this SDG is important? Why?

Follow-up suggestions (What can be done after the activity)	The activity can be continued by sharing flyers on education and emails, links and information. Follow up with participants who may want help / guidance in continuing their education.
Tips from practitioners	This activity was tested in a classroom. It could be interesting to implement it with teachers.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	This activity is open to all cultures and settings whether open room or classroom setting. It can function in any capacity being tweaked to match the needs of the group.

27. Sustainable Development Goals – Decent Work and Economic Growth	
Main themes of the activity	Global education
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To consider what is understood as decent work and economic growth 2. To raise awareness about the 8th SDG
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 20 pers. – max. 35 pers. Time: approx. 90 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Video-projector Markers A4 Paper Poster to be printed large (https://2ltveh1u7ez73dyhh92b3shy-wpengine.netdna-ssl.com/wp-content/uploads/2015/06/Goal-08-Good-Jobs.pdf)</p> <p>Videos:</p> <ol style="list-style-type: none"> 1. The Sustainable Development Goals https://www.youtube.com/watch?v=5G0ndS3uRdo (available in EN, 1:00 minutes) 2. Decent Work https://www.youtube.com/watch?v=mZpyJwevPqc (available in EN, 1:50 minutes) 3. Economic Growth https://www.youtube.com/watch?v=qC-U76O76X0 (available in EN, 2:39 minutes) 4. Making the link https://www.youtube.com/watch?v=pJ3HKMIi_3M (available in EN, 1:55 minutes)

Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>Focusing on Goal 8: Decent Work and Economic Growth</p> <p>This goal attempts to achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors. As well as to promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services. (for more information visit- http://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-8-decent-work-and-economic-growth/targets/)</p> <p>The facilitator introduces the SDGs and explains how these are formed on the basis of our Human Rights. Show video provided.</p> <p>After this, being aware that there are 17 goals, the focus of this activity participants should focus on goal 8.</p> <p>Encourage discussion. “What is decent work?” Let participants share personal thoughts and ideas about this. Share the video provided.</p> <p>Open floor discussion on how this helps economic growth. If an explanation on economic growth is necessary use video provided.</p> <p>Making the link between decent work and economic development. Explain how they go hand in hand. Show video.</p> <p>End with a discussion on views of the video and the session.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How was this activity for you? 2. Were you aware that this goal is also one of your human rights? 3. Can you identify cases in your community / city where people / communities are treated badly in relation with their jobs? 4. What can be done to assure decent jobs for everyone?
Follow-up suggestions (What can be done after the activity)	<p>Make a list of recent job opportunities for those who might enquire. Be prepared to hand out information to help those seeking job and those already working to make them aware of their rights as employees.</p>
Tips from practitioners	<p>The activity can be linked with the activities from this manual regarding human trafficking.</p>
Intercultural aspect of the method (in which cultural	<p>This targets participants who maybe seeking work or already work. It is more advanced so it targets and older participants.</p>

environment the activity can be done and what is its specificity)	
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28. Sustainable Development Goals - Gender	
Main themes of the activity	Global education
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. Analyze personal and cultural attitudes toward other gender 2. Clearly express ideas and emotions in writing 3. Present written work verbally to an audience 4. Improve listening skills 5. Develop healthy, equitable, and realistic attitudes toward the other gender
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 20 pers. – max. 35 pers. Time: approx. 95 min.
Preparation of the activity (resources, materials, etc.)	Video-projector Markers Paper Chalk (optional) Board/ Flipchart Videos: <ol style="list-style-type: none"> 1. The Sustainable Development Goals https://www.youtube.com/watch?v=5G0ndS3uRdo (available in EN, 1:00 minutes) 2. Understanding Gender Equality https://www.youtube.com/watch?v=ug663HMpeWw (Cartoon, available in Hindi, 11:09 minutes) https://www.youtube.com/watch?v=OlsyVZCB3KM (available in EN, 2:25 minutes) https://www.youtube.com/watch?v=J1MkBNVfAxE (available in EN, 3:22 minutes)
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>Goal 5. Gender Equality: While the world has achieved progress towards gender equality and women's empowerment under the Millennium Development Goals (including equal access to primary education between girls and boys), women and girls continue to suffer discrimination and violence in every part of the world.</p> <p>Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large.</p> <p>The facilitator starts by introducing the SDG's (using video provided). Inform the group that the focus of this activity is on goal number 5.</p> <p>Ask questions to see the level of awareness among participants.</p>

	<p>For example: "What is Gender Equality?" or "Has anyone heard this term used before?" and if yes "In what context?"</p> <p>If necessary you may use any of the videos provided or one of your own choosing to encourage discussion.</p> <p>Ask participants to express in writing their feelings and opinions about the "opposite" gender. Give a required length to ensure some thought and uniformity for reading time when used as a classroom activity. Example: 150 words. Participants may want to consider the following questions in their essays:</p> <ul style="list-style-type: none"> • <i>In what ways are you different from other participants in your room?</i> • <i>How are you the same as other participants in your room?</i> • <i>Is friendship with the other gender different from same gender friendship? How and why?</i> • <i>Do you change your actions and activities when you're in the presence of the other gender? How and why?</i> <p>Separate participants according to gender for presentation of the results. Each participant reads his/her paper to the group.</p> <p>The listeners will respond in two ways:</p> <ol style="list-style-type: none"> A. Write a short response to the reader. B. Offer verbal responses. Ask participants to find points they agree with. <p>Explain that responses and viewpoints need to be kept positive.</p> <p>Then bring the group back together. Have participants volunteer to read their essays. Allow free discussion.</p> <p>Ask participants to consider the following: <i>Was the discussion different with the whole group present? Why or why not?</i></p> <p>At the end of the discussion, ask participants for positive statements about the other gender and record them on the board under male or female headings. Point out commonalities. Ask participants to list the statements that could be switched to other gender column.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How was this activity for you? 2. How was it to describe the other gender? 3. How did you feel when your gender was discussed by the others? 4. What can you as an individual do to help promote gender equality? 5. Are you aware of what is being done currently globally to promote this goal? (SDG)
Follow-up suggestions (What can be done after the activity)	Encourage participants to find out more through the United Nations website. Gather information so you may be able to share with them how they can help or volunteer in their community or country in this area.
Tips from practitioners	Sometimes the discussion can be hard to handle, but the facilitator should remain firm and allow everyone to express themselves.
Intercultural aspect of the	This activity can be adapted to any setting. It may be adapted or reconstructed to match any age

method (in which cultural environment the activity can be done and what is its specificity)	range.
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29. Sustainable Development Goals – Responsible Consumption and Production	
Main themes of the activity	Global education
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To learn about some of the challenges the planet is facing unless we act more responsible in consumption and production patterns 2. To explore information about the types of changes required 3. To consider and discuss the extent of responsible consumption and production globally and locally and to learn about the Sustainable Development Goals 4. To prepare to observe and highlight how responsible and irresponsible consumption and production occurs in our community
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 20 pers. – max. 35 pers.</p> <p>Time: approx. 95 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Video-projector</p> <p>Markers</p> <p>Paper</p> <p>Large paper or flipchart paper</p> <p>Pencils and pens</p> <p>Videos:</p> <ol style="list-style-type: none"> 1. The Sustainable Development Goals https://www.youtube.com/watch?v=5G0ndS3uRdo (available in EN, 1:00 minutes) 2. Responsible Consumption and Production https://www.youtube.com/watch?v=ljZKo5lqxoA (available in EN, 2:08 minutes) https://www.youtube.com/watch?v=-VWpoMMTYCY (available in EN, 3:56 minutes) 3. Discussion Video https://www.youtube.com/watch?v=WfGMYdalCIU (available in EN, 3:36 minutes)
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>SDG 12. Responsible Consumption and Production: Achieving economic growth and sustainable development requires that we urgently reduce our ecological footprint by changing the way we produce and consume goods and resources. Agriculture is the biggest user of water worldwide, and irrigation now claims close to 70 percent of all freshwater for human use.</p> <p>The efficient management of our shared natural resources, and the way we dispose of toxic waste and pollutants, are important targets to achieve this goal. Encouraging industries, businesses and consumers</p>

	<p>to recycle and reduce waste is equally important, as is supporting developing countries to move towards more sustainable patterns of consumption by 2030.</p> <p>A large share of the world population is still consuming far too little to meet even their basic needs. Halving the per capita of global food waste at the retailer and consumer levels is also important for creating more efficient production and supply chains. This can help with food security, and shift us towards a more resource efficient economy.</p> <p>The facilitator introduces the SDGs using the video provided (or simple, short and clear explanation so as to save time) and explains that the focus is goal 12. Feel free to choose from either of videos provided or choose your own.</p> <p>After this show the Video provided for Discussion. NB. Please view if this activity is suitable for your age range. Begin open discussions. Ask the participants if they feel they understand how changes might come about after watching the video(s). Ask the participants if they feel they can make a difference, and if so, how?</p> <p>Have participants work in groups of 5. This can be altered based on number of participants. In these groups they will discuss the video and brainstorm as many ideas as they can related to how they might make a difference. Then, together on large paper or cardboard express a united explanation as a group on the video. (Restrict time on this to 20 minutes). Nominate one spokesperson for each group to feedback ideas. <i>Capture all ideas on flipchart paper or electronically.</i></p> <p>Ask participants to consider consumption and production in their own community. <i>Does it affect people? If so, how, and in what ways? Who does it affect the most? Why?</i></p> <p>They may write these answer on paper and present in conclusion of this activity.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. Did you learn something new? 2. What are you going to do now, what changes will you make to contribute to this?
Follow-up suggestions (What can be done after the activity)	<p>Make sure to retain feedback. Encourage participants to find ways of helping their communities. Encourage participants to share what they learned with family and friends.</p>
Tips from practitioners	
Intercultural aspect of the method (in which cultural	<p>Class room or open area setting. Targets older participants.</p>

environment the activity can be done and what is its specificity)	
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30. Sustainable Development Goals – Global Partnership	
Main themes of the activity	Global education
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To focus on team work so as to increase ability and willingness to be a part of the SDG team 2. To generate motivation to get involved in the work for SDGs 3. To create an action plan
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 20 pers. – max. 35 pers. Time: approx. 95 min
Preparation of the activity (resources, materials, etc.)	Video-projector Markers Paper Videos: <ol style="list-style-type: none"> 1. The Sustainable Development Goals https://www.youtube.com/watch?v=5G0ndS3uRdo (available in EN, 1:00 minutes) 2. Teamwork https://www.youtube.com/watch?v=o9mdHMTxOjY (available in EN, 3:48 minutes) 3. Closing Video https://www.youtube.com/watch?v=xevQ2yTyK9Y (available in EN, 4:31 minutes)
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>Goal 17: Global partnerships for Sustainable Development. According to the UN, the SDGs can only be realized with a strong commitment to global partnership and cooperation. While official development assistance from developed countries increased by 66 percent between 2000 and 2014, humanitarian crises brought on by conflict or natural disasters continue to demand more financial resources and aid. Many countries also require Official Development Assistance to encourage growth and trade.</p> <p>The world today is more interconnected than ever before. Improving access to technology and knowledge is an important way to share ideas and foster innovation. Coordinating policies to help developing countries manage their debt, as well as promoting investment for the least developed, is vital to achieve sustainable growth and development.</p> <p>The goals aim to enhance North-South and South-South cooperation by supporting national plans to achieve all the targets. Promoting international trade, and helping developing countries increase their exports, is all part of achieving a universal rules-based and equitable trading system that is fair and open, and benefits all.</p> <p>At the beginning of the workshop, it is important to introduce the SDGs using the video provided (or simple, short and clear explanation so as to save time if necessary). Inform participants that the focus of</p>

	<p>this activity is Goal 17. Give brief explanation using the information above.</p> <p>Discussion time – Ask leading questions. For example:</p> <ol style="list-style-type: none"> 1. What is partnership? 2. Do you think it is important? 3. Is it similar to teamwork? 4. What is teamwork? 5. Do you think you can work as a team? Even though some of you might have never met each other before? <p>After the discussion share the teamwork provided. Share with participants the videos. It would be wise to watch and understand the videos prior to the activity.</p> <p>Participants form 5–7 groups, depending on the size of the group.</p> <p>This is a rather quick and silly team-building activity. Instruct the members that they are to work in groups to make a full hamburger that starts with a bun, and that has pickle, lettuce, tomato, cheese, meat and another bun in that order. Tape one ingredient onto each student's back and instruct participants to work together to find all the necessary ingredients and then line up in order. The first group to do so correctly wins.</p> <p>You can either play silently, or you can tell participants not to say what ingredient is on their backs, but instead only provide hints.</p> <p>After this fun activity encourage them to share the challenges they may have had and solutions they came up with. If there were no challenges ask why. What happen to allow for such a smooth partnership? Remind them of goal 17 and why we need to embrace this initiative by the UN.</p> <p>End the session with video provided. No discussion necessary they may leave as video is concluded</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What do you understand by partnership? 2. Why you consider it is important? 3. Do you now understand why the UN made this one of the SDGs? 4. Can you help?
Follow-up suggestions (What can be done after the activity)	The activity can be continued with more exercises on working together as a team.
Tips from practitioners	The facilitator can propose many group building activities and link them with the 17 th SDG.
Intercultural aspect of the method (in which cultural environment the activity can be done and what is its specificity)	Intended for ages 15 and up. Since the complexity of understanding may be too strenuous on younger minds. However you can alter it to suite desired age group.

31. The Challenge to Educate with a Human Rights and Democratic Approach – Basic Ideas and Concepts for the Trainers	
Main themes of the activity	Human rights
Learning objectives (VASK – values, attitude, skills and knowledge)	To reflect critically about the concept and dimensions of Human Rights.
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 15 pers. – max. 30 pers. Time: approx. 60 min
Preparation of the activity (resources, materials, etc.)	<p>Sheets of A4 paper Markers of various colors Flipchart with the matrix which contains aspects to clarify the concept on Human Rights. (See model in annex)</p> <p>Kits of games and matrix available on the website https://hre4all.org/resources/</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The facilitator positions the flipchart in a visible place of the room.</p> <p>Then he/she delivers 5 sheets of paper to each group, previously prepared for the game, and asks the participants to discuss inside the groups in order to answer, very briefly, each question written on the flipchart. The groups write the answers on the sheets of paper and place them on the matrix, using a piece of scotch tape.</p> <p>The facilitator reads the answers of the first question and invites participants to make their comments. Then he/she follows the same procedure with the rest of the questions. If there are new ideas from the participants, which contribute to clarifying the answers, they should write them on a sheet of paper and place it on the matrix.</p> <p>When the procedure is closed, the facilitator clarifies, reinforces or deepens the answers given by the groups.</p> <p>The matrix should keep at least the following central ideas:</p> <ul style="list-style-type: none"> • Human Rights are the material, juridical and spiritual conditions, based on respect and recognition of human dignity of all persons and of their condition as subjects of rights, necessary for their personal and social fulfilment • The characteristics of human rights are: universality, integrality, interdependence, equal for all, historic, and no one can lose them • The fundamental human rights are: the right to life, to liberty, equality, freedom of expression, education, health, mobility, to property, to a name and shelter • The conditions are: To know them, to diffuse them, to defend them, to live in democracy and peace, tolerance, non-discrimination • Who defends human rights? The political constitution, the Universal Declaration of Human Rights,

	<p>the Ombudsman, the Inter-American Human Rights Court, the Hague International Court, the citizens with a human rights conscience.</p> <p>It is important to have previous knowledge about participants: who they are, what they do and if they have had any kind of training experiences on the given topic.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What do you think is your relation with Human Rights? 2. What do you consider that you learned from this activity? 3. What was the most interesting thing for you? 4. How can you transfer what you learned in your daily activities?
Follow-up suggestions (What can be done after the activity)	<p>This activity can be continued with different exercises from the resources available on the website: https://hre4all.org/resources/</p>
Tips from practitioners	<p>When you end the activity it is important to know if participants are, somehow, integrating the different aspects of the exercise in their own work, or have introduced changes to adapt them to their contexts. If possible, a follow-up group can be created in order to assure that there is a continuation of the activity.</p>
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	<p>This exercise and its methodology can be used in diverse intercultural contexts and with different social sectors, particularly in non-formal settings. The method is flexible enough and can be used, with some creativity, to work on most diverse themes or contents on human rights, gender, children rights, democracy, conflict resolution, interculturality, disability rights, environment care, adult and elders' rights, and also matters of the formal education curriculum.</p>
Annex – MATRIX	
1. What are Human Rights?	
2. Which are the characteristics of human rights?	
3. Which are the fundamental human rights?	

4. What conditions for their enforcement can you think of?	
5. Who defends human rights in our community / country?	

32. The Museum	
Main themes of the activity	Human Rights
Learning objectives (VASK – values, attitude, skills and knowledge)	To become aware of historical and actual facts and situations concerning violations of Human Rights at international level To be able to express emotions To collectively think about tools to promote HR rights (HR campaign)
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 15 pers. – max. 30 pers. Time: approx. 60 min
Preparation of the activity (resources, materials, etc.)	Extracts from the testimonials of persons who have suffered a violation of their rights – stories can be found via internet. Some examples are in the annex. Depends by the number of the persons in the group, but in order to have a proper activity, there should be approx. 5 testimonials for a group of 20 participants. Rope on which the testimonies can be hung A4 papers and pens
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	The facilitator will prepare the Museum. He / she will hang the testimonials on the rope and next to it an A4 paper empty. Then the facilitator will invite the participants in a circle, near to the Museum. Participants are invited to read the testimonials and to write a remark, reflection or question on a paper. The sheets will be hung on the rope set up. Once the first remarks are written, the participants can read the expressions of others, such as a museum exhibition. The facilitator invites the participants to also write a response to one or two of the written remarks, using

	<p>a color sheet and attaching it to the first remark.</p> <p>Second visit of the museum!</p> <p>The participants will be invited to exchange in small groups (of 5-6 people) the remarks, the readings and the feelings.</p> <p>The groups are invited to exchange and choose a slogan to promote the HR. They will also explain the context and the methods used.</p> <p>This step can be adapted according to the age and the knowledge of participants.</p> <p>The groups present their slogan and method.</p> <p>Go back in circle to slowly go out of The Museum and release any negative feelings.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What did you feel when you read the testimonials? 2. Have you discovered a historical fact? 3. Do you think it is necessary to educate young people on this topic and in what way? 4. How do you feel, now, at the end of the activity?
Follow-up suggestions (What can be done after the activity)	The participants are invited to think about any variants of this activity regarding their context. The activity can be modified by using photos instead of stories.
Tips from practitioners	Allow time to debrief participants' emotions.
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	<p>The testimonials can be translated in several languages and can be chosen from all around the world. It's important not to focus on only one historic fact.</p> <p>This activity can provoke a lot of emotions during the reading phase. It is preferable to warn the participants.</p>
Annex – Testimonials⁴	
<p>Marjorie, Ugandan refugee, now a trustee of Women for Refugee Women in the UK</p> <p>In Uganda I was active in opposition politics at a grassroots level: working in my village, helping women to know their rights and teaching them reading and writing. I was detained twice. The horror that I experienced in there, you wouldn't wish that on anyone, not even your enemy. I was tortured, I was raped, I was burnt with cigarettes and I was cut with razors, electric shocks: all the horrible things you can think of to get information from someone. Eventually I escaped and came to England. It was scary but I'd been in this torture for some time, and I just wanted to be able to breathe fresh air again. I left my husband when I escaped and that's the last time I saw him. I don't have a clue where he is. If he's out there, if he sees my photo, I would love him to contact me. I may be dreaming about him when he's already dead but life is full of surprises.</p>	

⁴ Testimonials published in The Guardian september 2008 <https://www.theguardian.com/world/2008/sep/21/humanrights1>

The child I have now is out of rape and at first I didn't want to keep her, I wanted to put her up for adoption. When I arrived in 2002, they took me to the hospital: I was malnourished, I was dehydrated, I didn't have any blood and the Home Office told me I had to go home when the child was born. After six months they wanted to check my daughter was healthy and it was only after that they said 'Oh by the way we have a family for her'. I said I'm not ready to give someone my child if they first want to see if she's developing at the normal rate and so on. At this time I was going to counselling and it made me a strong person: my wounds had healed, I was looking and feeling myself and I realised this child was part of me. Its difficult bringing her up but if I didn't have her I would have gone insane waiting for a decision from the Home Office.

It's easy to say 'Oh asylum seekers have taken all the houses and so on', but the truth is that asylum seekers really suffer in the current system. When my case was heard in court, the judge agreed that I was tortured and gave me leave to remain on human-rights grounds. But the Home Office appealed against that decision. That was in 2004 and, until January this year, I was living in limbo, waiting to hear the outcome. Finally they gave me indefinite leave to remain.

Zmitser, leader of Youth Front, Belarus

'I received hundreds of letters of support every day from all over the world'

I was arrested in September 2006 and charged with 'organising and participating in the activity of an unregistered non-governmental organisation'. After six weeks in detention and on trial I was sentenced to one-and-a-half years in prison.

At that time I was leader of Youth Front, which is a Christian organisation of young people in Belarus. It is an independent political and social force which is in stark opposition to President Alexander Lukashenko, the last dictator in Europe. Lukashenko has openly praised Stalin and wants to turn our country back into the evil empire, the Soviet Union. We believe his politics are leading to the spiritual and moral degeneration of Belarussian society.

On six occasions we have tried to register our organisation but every time our application was refused. In early 2006 Lukashenko became very worried in the run-up to presidential elections. He understood that he was losing his power because the younger generation - despite all the ideology and repression - did not support him. Young people are mostly pro-European and pro-democratic in outlook. We were holding protests against falsification of the vote. So he introduced a new article into the law making it illegal to participate in the activities of an unregistered organisation. I was the first to be prosecuted.

After sentencing I was sent to prison. We slept in barracks and ate porridge and rotten meat. Very soon I started receiving hundreds of letters of support every day. They came from ordinary Belarussians, from Christian organisations and from members of human-rights groups from all over the world. These activists also sent thousands of letters to the government. And they sent lots of origami cranes - a symbol of freedom. I received some in prison. The censors checked my post and they unfolded the cranes to see if anything was inside. So I just received these creased, flattened-out pieces of coloured paper. But it was a powerful statement.

The government had painted us oppositionists as a sad, marginal group on the payroll of the CIA. But when the prison guards saw all my letters, they said: 'Wow, the people are really behind this guy.' They started to understand the gap between the propaganda and reality. Even the administrators admitted the letters were proof of something big. It altered their outlook. As a direct result of the huge campaign of public solidarity I was released one-and-a-half months early and returned to lead Youth Front. We are still struggling

against Lukashenko's regime but now they are too afraid to imprison people under the registration law.

Odette, victim of Rwandan genocide

'I was very ill... I wanted to commit suicide. Now, I feel alive again'

I realised being a Tutsi was not considered good by some people when I was 11, because I had a teacher who picked on us, saying we had funny faces. Then in 1990 [the majority Hutus] killed many Tutsi intellectuals in a stadium near where I lived. After that, I knew we were in danger, but I didn't expect what was coming.

In January 1994, my family stopped sleeping at home because we thought we would be taken away during the night. When the genocide began in April, we fled to a religious seminary. The next day, lots of people turned up with machetes, guns, spears and axes.

Many of us hid in a classroom. They came to the door and my father opened it, because they threatened to burn the building down. When he did, I saw them cut him open. I was hiding under a mattress and they put a gun to my face and shot me. I could hear people praying, then there was silence - everyone was dead. The next thing I remember was waking up in hospital.

I've been fighting for life ever since. In Rwanda, all they did was wash the wound. An NGO helped me get treatment in Switzerland, but they ran out of money. I went to Germany and the same thing happened.

I first met the human-rights group Aegis Trust when it set up a genocide memorial in Kigali [in 2004]. I was very ill at the time - my bones were infected and I was living on morphine.

In March 2006, I came to England. I've had metal bones put in my jaw, and skin taken from my side and put in my face. I don't think people at home would recognise me. I can eat with a spoon and fork and drink from a tap. I don't know how to explain how the trust has helped me - thank you isn't enough. When they met me, I wanted to commit suicide. Now, I feel alive again.

To be honest, I don't want to go back to Rwanda. The war has stopped, but there are still troubles - survivors have been killed to stop them testifying against people. I just want to live in a country where I don't have to look over my shoulder all the time.

Ignatius, Indonesian student activist

'They put me in a cell. There were a lot of blood prints over the walls'

I was imprisoned when I was 20 due to my involvement in the National Student League for Democracy. In January 2003, the President brought in a new policy to increase fuel and electricity prices, so mass demonstrations took place across Indonesia. We held a demonstration in Jakarta and it ended with a performance in which we burnt pictures of the President and Vice President. The police surrounded us and one of my friends was captured. I was not arrested at this point because the police didn't have a warrant. But my friend was blindfolded and they threatened him, saying they would shoot him and throw his body in the sea. He told me all this

afterwards - at the time we didn't realise that he was captured.

When we went to the police station to find him, they gave me the warrant and arrested me. They interrogated me for about seven hours and a lot of the questions were not about the demonstration but about my organisation, who I was dealing with and so on. They put me in a cell that they called 'the tiger cage' because there was no bathroom in there; it's like when you're in the zoo and you see animals in a cage. It's a place where the police beat up prisoners too so there were a lot of blood prints over the walls.

In every trial the President's supporter came and threatened me and my lawyer. Maybe my lawyer was not brave enough because at the sixth or seventh trial he backed down and gave up. I was in despair because I thought I had no other way out. In April 2003 I was sentenced to three years. I was put in a cell they called the dry cell because there is no water at all - they gave us a drink once a day. There was a prisoner who sort of ran the prison, a member of the President's party, who fought me every week. Well, it wasn't really a fight because they were about 20 people and I am only one. The prison officer knew what was going on but I guess he was given money.

Amnesty International is familiar with the Indonesian movement and it made a greeting-card campaign, sending cards to me and to the Indonesian President. I counted more than 4,000 letters. They made me feel better and gave me hope but, most important, they meant that the prison officer was more careful with me. I was there for two years, seven months and three days: I counted every day but the most significant factor in keeping my spirits up was the campaign. When I got letters from children in the UK I just couldn't believe that they were aware of me and were doing something about it.

Indonesia is in a transitional period right now and there is still a lot to do for human rights. The first thing I did when I was released was demonstrate outside the prison because even though we got a new President with the 2004 election, he has continued repressive policies against activists. Prison is a bad memory but I got a lot of experience and lessons from it. I'm going to study human rights and politics at York University in October and after that I will continue my organisation. This is what I live for, this struggle

Tenzin, liberation of tibet

Like many Tibetans, Tenzin grew up in a very religious environment at home. At the age of 19, she decided to become a nun. Tenzin experienced the close supervision of the monastery and witnessed a whole group of fellow nuns being beaten up and detained for months just to punish the monastery as a whole for celebrating the Dalai Lama being awarded the Nobel Peace Prize in 1989. Tenzin and several young nuns couldn't stand the unfairness of this situation and tacitly decided to do something. Tenzin and the other nuns decided to act during the Shötön, a traditional one-week festival that occurs at the end of the summer in Norbulingka Gardens, near Lhasa. Her group just had time to yell "Long life to the Dalai Lama" and "Free Tibet" before being arrested and taken to a detention center. Tenzin was held at the Goutsa Detention Center for four months after which she was tried. She then spent 12 years in Drapchi Prison. She suffered numerous hardships, both physical and mental. All political prisoners were frequently interrogated, beaten and even tortured. Their wounds and illnesses were not treated; they could barely walk but still had to work many hours each day and follow exhausting military training where even the slightest mistake meant being thoroughly beaten. Psychologically abusive techniques were also used. These included false liberation, non-authorization to see family members on visit days (even as the family waited outside the prison doors), constant surveillance by both common law prisoners and warders, and a number of other tactics that left political prisoners in a constant state of fear and tension, never knowing when they would be summoned, searched, or interrogated.

On 1 May 1998, during a major ceremony at Drapchi Prison, the prison authorities had raised the

Chinese flag, and moved all political prisoners in a far wing of the prison, away from the ceremony. As songs praising China were being sung, common law prisoners shouted "Free Tibet! Independence for Tibet!" a slogan that was soon echoed by other prisoners, including political ones. One week later, all guards and soldiers were posted on the other side of the prison, to once again raise the Chinese flag. A male political prisoner suddenly shouted the same slogan and gun shots immediately followed. The prisoners ran towards the windows, which were high on the wall, and saw other prisoners, all monks, being violently beaten and thrown to the ground by soldiers. The prisoners broke the windows to be sure their voices would be heard, and started to shout with them. As the soldiers were busy with the protesters in the courtyard, prison guards and police officers came rushing to Tenzin's sector. They took all prisoners out into the courtyard, dragging them with unbelievable brutality when they were too slow, and shooting into the air. They kicked them and hit them with belt buckles everywhere they could, though mostly on the head. Some prisoners lost consciousness; a nun was bleeding a lot. There was blood everywhere in the courtyard.

33. Language barrier⁵	
Main themes of the activity	Migration; War and Terrorism; Discrimination and Intolerance
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To raise awareness about discrimination by border police and immigration authorities; 2. To develop intercultural communication skills; 3. To foster empathy with refugees and asylum seekers
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 15 pers. – max. 35 pers. Time: approx. 60 min</p>
Preparation of the activity (resources, materials, etc.)	<p>Preparation: to arrange the room so you can sit behind a desk and role play the formality of a bureaucratic official.</p> <p>Copies of the "Asylum Application" handout, one for each participant;</p> <p>Pens, one per person</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The facilitator will leave the participants to arrive but do not greet anyone or acknowledge their presence. He / She should not say anything about what is going to happen.</p> <p>The facilitator will wait a few minutes after the scheduled start time and then give hand out the copies of the "Application for Asylum" (annex 1) and the pens, one to each participant.</p> <p>The facilitator will tell them that they have five minutes to complete the form, but won't say anything else. He / She will ignore all questions and protests. If he / she has to communicate, he / she will speak another language (or a made-up language) and use gestures, keeping all communication to a minimum. The facilitator must remember that the refugees' problems are not his / her concern; his / her job is only to hand out the forms and collect them in again!</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How did you feel when you were filling out an unintelligible form? 2. How realistic was the simulation of an asylum-seeker's experience? 3. Do you think that in your country asylum seekers are treated fairly during their application for asylum? Why? Why not? 4. What could be the consequences for someone whose asylum application is refused? 5. Have you ever been in a situation where you could not speak the language and were confronted by an official, for instance, a police officer or a ticket-controller? How did you feel? 6. Which human rights are at stake in this activity? 7. What possibilities do asylum seekers have to claim protection from violations of their rights? 8. How many asylum seekers are there in your country? Do you think your country takes its fair share of refugees? 9. Which rights are asylum seekers denied in your country?
Follow-up suggestions	If you want to look at the arguments for accepting or denying refugees entry into a country, look at the

⁵ Activity adapted from the Manual COMPASS - <https://www.coe.int/en/web/compass/language-barrier>

(What can be done after the activity)	<p>activity "Can I come in?" from Compass: Manual for Human Rights Education with Young People made by the Council of Europe.</p> <p>Many asylum seekers coming to Europe have difficulties integrating because they had very little education in their home countries. If you would like to find out more about inequalities of educational provision worldwide you could use the activity "Education for All" from the same Manual.</p>
Tips from practitioners	<p>This is a fairly easy activity to facilitate: the main thing required from you is to do be "strong" in your role and you must be serious, tough and bureaucratic. The plight of the asylum seekers is not your concern; you are here to do your job! The point is that many people do not want refugees in their country. Immigration officers are under orders to screen the refugees and to allow entry only to those who have identification papers and who complete the application forms correctly. The refugees frequently have a poor command of the other country's language and find it very difficult to fill in the forms. Also, they are in a distressed and emotional state. It is especially hard for them to understand what is happening because their applications are frequently dismissed and they do not understand the reasons.</p> <p>The "Application for Asylum" is in a Creole language. Creole are languages that have come into existence as a result of two peoples, who have no common language, trying to communicate with each other. The reason Creole is used in this exercise is because relatively few Europeans will know it. If it happens that you have a participant who speaks this Creole language, you could ask him/her to take the role of the border police or immigration officer. Find out more about the procedures and what actually happens in your country when an asylum seeker comes to the border. Where and when do they fill in the first forms? Do they have the right to an interpreter from the very start? Look on the Internet on the official government information website, invite an immigration officer to come and talk about the challenges of the job, and interview asylum seekers to find out their views on the situation, how fair they think the system is, and what difficulties they faced, especially with the initial form-filling procedures. The information could be used for refugee awareness campaigns, or fed back to the immigration department or to organisations such as the UNHCR and Amnesty International.</p> <p>Children, especially those seeking asylum unaccompanied by a parent or an adult who is a close family member, need special protection. Find out what procedures are in place for unaccompanied minors and see if there are practical ways you could help, for example by giving help with translating documents sent by the authorities or becoming a guardian.</p>
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	<p>This activity can be done in international youth exchanges, training courses. It can be useful both for youngsters and adults.</p>
Annex – Application form	

1. Appellido	
2. Primer nombre	
3. Fecha de nacimiento	
4. Pais, ciudad de residencia	
5. Ou genyen fanmi ne etazini?	
6. Kisa yo ye pou wou	
7. Ki papye imagrasyon fanmi ou yo genyen isit?	
8. Eske ou ansent?	
9. Eske ou gen avoka?	
10. Ou jam al nahoken jyman	

34. „Understanding HRE”	
Main themes of the activity	Human rights education – principles and practices
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To understand various approaches in HRE 2. To share information about different practices 3. To be aware of diverse approaches in HRE
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 15 pers. – max. 35 pers. Time: approx. 90 min
Preparation of the activity (resources, materials, etc.)	Prepare information about Human Rights Education in general Flipchart papers for all the groups Markers Space to work in small teams
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>In the beginning of the activity, the facilitator should offer a short introduction about HRE. References can be made to the United Nations Decade for Human Rights Education, Human Rights Education Youth Programme of the Council of Europe, who 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.”</p> <p>After the theoretical input, the facilitator presents to the group the following questions:</p> <ol style="list-style-type: none"> a. What do you consider to be the most relevant documents that are the base for HRE in

	<p>your country?</p> <p>b. What are the objectives of HRE in your understanding?</p> <p>c. HRE education in relation with?</p> <p>Then the group will be split in three equal teams / if the group is formed by people from different countries, the teams will be country based.</p> <p>In small groups they will discuss the answers to the mentioned questions.</p> <p>In the group they will choose one rapporteur that will present the outcomes of the discussions.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How was the group work? 2. What were the main conclusions in the group? 3. Is there a common understanding of HRE in the group? Were there any misunderstandings of HRE? And if yes, how the misunderstandings were resolved? 4. What is to be learned from this experience? 5. Anything else to mention
Follow-up suggestions (What can be done after the activity)	<p>The activity can be followed by a series of exercises that address HRE. A list of educational activities related with Human Rights in general is available here: http://www.coe.int/en/web/compass/general-human-rights</p>
Tips from practitioners	<p>This activity can take more time than initially expected. The length of the activity depends on the participants' experience.</p>
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	<p>This activity fits into an international context. The activity was tested during the international mobility organised in the project "Human rights start with breakfast! Empower youth through human rights education" where participants were coming from six different countries.</p>
Variations of the method?	<p>The questions mentioned in the description can be modified in accordance with the participants' learning needs.</p>

35. EU Youth Policies	
Main themes of the activity	European Youth Policies
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To find information about different European Youth Policies 2. To understand the legal framework of European policies in relation with youth work
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 15 pers. – max. 35 pers.</p> <p>Time: approx. 90 min</p>
Preparation of the activity (resources, materials, etc.)	<p>Flipchart papers</p> <p>Markers</p> <p>Video-projector</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The facilitators will tell the main institutions that work for youth work at European level: European Union and Council of Europe.</p> <p>For each institution the facilitator will share information about their work for young people.</p> <p>The facilitator will mention also the European structures for youth – as European Youth Forum http://www.youthforum.org/</p> <p>As important documents is to be mentioned “Recommendation to the Council of Europe member states on youth work, adopted by the Committee of Ministers on 31 May 2017” - http://pjp-eu.coe.int/en/web/youth-partnership/news/-/asset_publisher/NmeOXB8TxUmH/YpNews/id/10101601</p> <p>If there is the possibility, an added value is a graphic recorder that will draw elements of the presentation</p>
Debrief (questions for reflection and connection with the learning objectives)	It is a frontal presentation, based also on discussions. This activity doesn't need debriefing.
Follow-up suggestions (What can be done after the activity)	The discussions can go in deep. The group can be split in small groups and explore further the work of European institutions on youth work and the impact of this institutions for youth in Europe.
Tips from practitioners	If working with beginners' youth workers / young people, it is important to use a basic and logical presentation. It is not indicated to use a formal presentation style, which is not understood by the audience.
Intercultural aspect of the	This activity is a plus in a trans-continental context. The European approach is very different from the

method (in which cultural environment the activity can be done and what are its specificity)	work done in Peru or Guyana. It is important at the end to allow time and space for questions and clarifications.
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36. Mapping youth policies and youth work	
Main themes of the activity	Information about national youth policies
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. Sharing knowledge about national youth policies 2. Developing competences to work in a team 3. Ability to search and summarize relevant information
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6 pers. – max. 40 pers.</p> <p>Time: approx. 90 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Flipchart papers – or A3 paper</p> <p>Markers</p> <p>Access to internet</p> <p>Laptop / smart phones</p> <p>Spaces to work in small teams</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The facilitator invites the participants to work in their national teams and to make a small research about the situation of youth work in their country / community. Each group was invited to draw the map of their country / region / town and to work on the following questions:</p> <ol style="list-style-type: none"> 1. What are the main youth policies in your country? (Which institutions deals with youth? Are there any legal framework addressing youth?) 2. What is youth work in your country? (Is it recognized or not? Are there any formal qualifications for youth work?) 3. Who is doing youth work in your country? 4. What resources exist for youth work in your country? 5. Is there any connection between youth work and Human Rights Education? 6. Anything else to add <p>The groups will have 45min to have a research on the questions. They will work in their national / local / regional groups. They will put the information in the paper.</p> <p>After this stage the facilitator will mix the groups. Will create new groups formed from persons coming from different countries / communities.</p> <p>In the new groups, the participants will share the information that they gathered in their national group. At the end, each mixed group will present in plenary what they found in commune in their realities and what was very different.</p>

	<p>While they do the presentation, the members of the group will put on the floor the flipchart papers that have the map of their country / community.</p> <p>After each presentation, the facilitator opens the floor for questions and clarifications.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How was the team work? 2. What are the most important pieces of information that you found out? 3. In the second part of the exercise – sharing information in mixed groups – were there any surprising facts? 4. What have you learn from this exercise?
Follow-up suggestions (What can be done after the activity)	This activity can be considered a beginning exercise. The participants can further develop their work in researching about youth policies and youth work. They can take one subject and realize a video on it or they can work on how to improve the situation of youth policies and youth work in my community.
Tips from practitioners	The activity can take more time. It is possible to allow even two full sessions of 1h30 each for this activity.
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	This activity fits into an international context. The activity was tested during the international mobility organised in the project “Human rights start with breakfast! Empower youth through human rights education” where participants were coming from six different countries.

37. 3E Dimensions	
Main themes of the activity	Understanding the differences about non-formal – informal – formal education
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. Exploring the concepts of non-formal – informal – formal education 2. Understanding the difference between non-formal – informal – formal education 3. Developing the ability to speak in front of a group
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6 pers. – max. 30 pers.</p> <p>Time: approx. 90 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Flipchart papers</p> <p>Markers</p> <p>Spaces to work in small teams</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The facilitator splits the group in three smaller groups. Each group will analyse one the subject: formal, non-formal or informal education.</p> <p>The subject will be analysed from the following perspectives:</p> <ul style="list-style-type: none"> - Where is it being implemented? - Who is the learning facilitator? - Who is the learner?

	<ul style="list-style-type: none"> - What is the content of learning? - What competences does it mainly develop? - How is the program of the learning process? - Is it evaluated? How? <p>The groups will have 30min to discuss the questions above. They will write their answer on a flipchart paper. After the 30 min. the groups will have a debate on what is the best form of education and why.</p> <p>The debate will focus on each question.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How was the exercise for you? 2. Were there elements that you didn't know? If yes, what? 3. What do you think are the most important elements in education? (non-formal, informal or formal) 4. In a perfect world, how should the three dimensions of education work? 5. Where do you think HRE fits in? 6. What have you learned from this exercise?
Follow-up suggestions (What can be done after the activity)	This activity is based on debate. But another version of the activity is that, after gathering the information, the results are simply presented, without debating the information.
Tips from practitioners	It is very hard to say that one element is only for one dimension of education. In fact many elements are different, also related with different cultural contexts. The facilitator should be aware of the differences.
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	Not in all contexts there is a very clear delimitation of terms. There might be the case that it's not clear what non-formal education is – or there are countries where there is no non-formal education. The facilitator should be informed about the cultural contexts of the participants.

38. Museum visit	
Main themes of the activity	Learning from the history
Learning objectives (VASK – values, attitude,	<ol style="list-style-type: none"> 1. Sharing knowledge about history facts in relation with Human Rights 2. Increasing empathy for the past

skills and knowledge)	3. Emphasising the importance of Human Rights
Administrative aspects (group size – min. vs. max; time line)	Group size: not the case Time: approx. 90 min.
Preparation of the activity (resources, materials, etc.)	Available museum Tickets for all the participants
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>A visit to the museum can be transformed in a learning experience. During the international mobility organised in Lima, Peru, the group experienced a learning visit to the museum: Lugar de la Memoria, la Tolerancia y la Inclusion Social (The Space of Memory, Tolerance, and Social Inclusion). The museum is a space that serves as a museum, cultural center, place of reconciliation and reflection on the Shining Path's reign of terror in Peru from the 1980s through 2000.</p> <p>During the visit, the participants received information about the facts presented in the museum from the local partners. The participants were guided to reflect on the impact of the lack of respecting Human Rights in society and measurements to prevent this kind of atrocities to happen.</p> <p>After the visit, in the plenary there was a discussion about Human Rights in the history of each country.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How was the visit for you? 2. What similarities can you find between the facts presented in this museum and facts from your country history? 3. Country based, please think of similar moments in your history and how you overcome it? 4. What can we learn from history? 5. What can we do as youth workers? 6. What you think you have learned from this experience?
Follow-up suggestions (What can be done after the activity)	This activity can be adapted to the local conditions, depending on which type of museum exists in the place of the training. Each museum has a component of Human Rights. The facilitator needs to know how to underline it. For example, if it is a cultural museum, during the visit the participants can focus on the recognition of cultural diversity in the exhibits.
Tips from practitioners	In the case of the visit to the Lugar de la Memoria, la Tolerancia y la Inclusion Social, it was highly emotional and there was the need for a lot of reflection on the experience. In this case, two entire sessions were dedicated to the experience (one session for visit and one session for reflecting and debriefing).
Intercultural aspect of the method (in which cultural environment the activity can be done and what	In order to use the museum as a learning asset, the facilitator needs to offer guided questions and also to have a structured debriefing at the end.

are its specificity)	
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39. Bring Human Rights into your life	
Main themes of the activity	Introduction in Human Rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. Introduction of Human Rights 2. Clarification of concepts in relation with Human Rights 3. Developing creativity
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 3 pers. – max. 30 pers. Time: approx. 30 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>A4 paper One pen for each participant Different ordinary objects (if the session is being held in an open-space, there is no need for other objects)</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>This activity has the aim to introduce Human Rights. It is to be implemented at the beginning of a training course / workshop.</p> <p>The facilitator invites the participants to think of Human Rights and to look around. The facilitator invites the group to take a moment to think about it and then either to choose an object from their surroundings or to draw something that for them represents Human Rights.</p> <p>After maximum 10 minutes of self-reflection each participant will be invited to say his/her name and to say why they choose that specific object / drawing in relation with Human Rights. While they present the object, they also share their opinion about Human Rights.</p> <p>After each presentation the facilitator will introduce the Universal Declaration of Human Rights (Summary). A version can be downloaded here: http://www.coe.int/en/web/compass/the-universal-declaration-of-human-rights</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How do you relate with Human Rights? 2. Can you identify parts from your life that are directed affected by the 30 articles that you can find in the Declaration? 3. Is there anything that you find surprising / disrupting about Human Rights? 4. What have you learned from this exercise?
Follow-up suggestions (What can be done after the activity)	<p>This activity can be considered an introduction exercise. The activity can be adapted to different context. The participants can create a short theatre play about how Human Rights apply in day-by-day life and then discuss about it.</p>
Tips from practitioners	<p>This exercise is a good exercise to trigger the discussions about Human Rights. It shows how simple you can approach complicated issues – such as Human Rights. In many cases the participants declared that after this exercise, the direct link between human rights and day-by-day life became very clear for</p>

	them.
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	This activity is a simple activity that can be transferred to different and diverse realities.

40. Cross the border	
Main themes of the activity	Human Rights today
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. Experience Human Rights 2. Introduction to Human Rights principles 3. Developing a proper attitude to defend Human Rights
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6 pers. – max. 30 pers.</p> <p>Time: approx. 20 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Ropes</p> <p>Scissors</p> <p>Marker</p> <p>Flipchart paper</p> <p>A4 paper</p> <p>Quotes about Human Rights</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>This activity is best implemented when there is a lobby before the entrance in the training room. The facilitator fills the space in the lobby with quotes about Human Rights, printed on A4 papers.</p> <p>This activity should be done in the morning or at the beginning of the workshop. The chairs in the room should be arranged in a circle. At the entrance in the training room, the facilitator displays a big poster / flipchart paper with the text: Do you know that you have the right to be here?</p> <p>The facilitator should block the entrance in the training room by putting a rope at the entrance. Scissors should be put in a subtle way near the entrance.</p> <p>When the participants start arriving, the facilitator should be in the space of the training room, completely ignoring the participants. Even when they try to speak with the facilitator, he/she remains as passive as possible.</p> <p>Most probable one of the participants will jump over the rope and will enter the training room. If one person is doing it, most probably the group will follow. Maybe one person will cut the rope with the scissors and will open the space also for the other participants.</p>

	When all the participants are in the room – or at least majority of them, the facilitator welcomes them and starts debriefing.
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How do you feel? 2. What did you think when saw there was no welcoming for you? 3. Did you notice the paper with the text: You have the right to be here? – What did you do to defend your right? 4. Do you see any relation with Human Rights in daily life? 5. What did you learn from this experience?
Follow-up suggestions (What can be done after the activity)	This activity can be considered an introductory exercise. This activity can be followed by an in depth discussion about Human Rights – example Activity 39. Bring Human Rights to your life.
Tips from practitioners	The facilitator needs to be very careful when handling this activity. It might trigger some violent reactions from the participants. In any moment when the facilitator feels that the situation is getting out of control the activity should be stopped and debriefed, focusing on what generated that type of reactions.
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	This activity fits into an international context. Due to different history in relation with Human Rights this activity is recommended to be implemented with groups that did not experienced recently heavy restrictions on Human Rights.
41. Changing the world through advocacy	
Main themes of the activity	Advocacy for Human Rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. Developing advocacy competences 2. Increasing knowledge in creating advocacy campaigns 3. Build confidence
Administrative aspects	Group size: min. 6, max. 30

(group size – min. vs. max; time line)	Time limit: approx. 60 min.
Preparation of the activity (resources, materials, etc.)	Markers Flipchart paper Coloured pencils Scissors Old magazines Glue
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>In the beginning of the activity, the facilitator explains to the group that this activity is about creating a poster that will spread the message for a campaign that is important for their organisations and it is in relation with Human Rights.</p> <p>The group will be divided by organisations. The participants receive the task to think at one main campaign that it is important for their organisation. Then they will identify the main stakeholders that the campaign should address.</p> <p>For each stakeholder the team creates a special message. If they would like to create a more visual poster, the materials should be available.</p> <p>The groups have 30 minutes to follow the next steps:</p> <ol style="list-style-type: none"> 1. Think of a relevant campaign for your organisation in relation with Human Rights 2. Identify the main stakeholders targeted by the campaign 3. Elaborate for each stakeholder a message that will convince them to join your cause 4. Prepare a poster for each message. <p>During group work, the facilitator will walk among the groups, offering feedback where needed.</p> <p>The groups present their work in plenary. They answer questions from the other groups.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ul style="list-style-type: none"> • What do you think about this activity? • How was it to build your messages? • Do you think the messages are realistic? • How do you think the stakeholders will react in real life? • What do you think you could have done better? • What you think you learned from this activity?
Follow-up suggestions (What can be done after the activity)	This activity can be followed by an activity where the groups can develop even further the campaign. They can use the online environment and start a real campaign.
Tips from practitioners	It is an interactive activity. The participants might need more time for preparation if the group do not have experience with campaigns in their organisation.
Intercultural aspect of the method	This activity can be applied in diverse intercultural contexts. In creating the message of the campaign, the facilitator should be aware of the different ways of communication. Some groups coming from

(in which cultural environment the activity can be done and what are its specificity)	different culture might have different ways to formulate the message.
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42. Where to you stand? ⁶	
Main themes of the activity	Human Rights Education
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To understand the differences between different approaches in human rights education 2. To use and develop skills of discussion and argumentation 3. To foster respect and open-mindedness
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 6, max. 30</p> <p>Time limit: approx. 60 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>One copy of the sheet of statements</p> <p>String or chalk (optional)</p> <p>Space for people to move around</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>Prepare 2 posters – one saying, "I agree" and the other saying, "I disagree" – and stick them on the floor at opposite ends of the room, so that people can form a straight line between them. (You may want to draw a chalk line between them, or use a piece of string)</p> <p>Inform yourself about different realities regarding human rights in the partner countries</p> <p>Start with a very brief introduction about different approach to human rights education. Spend 5 minutes brainstorming about what people understand by human rights education</p> <p>Explain that you are now going to read out a series of statements with which people may agree to a greater or lesser extent.</p> <p>Point out the two extreme positions – the posters stating "I Agree" and "I Disagree". Explain that people may occupy any point along the (imaginary) line, but that they should try to position themselves, as far as possible, next to people whose views almost coincide with their own. Brief discussion is permitted while people are finding their places!</p> <p>Read out the following statements in turn.</p> <ul style="list-style-type: none"> • It's more important to have a home, food and basic necessities than to have access to education that promotes Human Rights • Human Rights Education should be an mandatory subject in schools • It is the responsibility of the state to make sure that all citizens know all their rights

⁶ Activity adapted from Compass: Manual for Human Rights Education with Young People - published in 2002 within the framework of the Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe

	<ul style="list-style-type: none"> • The way a state decides to approach Human Rights is no business of the international community. • If Human Rights education is not accessible for everyone and introduced in formal school curriculum, there is no point in having non-formal workshops about it • Human rights Education should promote the idea that some rights are more important than others. <p>Stimulate reflection and discussion. Ask those at the end-points to explain why they have occupied these extreme positions. Ask someone near the centre whether their position indicates the lack of a strong opinion or lack of knowledge</p> <p>Allow people to move position as they listen to each other's comments.</p> <p>When you have gone through the statements, bring the group back together for the debriefing.</p>
Debrief (questions for reflection and connection with the learning objectives)	<p>Begin with reviewing the activity itself and then go on to discuss what people learnt.</p> <ul style="list-style-type: none"> • Were there any questions that people found impossible to answer – either because it was difficult to make up their own mind, or because the question was badly phrased? • Why did people change position during the discussions? • Were people surprised by the extent of disagreement on the issues? • Does it matter if we disagree about human rights education (HRE)? • Do you think there are "right" and "wrong" answers to the different statements, or is it just a matter of personal opinion? • Might it ever be possible for everyone to reach agreement about this topic? • How did you feel taking a stand? • What did you learn from this activity?
Follow-up suggestions (What can be done after the activity)	<p>Organise a formal debate on one of the issues, asking people to prepare their arguments in advance, and then take a vote at the end of the debate. You could invite other young people or members of the public to attend.</p> <p>Also the statements can be changed in accordance with the topic of the workshop and the participants learning needs.</p>
Tips from practitioners	<p>It is an activity that can generate a lot of intense debates. As a facilitator, be prepared to handle the debates wisely. Say that the opinions will be taken one by one. You should not allow people to speak all at the same time.</p>
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	<p>This activity can be applied in diverse intercultural contexts. Be sure that everyone has the space to share their opinion. In some cultures people are not used to having debates. Create space for everyone to intervene if you feel that they would like to do it.</p>

43. A Mosque in Sleepy Ville ⁷	
Main themes of the activity	Religion and beliefs Discrimination and intolerance Citizenship and participation
Learning objectives (VASK – values, attitude, skills and knowledge)	1. To experience real conflicts that can arise in meeting the needs of diverse communities 2. To explore the right to freedom of religion and belief 3. To develop skills of debate and analysis
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 15, max. 30 Time limit: approx. 120 min.
Preparation of the activity (resources, materials, etc.)	Sheets of paper for name-tags Flip Chart Paper A watch or clock Small bell for the Mayor
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>Read out the description of the problem in the handout. Explain that all participants are citizens of Sleepyville and all are troubled by the problem of whether a new mosque should be built on a piece of derelict council land.</p> <p>Show participants the list of different roles and ask everyone to select one for themselves. Hand out the role-cards and the description of the problem and indicate where people and groups can meet up beforehand, and where the "Council Meeting" will take place later on.</p> <p>Explain the rules of debate that will be used during the meeting.</p> <p>Explain that there will be 30 minutes before the actual meeting so that people can meet other citizens, prepare what they want to say and decide how they want to vote! Tell them that the Town Council meeting will last 40 minutes, and that there may be very little time for actual speeches because of the number of people attending. For that reason, they should try to prepare just one or two points that they want to make.</p> <p>Use the preparation phase to set up the space for the "Council Meeting". Ideally people should sit in a semi-circle or horseshoe shape, with the Mayor at the front, in a slightly elevated position. Parties or groups should be able to sit together, and you should place their nametags on the tables in front.</p> <p>After 30 minutes, call the citizens for the meeting (or ask the Mayor to do so). He/she should remind people of the basic rules of debate and give a short speech to introduce the meeting.</p> <p>At the end of the meeting, after 40 minutes, the Mayor should call for a vote. When the votes have been counted and the result declared, you should announce the end of the activity, and invite people to bring their chairs into a circle for the debriefing.</p>

⁷ Activity adapted from Compass: Manual for Human Rights Education with Young People - published in 2002 within the framework of the Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe

Debrief (questions for reflection and connection with the learning objectives)	<p>Start the feedback round by greeting everybody by their real names or using another technique allowing participants to give up the roles they had assumed during the simulation. This is important to do before starting the debriefing.</p> <p>Ask the participants what they feel about the process they have just been through:</p> <ul style="list-style-type: none"> • Were you surprised by the result of the vote, and did it reflect the position of the person you were playing? • How much influence do you think you (in your role) had on the result? • Did interaction with other people or groups make you alter your approach or your attitude towards the problem? • How easy was it to identify with your role? Why or why not? • Do you think that this situation could arise in real life? Can you think of any similar cases? • How would you react if this case arose in your town / place of residence? Did the activity alter your attitude at all? • What do you understand by the right to freedom of thought, conscience and religion? • Do you know of any cases in history (or today) when this right has been denied? • Why do you think that religious freedom is a fundamental human right? • To what extent do you think this right is observed in your community?
Follow-up suggestions (What can be done after the activity)	<p>The participants can make a research in their community on how different religions worship places were build. They can also find out how different the worship places are in relation with the community diversity.</p>
Feedback activity (suggestion coming from practitioners)	<p>Be sure that the participants are on board in the role-play. It is important that everyone enters in the role and assumes it. After the activity, it is important to help participants come out of the role.</p>
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	<p>The activity can be adjusted to different intercultural contexts. It may be more appropriate to build the activity around "A Church in Sleepyville", or "A Temple in Sleepyville" and to situate it, for example, in a predominantly Muslim area. Or you may prefer some other combination.</p>
<p>Handouts:</p> <p>Rules of Debate</p> <p>You may wish to alter these rules according to the size of your group and the time you have available.</p> <ul style="list-style-type: none"> • The meeting will be chaired by the Mayor, and his/her decision on all matters is final • If you wish to speak, you should raise your hand and obtain permission from the Mayor • Comments should be brief, and should not exceed 2 minutes 	

- The meeting will close after 40 minutes, with a vote on whether or not the Mosque should be built
- Anyone attending the meeting is entitled to speak in the debate and to vote at the end.

A Mosque in Sleepyville (for all participants)

You live in the picturesque town of Sleepyville, a town of about 80,000 people. In the last 60 years the population has changed radically, partly because young people mostly try to move to larger cities as job opportunities there are better, but also because the region has seen the arrival of a large number of immigrant families, many from Muslim countries. Some of these families have been here for 3 generations, but they are still treated with suspicion as "newcomers" by many people in the town. They now make up almost 15% of the total population.

The issue that is now dividing the town is the desire of Muslims in Sleepyville to have a Mosque built on a piece of derelict land belonging to the council. This land has been undeveloped and has been a source of complaints to the council for years: it is near the main shopping street and is an area where vandalism and drug-taking have been a regular problem.

So when a rich businessman offered to take the problem off the Council's hands, the Mayor thought his lucky day had come! The Council readily agreed to give up the land and to fund 20% of the construction costs for a new mosque on the site. The remaining 10% of the building costs, which the businessman could not cover, were to be found in the Muslim community. Building was meant to start this week... but the Council has been flooded with complaints from angry residents who object to the project. They have called a special meeting, to which all are invited, to resolve this issue. The meeting will take place in 30 minutes.

Role card: The Mayor of Sleepyville

You are the Chair of the assembly and it will be your role, once the meeting starts, to welcome the participants and remind them of the rules of debate. During the meeting, you should try to give everyone the opportunity to speak - and should not allow anyone to speak for too long! You are very worried about the bad publicity that this case has been attracting and you plan to try, before the meeting, to speak to some of the groups to try to persuade them to soften their position

Role card: Town Council member: Traditionalist Party (1 or 2 people)

You represent the Traditionalist Party on the Town Council, and you are strongly opposed to the Mosque. You do not think it is right that council land and council resources should be spent on a place of worship that does not respect the traditions of this country and this town. You feel that immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles on a country where they are guests. You are also worried that the Mosque could become a meeting area for recruiting terrorists

Role card: Town Council member: Populist Party (1 or 2 people)

You represent the Populist Party on the Town Council. You supported the original decision to have the Mosque built on the land, partly because you realise that the Muslim community has been very good for the economy of the town and you do not want to alienate them. But you have been very worried by complaints from residents and do not want to create an unnecessary conflict in the community. You are also concerned about your seat in the next council elections, so you will probably support whichever option appears to be least controversial.

Role card: Town Council member: Diversity Party (1 or 2 people)

You represent the Diversity Party on the Town Council. You believe that the relatively large proportion of people from different parts of the world has added to the culture and interest of Sleepyville and you have felt it unfair that the town has deprived many of these

people of the opportunity to practise their religion for so long. You can also see that the derelict land is causing social problems in the town and that the Council does not at the moment have the money to develop it themselves.

Role card: Members of the "Past and Present" Association of Sleepyville (2-4 people)

You are one of the main groups opposed to this mosque. Your members are from traditional (non-Muslim) communities in Sleepyville, and you think it is very important to keep the ancient character of the town, where most of you have lived all your lives. The site that is proposed for the Mosque is very central and it would be visible from most places in the town centre. In particular, the Mosque could block out the view of the main church from the town square. You feel that the character of your hometown is being completely changed by a community that arrived here only recently. You do not see why people who arrived in this country from somewhere else should not live by the same rules as you have here.

Role card: Members of the Youth Action Group "Young Sleepies for Human Rights!" (2-4 people)

Your group was set up to address some of the worst problems for young people today in Sleepyville. You see the building of the Mosque as a solution both to the Muslim community's need for a place of worship, and as a solution to a number of social problems which have been a result of the land being left derelict for so long. You support the building of this Mosque, but you are concerned that other social problems may be neglected by the Council if they have to contribute to the building. In particular, the youth budget over the past 5 years has been cut to a level where it cannot begin to meet the needs in the town.

Role card: Members of the "Muslim Association of Sleepyville" (2-4 people)

You have been asking the Council for years to provide a place of worship for the Muslim community, but it has always been refused on financial grounds. You feel that it is unfair that the Muslim community is being asked to find 10% of the building costs, when economic conditions are so harsh for most people, and when the Christian community has 11 different places of worship and these are used by far fewer people than the mosque would be. You feel that the contribution that your community has made to the town is not appreciated, that people in your community are unfairly discriminated against in various aspects of their life, and that in refusing to allow this Mosque, the council is denying members of your community their fundamental right to religious worship.

Role card: Citizens of Sleepyville

You are worried about the conflict that seems to have taken over the town of Sleepyville and you want to go to the meeting of the Town Council in order to vote. At the moment you do not know what you will vote for: you need to speak to as many different groups as you can and then you plan to make up your mind

44. Freeze frame

Main themes of the activity	Human rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To be more aware of the importance of Human Rights 2. To develop the ability to speak in public 3. To increase creativity 4. To acquire competences in defending Human Rights
Administrative aspects (group size – min. vs. max;)	Group size: min. 15, max. 30 Time limit: approx. 90 min.

time line)	
Preparation of the activity (resources, materials, etc.)	<p>A blanket</p> <p>Different spaces to work on smaller groups – separated</p> <p>Flipchart</p> <p>Markers</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The facilitator divides the group in smaller groups of maximum 5 persons.</p> <p>The facilitator describes the activity as being inspired from image theatre.</p> <p>Each group receives one situation in which human rights are not respected. The group will have to do three freeze images in order to explain the situation for the audience. The last imagine should illustrate clearly the impact of not respecting Human Rights.</p> <p>After 30 minutes of preparation, the groups will be invited to show their performance. The facilitator(s) will cover the group image with a blanket. After the first freeze imagine is ready, the blanket falls down, then the second one will come and the third.</p> <p>After each performance, the audience can interfere in the freeze imagine, by moving the “actors” and trying to improve the final scene to make sure Human Rights are respected.</p> <p>The facilitator should allowed maxim 5 interventions per group. At the end, the facilitator will ask the participants if through the interventions from the audience, the final scene was changed or not.</p> <p>The feedback from the groups can be written down on a flipchart paper.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How do you feel after the activity? 2. How did you build your scene? 3. How did you felt to intervene in the images? 4. Where the scenes realistic? 5. How hard / easy it is to intervene in real life situations when you see that Human Rights are not respected? 6. What do you think that a single intervention can do? 7. What have you learned from this experience?
Follow-up suggestions (What can be done after the activity)	The activity can be continued by a Forum Theatre play and it can be played in the community.
Tips from practitioners	Before the activity, it is good to have a good group dynamic. People should feel comfortable with each other and should be comfortable to act in front of the group.

Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	The cases played can be adjusted to different situations.
Case 1 A young boy is bullied in school. The other colleagues physical aggress him and steel his backpack. The scene happens in the schoolyard.	
Case 2 A single mother with two children is refused a job due to the fact that she is a mother. The scene happens at the interview place.	
Case 3 A young Muslim girl is aggressed in a public bus because she wears a hijab.	
Case 4 A young boy tries to tell his parents that he is gay. For the parents is hard to accept this reality. The scene happens in the house	
Case 5 A young girl is forced by her family to drop out of school. The school mediator tries to stop this from happening.	

45. Make two lines	
Main themes of the activity	Diversity
Learning objectives (VASK – values, attitude, skills and knowledge)	1. To understand different perspectives 2. To be aware about various aspects of intercultural communication 3. To generate debated about different understandings of the same situation
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 15, max. 30 Time limit: approx. 15 min.
Preparation of the activity (resources, materials, etc.)	Flipchart paper Markers
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	The facilitator gives a very simple and short task to the group. The facilitator tells the group just this phrase: "Make two lines." The facilitator does not interfere in the process and leaves the group to self-organise for approximately 2 minutes. Then he/she stops the activity and does the debriefing.

Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What happened after the task was given? 2. How did each person understand the task? 3. What did the members of the group do? 4. Did you try to convince the others that your way of understanding the task is the correct one? 5. Did you ask clarifications from the facilitators? 6. Do you see any connections with your reality from this experience? 7. What can you say about communication and message giving/receiving?
Follow-up suggestions (What can be done after the activity)	The activity can be considered an energizer. It can be continued with more activities about intercultural communication.
Tips from practitioners	The activity creates small chaos. The facilitator should be ok with that, but should be pay careful attention to the process. How people react to the task and what they do are aspects that should be pointed out in the debriefing.
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	It is an easy activity that can be implemented in various contexts.

46. Formal conference	
Main themes of the activity	Human rights Competence for Democratic Culture
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To increase knowledge about the competence for Democratic Culture – model developed by the Council of Europe 2. To acquire competences about Human Rights Education in schools 3. To advocate for competence for democratic culture
Administrative aspects (group size – min. vs. max; time line)	Group size: not the case Time limit: approx. 90 min.
Preparation of the activity (resources, materials, etc.)	Speakers Video-projector Confirmed guest speakers
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>This activity can be integrated in a non-formal training course. It can be integrated in the middle of the training. It is preferable to be planned either in the afternoon or in the evening.</p> <p>A few guest speakers who are experts in the field are invited to address the participants in a panel. The program of the conference can be planned in advance. It can be adjusted together with the participants from the training course. In relation with what they need to find out more about.</p>

	<p>The international conference organised in the framework of the project "Human rights start with breakfast! Empower youth through human rights education" had guest speakers from the Ministry of Education from Peru, experts from Council of Europe and representatives from NGOs from Lima, Peru.</p> <p>The conference started with an official opening, followed by project presentation, presentation about Human Rights education in Peru and presentation about the model of Competences for Democratic Culture.</p> <p>After the formal presentation, the audience was invited to ask questions.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. What do you think about the conferences? 2. What information do you consider relevant for your work? 3. What could be improved next time?
Follow-up suggestions (What can be done after the activity)	After the formal presentation, the conference can be made more interactive by organising discussions in small groups with the guests. Each guest to have 15 – 20 minute discussions in small groups with participants interested to further develop the topic.
Tips from practitioners	In order to have a successful conference, it is very good to have external participants, to have an open event. People from the community should have the chance to participate. In this way there can be an interaction between the group and the local community.
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	The topic and the guest speakers of the conference can be adapted to different realities.

47. Action planning	
Main themes of the activity	Human rights activities at local level
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To develop the competences of activity planning 2. To generate future activities 3. To create trans-national partnerships
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 5, max. 30</p> <p>Time limit: approx. 90 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Pens</p> <p>Activity planning sheet</p>
Implementation of the activity	The facilitator invites the group to think about ideas for future actions. There following guiding questions can be used:

(1, 2, 3... Concrete steps of the activity)	<ul style="list-style-type: none"> • What would you like to transfer from this experience in your local community? • How you plan to transfer what you gained in this training? • With whom and how would you like to further collaborate? <p>The participants will have 30 minutes of personal reflection. They will receive the action planning sheet and will fill it with ideas.</p> <p>The participants share their plans and discuss among themselves about future partnerships. The facilitator allows 30 minutes for buzz group discussions.</p> <p>The last 30 minutes are dedicated to presentation of the future plans. Each participant present his/her plan</p>
Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How realistic are the plans? 2. What do you still need so you can transform the plan into reality? 3. How do you plan to evaluate your progress?
Follow-up suggestions (What can be done after the activity)	The activity can be continued by creating an online support group. Also if there are available resources, the facilitator can create coaching groups or peer-to-peer support to follow the plans.
Tips from practitioners	In many cases the enthusiasm from a training activity is lost when participants return home. In order to assure that some elements of the plan are transferred into reality a constant communication with the participants should be maintained. The online environment is a good tool to use.
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	It is good to encourage trans-national partnerships, involving different countries and different cultures.
Action planning sheet <p>Which activities I would like to do in the next 3 to 6 months?</p> <p>What resources do I need to implement the activity?</p> <p>What partners do I need for this activity?</p> <p>When would I like to do it?</p> <p>Who can support me in this?</p>	

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48. Youth pass bingo	
Main themes of the activity	Youth Pass competences
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To introduce the eight key-competences of Youth Pass 2. To promote youth-pass as a certificate for validation of competences 3. To generate a positive attitude regarding Youth-Pass
Administrative aspects (group size – min. vs. max; time line)	<p>Group size: min. 15, max. 30</p> <p>Time limit: approx. 60 min.</p>
Preparation of the activity (resources, materials, etc.)	<p>Pens</p> <p>Bingo Youth Pass</p>
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>The facilitator presents to the group the concept of competences (attitude, skills and knowledge) and mentions how recently the concept of values is being added to the competence model.</p> <p>Then he/she explains very briefly the Youth-Pass concept and the fact that it is a certificate that can be obtained after you participate in an international youth activity supported by Erasmus Plus program.</p> <p>Then each participant will receive a Bingo Youth Pass. The first person that answers correctly to all the requirements in the Bingo sheet yells BINGO and the game is stopped.</p> <p>Then the Bingo sheet is being checked in front of the entire group. If the answers are correct, the participant might receive a small present from the facilitator (a nice key ring, a chocolate, etc.). This is not mandatory</p> <p>After the validation of BINGO, the facilitator explains all the process of Youth-pass and tells the participants that they can ask for their certificate if they want.</p> <p>More information about Youth-Pass is available here: https://www.youthpass.eu/en/</p>

Debrief (questions for reflection and connection with the learning objectives)	<ol style="list-style-type: none"> 1. How relevant is Youth Pass for you? 2. In what cases do you think that youth pass can help you?
Follow-up suggestions (What can be done after the activity)	If there is time, each competence can be further discussed to see what elements of the competence were developed during the training.
Tips from practitioners	It is important to make the link between competences and real life: how these competences can help us in our daily life and how easy it is to develop them.
Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)	When working outside Europe, it is important to explain how the concept of certification of non-formal and informal competences was created, what is the European Commission and why it is important to have this certification. Certification and validation is not relevant in all countries.

Bingo sheet

Take some time to reflect and make a list of three things that you want to learn during the training and how you can use them in the future.	Calculate the total free time you had in the training	Learn to say "My name is And I come from" in three different languages	Create a post on your phone / laptop to promote the Training course
Learn at least 3 different ways to greet people from at least three different cultures (kissing, shaking hands, etc.). You have to show it in the team	Write a short poem about your projects	Present 3 words that sound similar and have a different meaning in your own language	Find at least two initiatives started and implemented by the colleagues in the room. Write their names and their initiatives.

49. Wrap-up the learning	
Main themes of the activity	Human rights Non-formal learning
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. To increase the awareness on the learning process 2. To generate an ending of the learning process 3. To stimulate empathy 4. To develop the ability to reflect on the learning process
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 5, max. 30 Time limit: approx. 45 min.
Preparation of the activity (resources, materials, etc.)	Ball of string Space for the group to sit in a circle
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>This activity is an evaluation method. It can be used at the end of a training course / workshop.</p> <p>The participants are arranged in a circle. Preferable sitting on the floor. If that is not possible, sitting on the chairs is also ok. The facilitator reminds the group about each session that they did in the training.</p> <p>The facilitator takes the ball the string and says that it will be passed to every participant. When the ball is received that person has to say what he/she feels at the end of the training and what he/she takes home. The participant will wrap the string around his/her hand once, like a small bracelet then throw the ball to another participant, until everyone in the group expressed themselves.</p> <p>At the end a spider-web is created. Then the facilitator says that this is an image of the links created in the training course and that everyone should take care of the web so it will not dismantle. Then he/she says that it is the moment to say goodbye, but that each person will return home with a part of the web. The facilitator will cut the rope with scissors in such a way that he/she will remain with a small bracelet made of rope.</p>
Debrief (questions for reflection and connection with the learning objectives)	This activity does not require debriefing.
Follow-up suggestions (What can be done after the activity)	The activity can be continued with an informal good bye party or with projections of photos from the training course.
Feedback activity (suggestion coming from practitioners)	It is an emotional activity. The participants should be encouraged to share their feelings. The facilitator should be aware that not everyone feels comfortable to share emotions. If a certain person does not want to speak – he/she should not be pushed to do it.
Intercultural aspect of the	It is an activity that can be easily transferred to different intercultural contexts.

method (in which cultural environment the activity can be done and what are its specificity)	
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50. Treasure hunt on Human Rights⁸	
Main themes of the activity	Human rights
Learning objectives (VASK – values, attitude, skills and knowledge)	<ol style="list-style-type: none"> 1. Develop a team spirit within newly created groups 2. Explore different topics connected to human rights 3. Raise participants' awareness of the topic of human rights
Administrative aspects (group size – min. vs. max; time line)	Group size: min. 10, max. 80 Time limit: approx. 120 min.
Preparation of the activity (resources, materials, etc.)	The resources for this activity are endless. It depends on the creativity of the team. If there is the case, theatre costumes can be used. Basic resources are: <ul style="list-style-type: none"> • A4 paper • Markers • Crayons • Tape • Balloons • Candles • Scarves
Implementation of the activity (1, 2, 3... Concrete steps of the activity)	<p>In order to implement this activity, the coordination team needs to be familiar with the human rights topic (if necessary and if there are enough resources, it is advisable that the team members experiment some exercises on this topic before carrying out the treasure hunt – for different exercises see Compass - http://eycb.coe.int/compass/en/chapter_2/2_5.asp)</p> <p>In creating the route and trials that participants will go through, responsibilities should be very clearly distributed among the coordination team members (each person should know exactly what he/she has to do) – if time and space allows it, it is advisable that the team go through a team building process.</p> <p>This description makes references to the “treasure hunt” organized at Gura Portitei, Romania during the Non-formal Education Lab of 2013. For this “treasure hunt” the groups were asked to return to the control point after each trial in order to receive the instructions allowing them to find the next task. Thus, at the start of the exercise (which included 10 teams of 4 members each), each of the ten teams received one instruction indicating one of the 10 stations and after fulfilling the tasks at the first station</p>

⁸ The exercise “Treasure hunt in the human rights context – Kidnapped by pirates” at Portita, Romania was elaborated in the framework of the socio-educational animation workshop within the Non-Formal Education Lab of 2013.

the team was supposed to return to the central control point to receive the instructions for the next task.

For this type of exercise, one or two persons are needed to stand at the control point in order to carefully monitor which team is at which station and which stations are free to send the teams to, so that there are no overlaps.

The next step is organizing the stations with different tasks. For the "Treasure hunt in the human rights context" organized within the Non-formal Education Lab, 5th edition – 2013, there were 10 stations, as follows:

- Station 1: "Discover the message at the embankment blocks" – there was a message promoting human rights. The message was written on a piece of paper placed on one of the concrete blocks at Gura Portitei. The task for the teams was to find the exact concrete block where the message had been tied and bring the message to the control point. The instruction given by the control point for this station can be found in Annex 1- clue 1. In this station there was a general approach of human rights.
- Station 2: "In the horses mouth" – in Gura Portitei complex a "statue" in the form of a horse had been found and this horse had in its mouth different quotes connected to human rights written on A4 paper (copied from the Compass Manual). The teams had to find the horse and memorize the quote. When they got to the control point to get the next clue, they had to recite the quote found. A person from the coordination team was placed at that respective station to change the quote each time (10 quotes had been prepared) and make horse sounds. The instructions for this station can be found in Annex 1 – clue 2. In this station there was a general approach of human rights.
- Station 3 "The border" – In this station the right to travel, was experimented. The space at Gura Portitei made this task possible, as there really is a border there. A member of the coordination team was placed and the teams had to convince her that the team members deserved to cross the border. In order to get to this task, the teams received the verbal instruction "Find the border!" and each team member also received an improvised passport. When a team found the border and convinced the person placed there that they deserved to cross the border, a stamp was put on the passport. The team had to present the stamped passport at the control point to get the task validated and receive the next instruction.
- Station 4: "Guess your right!" – Here the teams had to face the horror room and guess the right that was being mimed by the person placed there. In one of the rooms in Gura Portitei complex there was a person whose task was to mime a human right (taken from the Universal Declaration of Human Rights adopted on the 10th of December 1948) and the teams who got there had to guess what that right was. The person in the room was placed in a dark place with diffusing light and when the teams entered the room, the door was locked. Different elements were used to create suspense.
- Station 5: This station was about the right to non-discrimination. The method used here was image theatre. At this station (which was on a football field) an image of discrimination was staged and the teams who got there had to move the characters in the play so that the story would change from discrimination to acceptance. In order to organize such a station, the coordination team members placed there need to know basic elements of image theatre.

	<p>When the teams managed to change the negative situation into a positive one, they received a marked shell that they had to take to the control point, where they would receive instructions for the next task.</p> <ul style="list-style-type: none"> - Station 6: "Juliet's island". This task was about the effects of discrimination, particularly the effects of the Holocaust on Roma communities. The teams who got to this station and found Romeo (a member of the coordination team) received a sheet of paper with information and their responsibility was to say what group that information referred to (information about Roma Holocaust can be found in the Manual on Combating antigypsism through Human Rights education „Mirror" – Council of Europe https://rm.coe.int/1680494094). The right answer was: Roma. When they found the right answer, they wrote it on a sheet of paper, which was certified by Romeo's signature and the teams returned to the control point to have the task validated and receive instructions for the next station. - Station 7: "Play, play!" – The right to play and recreation was approached at this station. In order to get to this station, the teams received a picture from the control point and the task was to find the place where the picture had been taken. At that place a member of the coordination team was placed to give the next clue, which was "find the place 30 child steps away!", where a playground had been improvised. In order to solve the task, the teams had to play a childhood game and take a picture as proof. The picture (taken with a phone, drawn, etc.) was taken to the control point for validation and the team received the next instructions. - Station 8: "The sound of music" – this was about anti-discrimination and non-judgment. In the pavilion at Gura Portitei there was a person who invited the ones who got there to listen to a song. After the teams listened to the song, they were asked the question "Who sings this song?" The choices were LGBT people, Roma, disabled people, etc. The right answer was LGBT persons, but the learning focus of this task was that music transmits the same message irrespective of the ethnicity, sexual orientation, ability or disability of the person who produces the music. And, regardless of the "colour" of their skin, each person can bring us joy, wellbeing, etc. When the teams solved the task, they received an object from the person placed there, which they had to take back to the control point for validation and progress to the next task. - Station 9: "Don't judge by appearances" – focused on gender equality. The teams who got there had to solve a riddle inspired by the concept "lateral thinking". A situation was presented and the teams had to solve it. The situation was about a robbery committed by a certain John and the suspects were people with different jobs that were presented to the teams. The teams had to say how the police managed to catch John. The conclusion was that the jobs described there were jobs that were "normally" performed by men, but the people present at the suspect table were women and just one of them was a man, who was John. For validation the teams received a Dixit card they took to the control point in order to get the instructions for the next task. - Station 10: "Draw your right". At this station the teams had to draw the right to work on a piece of paper. After drawing this right, the person placed at this station had to validate the drawing. The teams returned with the validated drawing to the control point in order to receive instructions for the next task. <p>An important thing to mention is that the tasks presented above were fulfilled in the context and space</p>
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	<p>available at Gura Portitei, Romania. The tasks can be adapted according to available resources.</p> <p>In order to implement such an exercise, after clarifying each task, the coordination team needs to create a story and get into the story. For the treasure hunt experimented during this Lab, the general theme was "kidnapped by pirates". Before the exercise, the coordination team members took on their roles. They disguised themselves as pirates using the existent resources (make up, improvised pirate flag, "disorganized clothing", etc.). The control point was also "adorned" with small elements that contributed to the outline of the story. In order to create the necessary atmosphere, the participants had not been announced beforehand and were taken by surprise. At the beginning of the exercise, the participants were summoned to the working room in order to be given very important administrative information. When everybody was gathered in the room, a signal was given and the "pirate" team made a noisy entrance in the room (drums and other noise and fear generating instruments were used). The "pirates" entered the working room and "kidnapped" the whole group, using a rope to tie the participants in teams of 4 people. After the group was tied, it was taken to the control point. There, the "head pirate" explained to them that all their rights had just been taken away. And in order to get them back they had to pass through 10 trials to free themselves. At that moment, all teams received one instruction to get to one of the stations. The "prisoners" were told that they had to fight for their rights. During the head pirate's speech, the other pirates retreated to the stations they were responsible for. When the pirates got to their stations, the head pirate gave the start to all teams at the same time. Thus, all 10 teams left towards the 10 stations. And thus started the race to free the rights! All throughout the exercise, the team members were tied with rope. When a team successfully got through all trials, the persons were freed (the rope tying them was cut) and the team received a human rights document (the Universal Declaration, The European Convention on Human Rights, etc. – which are available in Compass – Manual for Human Rights Education with Young People). The members of the first 6 teams also received a handout with a human rights education exercise from the Compass Manual.</p>
Debrief (questions for reflection and connection with the learning objectives)	<ul style="list-style-type: none"> • How did you feel? • How was it for you to be tied all this time? • Which was the most difficult stage of this exercise and why? • What human rights were included in this exercise? • What are your conclusions about the human rights concept after this experience? • What did you learn from this exercise?
Follow-up suggestions (What can be done after the activity)	<p>This activity is a complex one, which can bring out a lot of emotions. After this, the group can work more on Human Rights violations and on finding concrete examples in which the rights experienced in the treasure hunt were not respected in their community / country.</p>
Tips from practitioners	<p>In order to do such an exercise, the coordination team needs to create the story framework and maintain the story, but at the end there should be an exercise to get out of the role.</p> <p>Before the implementation of the exercise, the coordination team should go through all trials (to test the location, the environment, etc.), to estimate the necessary time and ensure that all trials are safe. Participants' safety is a very important element that needs to be taken into account.</p>

	<p>Scenery elements are appreciated – such as drums for the kidnapping moment, a flag, drawings connected to the story, etc.</p> <p>At the end it is important to have an exercise, such as an energizer, to bring the group together and reflect on the experience.</p> <p>When organizing the stations it is important to take into account the topic approached and the story framework in which the “treasure hunt” is taking place.</p> <p>This kind of exercise can be adapted to suit other topics and different locations, but it is important that the tasks be connected with the topic approached.</p>
<p>Intercultural aspect of the method (in which cultural environment the activity can be done and what are its specificity)</p>	<p>This activity can be done with a diverse group. If the group is very large and with different cultural backgrounds, the facilitators should be careful not to prejudice anyone who may have gone through a serious human right violation.</p>

CONCLUSIONS

This manual proposes an expanded view of human rights education, a view that calls for more coherence, more commitment and better collaboration between various professionals and between educators focused on different disciplines. It also argues the importance of human rights education through a wider lens that goes beyond teaching about human rights to incorporate teaching through human rights – in environments that respect the rights of young people and educators and educating for human rights to empower young people to become agents of change.

In order for young people to internalize human rights values they must have experiences in school and in larger society that validate them as human beings and empower them as citizens (Banks, 2010). This includes the opportunity to affirm their identity with regards to the cultural, religious, linguistic, gender and sexual aspects and the means to act for human rights in school and outside of school, online and offline.

The diversity in any community is rapidly growing, while globalization is steadily changing our lives, our relations and our worldviews. In this context, the development of intercultural competence and of global competence should become a mainstream focus in education systems all over the world. The education system needs to keep up with the changes that take place in the world. The principles and methods of intercultural education, education for democratic citizenship and global education need to be incorporated into human rights education in order create learning environments that reflect the human rights principles and values and to develop transformative citizens able understand the world as a global community.

These methods presented in this manual were tested in two international events organised in the framework of the project “Human rights start with breakfast!”. One event addressed youth workers and was organised in Lima, Peru and the other

one was an international conference in Romania, addressing to youth workers, teachers, pedagogy students and young people.

The participants involved in the testing declared that the methods were very interactive, fun, but informative at the same time. The non-formal approach was really helpful for understanding and group dynamic. The way in which this manual approaches Human Rights Education, made it extremely helpful, clear, accessible and comprehensible to everyone. The methods are easy to transfer in different contexts and are relevant and appropriate for the training. It makes the participants feel motivated and get involved. The methods developed all four dimensions of framework of competences for democratic culture: values, knowledge, skills and attitudes.

The most appreciated elements of the methods proposed were the interaction with people, the real, heart-felt communication, and the fact that activities brought new perspectives and opinions. The intercultural approach was also an important positive element. The fact that the testing of the methods provided the opportunity to communicate with people from different countries and with different cultural affiliations was highly appreciated. This testing in a culturally diverse environment guarantees that activities proposed are relevant across cultures and in a variety of contexts.

Regardless of the level of their competence, the methods proposed brought a deeper understanding of what Human Rights mean and how we can apply Human Rights in our daily context to have an expanded vision of our political and social system. It was a good introduction into the topic of human rights.

The participants declared that they are now more aware of the importance of knowing your rights and the rights of the children, in order to defend them. The events also generated reflection on how Human Rights are still not respected in our societies.

The educators involved expressed their commitment to use these methods in their further work with young people. Here are some of the testimonies received:

"I had only basic knowledge in this area, so my competences improved very much."

"It has greatly increased my awareness regarding what I actually do in my current job and what can be done better."

"It offered me a broader perspective on the topic and it helped me realise which are the aspects that still need clarification and further reading."

"The workshops had a smart structure, aimed to capture your attention and to develop the ability to work in teams and also to work individually."

"The workshops were extremely nice. The activity was interactive, I learned very useful things."

"I loved the workshops I had a chance to be a part of and only regret the fact that at a certain point we had to choose and we couldn't attend all of them."

"I appreciate the idea of creating the online platform – that reunites both institutions and NGOs specialised on HRE and has relevant documents both at local, national EU and international level."

Participants in the final conference of the project were invited to sum-up their experience in one single world that it significant for them. The result is:



You are invited to implement the methods presented in this manual, and to offer feedback to the authors of this manual by filling in the feedback questionnaire available at <https://goo.gl/HdaEfh>. Also, you are invited to explore and contribute to the development of the online platform on Human Rights Education at www.hre4all.org

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