

Introducing the...

ADVANCED COMPASS TRAINING IN HUMAN RIGHTS EDUCATION

A long-term training programme for trainers
in human rights education, based on e-
learning, residential intercultural seminars
and experiential learning opportunities.

December 2005 – November 2007

Council of Europe, European Youth Centre

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ADVANCED COMPASS TRAINING in Human Rights Education

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RATIONALE,
CURRICULUM,
METHODOLOGY
AND FEATURES OF THE TRAINING PROGRAMME

AS DEFINED BY THE FIRST MEETING OF THE REFERENCE GROUP

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1. The time for human rights education in the Council of Europe

The Council of Europe Summit of Heads of State and Government, held in Warsaw in May 2005, reaffirmed the expectations placed on the organisation to focus its work on its core mission: the promotion of human rights protection standards, strengthening democracy and the rule of law across the European continent.

Human rights have, indeed, been at the very heart of the Council of Europe since its creation in 1949. They are also one of the foundations of the process of European integration and cooperation that should lead to an ever closer unity. The European Convention of Human Rights, and its unique permanent Court – the European Social Charter, the European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment – constitute some of the most effective human rights protection mechanisms at regional level.

The conventions and their monitoring mechanisms alone, however, are not enough to promote human rights, prevent violations and abuse, and respond to new situations and challenges. In recognition of this, the Commissioner for Human Rights was created in 1999 to complement the protection of human rights in Europe.

Human rights need also to be known, understood and promoted by the people directly concerned by them. The development of a culture of human rights is also seen as an important dimension on which to consolidate and develop democracy in European societies. Within the Council of Europe, the role of education in supporting human rights is being pursued within the framework of the European Cultural Convention, of which the Education for Democratic Citizenship project and the European Year of Citizenship through Education have been the most visible, especially regarding school and out-of-school education.

Within the non-formal education sector, specifically in the youth field, the Directorate of Youth and Sport has taken on the task of mainstreaming human rights education in youth work practice. As a result, human rights education has increasingly become recognised as a principle and objective that should inform the contents and educational approaches of non-

formal education activities and projects, especially in those that have a strong European or international dimension. Human rights education is also accepted as a necessary component of intercultural learning and intercultural dialogue activities.

The 7th Conference of Youth Ministers of the Council of Europe, held in Budapest in September 2005, confirmed the importance of this work and encouraged the Council of Europe to “make human rights education an essential and permanent component of the programme of the Directorate of Youth and Sport, including the dimension of violence prevention, and to enable it to act as a knowledge and resource centre on human rights education for young people, based on its experience and practice of non-formal education/learning”.

The experiences and expertise accumulated in human rights education have gradually been disseminated through and adapted to member states, notably through the translations of Compass, the programme of regional and national training courses in human rights education, and the pilot projects supported by the European Youth Foundation.

The Directorate of Youth and Sport is now preparing an ‘all different–all equal’ youth campaign against racism and xenophobia, called upon by the Warsaw Summit through a proposal of the Joint Council on Youth. The campaign will seek to mobilise young people around three main issues: Diversity, Human Rights and Participation. To a great extent, the campaign will consolidate and draw upon experiences in human rights education, in the same sense that youth policy must also be based on a human rights perspective.

The Advanced Compass Training in HRE should thus provide opportunities for innovation in educational practice, and the strengthening of human rights education in the non-formal education sector and, at the same time, serve to strengthen the potential of other projects, such as the ‘all different – all equal’ campaign, the European citizenship training, and other activities carried out within the framework of the Partnership on youth between the Council of Europe and the European Commission.

2. The Human Rights Education Youth Programme

The Council of Europe's Directorate of Youth and Sport initiated the first training of trainers in human rights education in 2002 as a means of supporting the development of national and regional courses for trainers and multipliers in human rights education with young people. These courses have been central to the Human Rights Education Youth Programme (HREYP)¹ for reaching national and local levels, including activities for the dissemination of Compass. Four such courses were organised between 2002 and 2004.

Each course brought together some 40 participants – trainers with experience of working with young people, and active in non-formal education or within formal education systems. Participants are expected to be committed to acting as multipliers or trainers for HRE, and motivated to develop their knowledge and competence in HRE as well as to share their experiences with other participants. Priority was given to applicants who were going to be trainers on courses and projects planned for national or regional level within the HREYP.

Although it was expected that participants were already active as trainers – especially in non-formal education – the diversity and differences in levels of experience made the groups very heterogeneous. Some trainers attended the course to develop their skills and knowledge in HRE, while human rights activists often attended the course in order to develop their competence as trainers.

The idea of an advanced training course for trainers in human rights education was first raised by participants at the 2002 trainer training in HRE, and is rooted in these experiences as well as in subsequent evaluations of the programme. In order to be effective and sustainable at national and European level, the Human Rights Education Youth Programme requires a body of specialised trainers who can act as trainers

¹ the Human Rights Education Youth Programme was formally implemented by the Directorate of Youth and Sport from 2000 to 2002. *De facto*, however, its objectives and activities have continued from 2003 to 2005 under the work priority "Youth promoting human rights and social cohesion" and will continue through to 2008. In this document, reference to the Human Right Education Youth Programme (HREYP), includes the programme of activities of the Directorate of Youth and Sport in the field of human rights education, irrespective of the title of the work priority within which they have been carried out.

of trainers and resource people in human rights and human rights education: trainers with solid competence in the principles and practice of HRE in non-formal education settings, but not necessarily restricted to young people and youth work.

While there are many courses in human rights and others in human rights education available, there is much less on offer concerning the training of trainers for HRE; this is also true in the wider European context. If the main purpose of the HREYP – namely to bring human rights education into the mainstream of youth work practice – is gradually being achieved, we should now be looking into ways of bringing the youth dimension into the mainstream of human rights education too.

The strategic role that human rights education is increasingly being assigned, both within and beyond international human rights organisations, can only be pursued – at the level of the Council of Europe's youth sector – with the active involvement of experts and non-governmental organisations; these people, in conjunction with relevant national institutions involved in formal and non-formal education, can act as promoters and multipliers of human rights education. They are the ones who should be able to translate the political and education principles of HRE into educational programmes and curricula and, similarly, develop and consolidate quality standards and practice in HRE. Without this support, HRE will remain simply a set of educational principles with limited impact beyond those already practising it and, consequently, it will not be sustainable in the medium term (especially in the field of non-formal education and youth work).

3. The broader context for training in human rights education

The pioneering role of the HREYP in supporting the development, inclusion and recognition of human rights education in youth work is due, to a large extent, to the involvement and commitment of organisations and trainers that have, at national and regional level, developed specific training courses and programmes for youth workers, trainers, teachers and young people. This programme of national and regional courses has been further sustained by the translations and adaptations of Compass into various languages across the member states and beyond.

Human rights education is increasingly revealing the potential it carries for the practice of youth work, whether in terms of the values, the contents or the methods that it provides to the practitioner. Nevertheless, it would be naive to believe or to expect that the outcomes and results achieved so far could be sustainable, should the Council of Europe stop the programme. With a few notable exceptions, national support for such activities is limited, and most of the time it is given only on a sporadic basis. The exceptions to this benefit from a close interaction between the formal and non-formal education: the non-formal education often provides the know-how and methodology, while the formal education sector provides the framework for sustainability and dissemination. Partnerships at national level between formal education partners and non-formal (youth) education ones are essential for the strategic aims of the programme – in as far as human rights education is concerned. The advanced training of trainers would not *per se* make that possible, but it would support it strongly by developing a pool of autonomous expertise, and giving the recognition and institutional support needed in order for HRE with young people to be made credible.

On 14 December 2004, the UN General Assembly adopted a World Programme on Human Rights Education and on 14 July 2005 it set out its revised draft plan of action for the phase 2005 – 2007. Although the Programme focuses mainly on primary and secondary education, it will also be of concern for many non-governmental organisations as potential partners in the process of implementing the plan of action at national levels. It is obvious that the experiences accumulated by the national partners of the HREYP – as well as Compass – are not only an important asset for national programmes but, in some cases, they may be the main component of those programmes.

A similar situation occurs with the Council of Europe's Year of Citizenship through Education and its follow-up. The existence of a pool of trainers with consolidated expertise and experience in the field can play a very important role in assuring that the potential that the year carries is fully developed and accomplished, in 2005 and after.

Among the visible outcomes of the HREYP is the fact that HRE can now be explicitly found in many programmes and activities for young people, such as those in the Youth programme of the European Commission. This

visibility is likely to increase in the new programme starting in 2007. Alongside this comes a stronger emphasis in HRE, as it is widely admitted that human rights are part of the value framework of the European Union, and that HRE must inform other education programmes (human rights education is part of the objectives of the cooperation between the Council of Europe and the European Commission in the youth field, formalised in the Partnership on Youth).

This mainstreaming and the implicit and explicit recognition that come with it can not be sustained without a body of expertise and experience; this lends visibility and quality based on conceptual and practical competence, recognisable and recognised among the various stakeholders – which is something that youth work often has difficulty in securing.

4. Challenges within the training practice of the Directorate of Youth and Sport

The initial four years of the HREYP have been characterised by the need to develop and disseminate Compass, and by the creation of a pool of multipliers and trainers capable of using it and implementing activities at national and regional level. The result so far is encouraging and rewarding: more than 600 trainers and multipliers have taken part in the programme, and the majority of them have been involved in follow-up activities. The need to create a 'critical mass' of trainers and multipliers, combined with low budgetary resources, has determined an orientation based on short-term courses which address basic core competences in HRE and non-formal education. As a result, former participants are often able to set up a programme based on what they experienced, and only rarely do they seem able to take the risk to innovate and create.

The evaluation of the national and regional training course in HRE, and the survey conducted by Dariusz Grzemny², confirmed that the trainers involved in designing the European courses tend also to be caught in a spiral of multiplying courses and activities; these rarely demand looking at issues in any greater depth, nor in creativity, other than methodological (i.e. there is greater variety, rather than more creativity). Others have evolved professionally, and focus now on different training areas and

² Dariusz Grzemny, *Different Routes... Survey on existing offers and needs in training trainers in human rights education in Europe*, Council of Europe 2003, DJS/EYCB/ATOTHRE/2004/028

fields. In both cases the result is a training model that is now consolidated and mature. But it is also one where creativity and educational innovation are often difficult.

While the strength and expertise of the Directorate of Youth and Sport lies in the intercultural residential training courses it provides, this model has natural limits when it comes to developing specific competences that are not completely dependent on the learner. Some of this, however, could be addressed by distance learning and, especially, e-learning. These tools are becoming more common in international training programmes but they have rarely been tried out in the youth field of the Council of Europe.

The current debates and developments in the recognition of non-formal education should also imply self-reflection on keeping up-to-date in educational practices in the Council of Europe's youth sector; without this, we run the risk of trailing behind developments and losing the high quality standards that are expected. This should, *inter alia*, include attempts to look into the role of distance learning, and especially of e-learning, in the intercultural training programme of the directorate, while keeping an open-ended, learner-centred and cooperative approach, which is at the heart of the educational practice of the Directorate of Youth and Sport of the Council of Europe. While we should not expect that e-learning will ever replace the face-to-face residential learning functions, it has the enormous potential to secure in-depth training in long-term programmes and the co-facilitation of learning among trainers and learners that is largely as unexplored as it is feared. This fear and resistance needs to be addressed and taken seriously, in the same way that the human rights issues related to the use of information and communication technology cannot be ignored in a course on human rights education.

Questions about the professional and socio-economic status of trainers and specialised European youth workers, namely the dozens who regularly contribute to and live from the youth activities of the Council and the Commission, will not be resolved, although they are in the background of the discussions about the course. One of the weak points of the HRE Youth Programme is that it can hardly sustain the professional development of the trainers and networks that it gives place to. Not that it should do, but the result very often is that the 'life' of the trainers in HRE this way is relatively short (probably two to three years), implying a need

to regularly train new groups. This can be seen as beneficial for the sector as a whole, in the sense that the values and experiences of the trainers are carried on to, and hopefully helpful in their other future professional commitments – an indirect form of mainstreaming practices and values. We should expect, nonetheless, that a significant group of more experienced and trained trainers and multipliers – recognised by and working both for the formal and non-formal education sectors – could and should play a significant role in developing human rights education and become a pool of expertise that would further sustain and consolidate the results achieved so far. The expectation that they could become ‘professionalized’ is legitimate, even if it is completely beyond the scope of the Council of Europe.

Better expertise, wider recognition, and extended knowledge and competence should result not only in better programmes but also in more activities and projects. However, trainers in HRE cannot afford to be simply purveyors of training; they must be able to advocate for human rights and intercultural education in Europe and in the wider global community.

The Advanced Compass Training on human rights education is an attempt to address some of these challenges. The project has been planned and designed in loose consultation with the main stakeholders – notably trainers and organisers involved in HRE at national and European level. It has been determined by the results of a survey on existing needs and offers for HRE training in Europe, and by the results of the evaluation of various training courses organised within the HREYP.

5. Aims and objectives of the course

The Advanced Compass Training aims to further the quality of training in human rights education with young people across Europe and to consolidate and multiply the achievements of the Human Rights Education Youth Programme from the European to the local level.

Objectives of the course:

- to extend and deepen the participants' competence in addressing and giving training in human rights and human rights education in different environments and to different target groups;
- to enable participants to review and reflect critically upon the essential competences required for training in human rights education;
- to train participants in critical thinking skills in HRE and how to integrate non-formal educational approaches into HRE practices;
- to enable participants to develop holistic approaches to human rights education and to integrate human rights education principles into other youth work fields;
- to develop participants' competence and autonomy in learning to learn and give training on human rights education;
- to enable and motivate participants to advocate and contribute towards the promotion, recognition and validation of human rights education in both formal and non-formal education sectors;
- to develop innovative methodologies and approaches for training in human rights education;
- to further develop Compass, its activities and dissemination across Europe and across different target groups;
- to sustain and further develop the existing network of trainers in HRE with young people;
- to secure the long-term impact of the Human Rights Education Youth Programme and its contribution to European citizenship, global education, intercultural learning and human rights education projects;
- to contribute to the quality and recognition of training in youth work at European level;
- to integrate e-learning features into European training programmes and develop associated quality criteria;
- to contribute to the programme of activities of the 'all different – all equal' campaign on Diversity, Human Rights and Participation.

6. Competences to be developed

The Advanced Compass Training pre-supposes that participants have already participated in a training course for trainers, preferably in HRE, and that they possess more than the basic skills and knowledge in matters of human rights and human rights education. It is expected that they have also designed and implemented training activities as trainers.

Based on this, the training course will develop and consolidate the participants' competences in the following areas:

Human rights and human rights education

- knowledge and awareness of historical perspectives in the evolution of Human Rights' history and philosophy;
- the capacity to debate and to lead debates on these issues in general, as well as on global and contemporary human rights questions;
- a thorough understanding of the International Bill of Rights and of the main European mechanisms and instruments of protection of human rights, as well as the ability to connect them with the lives of individuals and communities;
- autonomy and credibility on reflection and the development of human rights education as an educational concept;
- awareness about human rights violations and abuse at the global level, and the ability to develop solidarity actions at both global and local level;
- knowledge about the relevant programmes and instruments of the Council of Europe for youth and human rights education;
- critical thinking skills and the ability to create multiple perspectives on contemporary human rights issues and dilemmas;
- the capacity to recognise and address the values and ethical norms underlying human rights education;
- practice in and awareness of the use of information and communication technology in training, and the related human rights issues;
- the capacity to be an advocate for and promote human rights education and liaise with other involved and institutions concerned

with the promotion of human rights education at a national and European level.

Transformative learning approaches and practice

- intercultural learning competences, including empathy, tolerance of ambiguity, and distance to social roles in training situations;
- the capacity to formulate and use interactive and participatory methods, including the adaptation and development of new activities for Compass;
- the capacity to deal with and explore conflict management
- the capacity to develop and manage a training or educational programme on human rights education, while simultaneously applying quality criteria;
- the ability to use information technology in the learning process and understand the related political, educational and social issues;
- an understanding of key concepts related to the training methodology of the course and their role in transformative learning approaches, notably:
 - intercultural learning
 - experiential learning
 - co-operative learning
 - forum /discussion techniques
 - pedagogy of collaboration
 - pedagogy of the oppressed

General trainers' competences

- knowledge and understanding of learning styles and approaches to learning.
- the capacity to evaluate and plan evaluation of results of educational practice;
- the capacity to learn and develop learning outputs in a team;
- the capacity to create an adequate learning environment and context for human rights education.

- the capacity to design and explain educational approaches in training and in HRE;
- the capacity to reflect and act on the learning processes in progress in a group and to facilitate the communication in learning groups;
- the ability to develop capacity-building of NGOs for human rights or HRE activities.

7. Methodology and calendar

In addition to well-known principles and methodologies of non-formal education, any training in human rights education is special because it implies learning *for*, learning *about* and learning *through* human rights education. The methodological aspects are crucial to the success and impact of the learning processes in HRE, hence the attention and volume that they deserve and receive in Compass.

In the Advanced Compass Training, the participants are expected to already be familiar with these practices. The course should develop their competence in this area and, especially, provide them with the tools and knowledge to make them autonomous planners and designers of learning processes, as well as to make conscious methodological choices.

In this context, it seems useful to discuss the trainers' competences within a reference framework that makes explicit the general approach and the educational model(s) adopted in developing the training programme. In particular, it is important to reflect on the extent to which the training programme adopts a specific approach in terms of the learning environment and climate, and of the key concepts and contents. For example, at the educational level one could adopt Jerome Bruner's terminology in describing the tension between a narrative vs. a paradigmatic approach. At the level of case studies and specific rights issues one could adopt Boaventura de Sousa Santos' terminology by distinguishing between regulatory and emancipatory knowledge.

What seems relevant is the opportunity to clarify together with participants the possibility of finding a consistent educational approach that is able to respond (for example) to an emancipatory perspective, not

only in terms of the contents and the normative definition of rights but also in terms of the pedagogical process. This does not necessarily mean the selection of a 'single' approach, but rather a conscious and reflective perspective about the key tensions in facilitating and shaping educational relations.

The advanced course is based on the proven methodologies of the Long-Term Training courses, as this type of course allows for an optimal balance between theory and practice, between learning and practical implementation, and understands training as a process that is necessarily longer than the duration of a training seminar.

The variety of course objectives and the wide spectrum of competences to be developed require a learning process that is based on a long-term process, supported by practice and experience and one that is suited to individual learning needs and to common learning elements for all participants. Addressed to trainers who are already active on a professional or semi-professional basis, the course will combine the proven potential of residential learning seminars with e-learning elements.

The course consists of six phases stretching over a period of two years, including face-to-face and distance learning elements (mostly through e-learning), in which each phase and learning feature is equally important.

Phase 1 – Introduction and preparation – the Internet

December 2005 – May 2006

This phase will serve to create a common ground for communication and developing a learning culture for the course. Based on an e-learning platform, this phase will include:

- getting to know each other
- building up a learning community
- learning how to work with the e-learning technology
- researching assignments on human rights issues
- an introduction to education theory and its relation to HRE
- self-perception and self-assessment of competences and preparation for the seminar.

Phase 2 – Initial Training Seminar

7 – 18 May 2006 (dates to be confirmed), European Youth Centre
Budapest Hungary

This seminar will address most of the knowledge-related issues described in the competences. Through input from experts, practical workshops and sharing of experiences, the participants will expand their previous knowledge on human rights and human rights education as well as the underlying concepts and approaches explored in the first phase (using/dealing with conflict, dealing with controversy, teaching and learning methodologies, experiential learning, human rights history and philosophy, 'hot issues' related to human rights today).

The participants will develop a training project – with an explicit training programme – to implement during the next phase.

Phase 3 – Practice and e-learning phase

May 2006 – February 2007 – Participants' countries and the Internet

During this phase the participants will work on the implementation of their training project. They will benefit from the support and mentoring of the trainers and from distance-learning opportunities. This phase will also serve to identify specific training needs and any questions to be addressed during the next seminar.

E-learning will be an important feature of this phase, with exploration of themes and methodological issues related to the course and to the projects. In addition to e-learning, the participants may benefit from mentoring and consultation with trainers and members of the Reference group.

Phase 4 – Consolidation seminar

12 – 21 February 2007 (dates to be confirmed), European Youth Centre
Strasbourg, France

This seminar will serve to consolidate the learning process developed in the practical phase. The projects will be evaluated with regard to their educational function. Workshops (some of them run by participants) and study groups will be organised so as to adjust and tailor the programme

to the needs of each participant. Invited lecturers may address issues of common concern. Direct contacts with European institutions (e.g. the European Court of Human Rights) are also planned. The interim evaluation of the course should assist participants in defining new learning objectives and in setting the ground for the network.

Phase 5 – Follow-up and individual research

February –November 2007, Participants' countries and the Internet

In this phase, the participants will work on the basis of individual personal and professional development plans. The learning community will remain active with the discussion forum, and regular assignments proposed by the trainers and the facilitators of the e-learning process, with open access and facilitation by the participants themselves. Mentoring and consultations will remain a feature. The participants are expected to put into practice a programme for the advancement of human rights education within the context of their own work.

Phase 6 – Final evaluation and consolidation seminar

19 – 27 November 2007 (dates to be confirmed), Venue to be defined

The seminar will evaluate the overall relevance and achievements of the course, and review the context for human rights education. This should be complemented by exchanges of best practice and the consolidation of the network of expertise generated by the course. The e-learning tools will remain available after this final phase (depending on the needs and commitments of the participants).

NB: *The contents and methodology of each individual phase of the course may be subject to changes and adjustments during its implementation.*

8. Profile of participants

The course is designed and planned for participants/trainers who:

- have proven experience in using Compass and in planning and implementing training activities based on human rights education;

- have been actively involved in activities of the Human Rights Education Youth Programme of the Council of Europe and are committed to remain active for the coming years;
- have attended a European/international training course for trainers, preferably with an emphasis on human rights or human rights education;
- have experience in planning and delivering at least two training courses for trainers or multipliers in human rights education and are involved in training programmes with/for young people;
- are motivated to learn in an intercultural environment and to contribute to the learning of the other participants (e.g. by co-training);
- are committed to the full duration of the training (including the preparatory phase, the residential seminars, distance and e-learning dimensions, practical phase, etc.);
- are active within and enjoy the support of an association or institution concerned with HRE and are able to carry out training activities during the practical phases of the course;
- are interested in networking at national and European level with other institutional partners concerned with HRE;
- are able to work in English and another working language;
- have access to the Internet on average one hour per week.

30 participants will be selected to take part in the training course (all phases). However, some 100 applicants will be granted access to the e-learning platform to follow the course on-line and participate in some virtual sessions.

9. The team of trainers and the reference group

The team responsible for the preparation and running of the Advanced Compass Training will consist of 6 trainers/consultants, including educational staff from the Council of Europe and the trainers from the Trainers' Pool of the Directorate of Youth and Sport. The team will be assisted and supported by a group of experts with international competence in the learning areas covered by the course.

10. Working languages

English will be the working language of the course.

11. Financial conditions

- Board and lodging will be provided and paid for by the Council of Europe;
- Travel expenses to/from the place of the residential seminars are fully reimbursed according to the rules of the Council of Europe;
- An enrolment fee of € 54 is due from each participant for each residential seminar. This fee will be deducted from the amount to be reimbursed for travel expenses;
- The Directorate of Youth and Sport operates a system of compensation for the cost of living for unemployed young people and young workers under the age of 30 who are obliged to take unpaid leave in order to attend one of its activities. Eligible participants will receive further information and details;
- The Council of Europe will not reimburse the costs of using the Internet during the distant learning phases. Participation in these phases will not require the purchase of extra software.

12. Procedure for applications

Candidates must fill in the application form that is available <http://moodle.opencontent.it> on-line at by 18 November 2005.

The course secretariat and trainers will make the selection of participants, including those who may be invited to the e-learning features of the course, open to the wider group of participants.

Information about the decision on the applications will be made available before the end of November.

For further information or questions, please contact the course secretariat at compass@coe.int