



EURO-MEDITERRANEAN HUMAN RIGHTS NETWORK
RÉSEAU EURO-MÉDITERRANÉEN DES DROITS DE L'HOMME
الشبكة الأوروبية - المتوسطية لحقوق الإنسان

Resources for
Human Rights
Education



in the **Euro-Mediterranean region**

A practical introduction to methodologies
in non-formal education

RESOURCES FOR HUMAN RIGHTS EDUCATION IN THE EURO-MEDITERRANEAN REGION

A PRACTICAL INTRODUCTION TO METHODOLOGIES IN NON-FORMAL EDUCATION

EMHRN WORKING GROUP ON HUMAN RIGHTS EDUCATION & YOUTH

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TABLE OF CONTENTS

INTRODUCTION	05
Introduction	05
The Euro-Mediterranean Human Rights Network and its Working Group on Human Rights Education & Youth	06
Exploring Human Rights Education in Non-Formal Education Settings	06
SELECTED METHODOLOGIES	08
Film	08
Moot Court	10
Gender Mainstreaming	12
Peer Education	14
Junior Urgent Action Network	16
Using Art in Human Rights Education	17
Training of Trainers	18
Theatre	19
Photos	22
Personal Biographies	24
APPENDICES	25
Appendix 1 – Testimonies in relation to the Wall	25
Restrictions on residents of a-Daba due to the Separation Barrier, Qalqiliya District, July 2005 Family becomes unemployed after the army denied them permits to cross the separation barrier to work on their land, November 2005 The Mizrach Family Yossi, a soldier at the check point Petition to the Israeli High Court of Justice Human Rights Dilemmas: the Wall in children’s literature – summary of EMHRN workshop, Cyprus - July 2007	
Appendix 2 – Workshop on the Wall in Children’s Literature conducted by Bikoret at the EMHRN Summer School, Cyprus - July 2007	27
Appendix 3 – The EMHRN 2007 Summer School Programme	28
Appendix 4 – List of Summer School Participants	31
Appendix 5 – Tips for Future Summer Schools	34

1. INTRODUCTION

1.1 INTRODUCTION

Human rights aim to protect the inherent dignity of the human being and to develop understanding, tolerance and respect for others. All rights bring with them responsibilities – to us, our families, our friends, and, further on, to those we do not know and will never meet. If these are some of the aims of human rights, then the role of education in protecting these rights, and identifying those responsibilities, must be to teach about the world in which we live and the people with whom we share that world.

Creating a context in which human rights are not only respected but also positively promoted requires action and intervention on a variety of levels – legal, political, social, cultural, economic and, of course, educational. This is true for all societies and regions regardless of tradition or culture – it is required just as much in societies where human rights and democracy have taken root, as it is where this has yet to happen to any appreciable degree.

The international community has increasingly expressed consensus on the fundamental contribution of human rights education to the realisation of human rights. Human rights education aims at developing an understanding of our common responsibility to make human rights a reality in every community and in society at large. In this sense, it contributes to the long-term prevention of human rights abuses and violent conflicts, the promotion of equality and sustainable development and the enhancement of people's participation in decision-making processes within a democratic system, as stated in the Commission on Human Rights resolution 2004/71¹.

Since the United Nations Decade for Human Rights Education (1995-2004) and the adoption of the Plan of Action for the first phase (2005-2009) of the World Program for Human Rights Education², education and training in human rights has expanded significantly in the formal structures and settings of schools and universities, in the context of youth and adult education, as well as at the level of the community.

In keeping with many other regions around the world, human rights education (HRE) in such contexts continues to grow in importance in the Euro-Mediterranean region. For instance, as regards to informal HRE, there has been a noticeable increase of HRE activities. Human rights, women's rights, child rights and development NGOs have initiated HRE activities with a wide range of groups. In addition, there have been support initiatives for HRE in the formal sector undertaken by the civil society including lobbying, awareness raising, informal co-operation and partnership in addition to significant publications about human rights and gender equality³.

The purpose of this resource is to capture some of the work being undertaken in this context by member organisations of the Euro-Mediterranean Human Rights Network (EMHRN) and related partners. The activities described stem largely from the Summer School organised by the Network in Cyprus in July 2007; these methodologies have been tested by member organisations and are included here as a means of sharing ideas and methodologies – one of the key objectives established by the Network for the Summer Schools. Included are sample activities of methodologies as diverse

as art, film, debate, peer learning and the training of trainers. This resource has been compiled for those engaged broadly in human rights education including those responsible for developing and implementing education and training programmes in their different organisations. This resource is not designed as a 'how-to' manual for those who are completely new to HRE and want some initial ideas or guidance. Nor is it a 'cookbook' full of lessons and activities from which a selection can be made for use in a training workshop.⁴ Instead, this resource aims to present a range of methodologies for programme coordinators and trainers who want to build on or improve existing activities or programmes or who want to initiate new activity.

Ten methodologies have been presented here and each is organised in three parts. First, the context of the programme is described; followed by a description of the main characteristics of the methodology used and, finally, each section concludes with a sample activity, lesson or exercise.

The following methodologies developed by partner and member organisations of the EMHRN are presented in this resource:

- The documentary film 'Borders' made by Bartolomeo Conti and Sharon Weill
- Moot court – developed by the Public Committee Against Torture in Israel – PCATI
- Gender mainstreaming – the EMHRN Gender Working Group
- Peer-education – the Milan Šimečka Foundation, Slovakia
- Junior urgent actions – Amnesty International, Israel
- Using art in human rights education - 80:20 Educating and Acting for a Better World, Ireland
- Training of trainers – the Council of Europe, European Youth Centre Budapest, Hungary
- Theatre - Asociación Euroacción and Asociación Cazalla Intercultural, Spain
- Biladi Photo Pack – Palestinian Human Rights Organisation, Lebanon, EMHRN and 80:20 Educating and Acting for a Better World, Ireland
- Personal biographies in human rights – Mediterranean Academy of Diplomatic Studies, Malta and 80:20 Educating and Acting for a Better World, Ireland

We hope that this resource will not only provide tools for human rights education but will, at the same time, give the reader a sense of what is happening in HRE in the Euro-Mediterranean region.

4. Many such publications already exist. For example, Amnesty International's First Steps: A manual for starting Human Rights Education (London, 1997) provides an excellent introduction to those who are new to HRE. First Steps is available in Arabic, English, French, Hebrew, Russian, Turkish and many other languages and can be downloaded at: http://www.hrea.org/erc/Library/First_Steps/. An example of the "cookbook" is Compass: A Manual on Human Rights Education with Young People. This 418-page manual is published by the Council of Europe and is available in Arabic, English, French, German, Italian, Portuguese, Russian, Spanish and many other languages and can be downloaded at: <http://www.coe.int/compass/>. A third example is Popular Education for Human Rights: 24 Participatory Exercises for Facilitators and Teachers (available in Arabic, Dutch, English, French, Spanish, Turkish and other languages at: <http://www.hrea.org/pubs/claude00.html>). Additional materials can be found on the internet sites of the individual organisations mentioned in this resource.

1. See Plan of Action, World Program for Human Rights Education. An OHCHR and UNESCO publication at: <http://www.ohchr.org/Documents/Publications/PAActionEducationen.pdf>

2. See <http://www2.ohchr.org/english/issues/education/training/programme.htm>

3. EMHRN, Human Rights Education in the Euro-Mediterranean region: issues and challenges, February 2008. See <http://www.euromedrights.net/usr/00000026/00000115/00002365.pdf>

1.2 THE EURO-MEDITERRANEAN HUMAN RIGHTS NETWORK AND ITS WORKING GROUP ON HUMAN RIGHTS EDUCATION & YOUTH

The Euro-Mediterranean Human Rights Network (EMHRN) represents a group of more than 80 human rights organisations, institutions and individuals based in 30 countries in the Euro-Mediterranean region. It was established in 1997 in response to the Barcelona Declaration and the establishment of the Euro-Mediterranean Partnership. Members of the EMHRN seek to promote and strengthen universal human rights principles and practices and are convinced of the value of cooperation and dialogue across and within borders. The EMHRN promotes networking and cooperation as well as the development of partnerships between human rights focused non-governmental organisations (NGOs), activists and wider civil society in the region. It acts as a regional forum for human rights NGOs and as a pool of expertise for the promotion and protection of human rights regionally.

The EMHRN brings people together in inter-cultural settings and builds capacity among its members to act in relation to:

- Local contexts, issues and stakeholders relevant to members;
- EU and EMP's human rights mechanisms, such as the EU Association Agreements with the Mediterranean Partners as well as the European Neighbourhood Policy;
- The Arab reform process, strengthening and providing input into the democratisation process;
- Outreach, conveying human rights values and principles beyond the immediate human rights communities to other groups and societies, such as civil society groups and the public at large;
- Thematic and country issues in the fields of justice, human rights education, gender, migration, economic and social rights, and Palestine, Tunisia, etc.

The EMHRN working groups have been created as a core part of the EMHRN strategy of addressing specific human rights issues in the Euro-Mediterranean region. Working groups design specific policies and programmes of work; advise the Executive Committee and the Executive Director and ensure the effective delivery of the mandate and agenda of the Network.

The Human Rights Education & Youth Working Group (HRE & Youth Working Group for short), works to promote and strengthen human rights in the region through promoting and supporting as well as extending educational practice and theory as regards human rights. It seeks to build networking, partnerships and cooperation amongst members and works to develop, disseminate and evaluate HRE information, values, methodologies and experiences.

The Human Rights Education & Youth Working Group comprises members from the following 12 NGOs:

- 80:20 Educating and Acting for a Better World - Ireland
- Algerian League for Human Rights
- Amman Centre for Human Rights Studies - Jordan
- Arab Institute for Human Rights - Tunisia
- Cairo Institute for Human Rights Studies - Egypt
- Danish Institute for Human Rights
- Democratic Association of Moroccan Women
- Greek Helsinki Monitor
- MEDAC -Malta
- Palestinian Human Rights Organisation - Jordan
- Public Committee Against Torture in Israel
- Sisterhood is Global Institute

In addition to promoting and strengthening human rights education activities, the Working Group is concerned to address the human rights interests and needs of young people specifically. One of its objectives is to promote and support youth participation in human rights as well as within the membership. In this context, the Group seeks to contribute to building a sustainable human rights network of young people active in human rights and to build links with the mainstream human rights movement. Additionally, the Group seeks to promote and strengthen the work of human rights NGOs in the field of education.

In recent years, the Group has organised and delivered a number of Summer Schools on human rights and human rights education with a particular focus on young people as a joint project of key NGOs working on human rights education – this publication has arisen directly from these activities.



1.3 EXPLORING HUMAN RIGHTS EDUCATION IN NON-FORMAL EDUCATION SETTINGS

For the Working Group, human rights education is a process of identifying and discussing as well as promoting ideas and knowledge within the context of a particular way of understanding the world⁵. In order to define the purposes of education we must begin by forging a shared vision of the kind of society we wish to create. Ideally, the goals of education should revolve around a set of values and beliefs (or dispositions) to be explored and understood within the context of the diversity of their economic, social, cultural, educational backgrounds.

There are many educators in the region who emphasise the importance of human rights education not only for disseminating human rights culture in general but also in the context of current political and cultural reform as well as social advancement. Young people have a key role within social change movements and are increasingly regarded as pivotal to promoting positive change and as one key group driving for democratic reform.

Human rights education (HRE) aims to ensure the dissemination of human rights values to 'new generations' through educational activities. It can be briefly defined as «all learning that develops the knowledge, skills and values of human rights.» HRE involves the learner directly in valuing and understanding human rights principles, which are typically explored in relation to specific issues or societies. Ideally, HRE is based on experiential learning and an underlying participative and interactive methodology.

Because they assume that everyone begins with a particular set of ideas and values; has the right to an opinion and to respect for individual differences, participatory methodologies have proven especially effective for HRE. Going beyond factual content to include skills, attitudes, values, experiences and action requires an educational structure that is «horizontal» rather than «hierarchical.» Its democratic structure engages each individual and empowers her or him to think and interpret independently. It encourages critical analysis of real-life situations and seeks to lead to thoughtful and appropriate action to promote and protect human rights.

5. For an extended discussion on human rights education see the EMHRN Working Group on Human Rights Education Background Paper on HRE, EMHRN publication. www.euromedrights.net

Non-formal education is a short-hand phrase used to refer to education activity outside the formal school system by NGOs and others around the world to support people in developing their ideas and skills and in helping them meet their basic needs. Such programmes often have empowerment as their primary goal, but it may be interwoven with other objectives. The core objectives of such programmes often include:

- To enhance knowledge about human rights, e.g., knowledge about the range of constitutionally protected human rights as well as present-day declarations, conventions and covenants;
- To enable people to develop critical understanding of their life situation, e.g., questioning the barriers and structures which prevent the full enjoyment of their rights and freedoms;
- To help in the process of values-clarification, as people reflect on such values as fairness, equality, and justice;
- To bring about attitudinal changes, e.g., teaching tolerance among and between members of different ethnic and national groups;
- To promote attitudes of solidarity, e.g., helping people recognise the struggles of others both at home and abroad as our fellow human beings seek to meet their needs and respond to violations of human rights;
- To bring about behavioural change leading to action that reflects people's respect for one another, e.g., men behaving in non-abusive ways toward women, government officials behaving respectfully toward citizens by honouring everyone's human rights, etc.



When all or various combinations of these objectives have been met, the achievement complements and helps to promote the most important general goal of non-formal human rights education: empowerment, which is often the priority goal for NGOs concerned with community organising, grassroots programmes and youth work.

The terms of 'methodology', 'method' and 'technique' are often used interchangeably. Methodology is defined here as a system of methods or techniques used in human rights education. Methods or techniques, on the other hand, are specific steps that are part of a methodology that is the basis for an HRE programme. For example, a programme that uses film as the main methodology can consist of different methods, such as the screening of a documentary, a debate and a role play. Examples of methods or techniques used in human rights education are listed below.

Examples of interactive methods and techniques in human rights education

- Brainstorming
- Ice breakers
- Ranking exercises
- Small group discussions
- Case studies
- Role plays

- Question and answer
- Simulations
- Debates
- Games
- Hypothetical problems/scenarios
- Moot Courts
- Mock trials
- Open-ended stimulus
- Opinion polls
- Participant presentations
- Taking a stand
- Values clarification
- Aquarium-Fishbowl
- Jigsaw
- Each one, teach one
- Visual aids (e.g., photographs, political cartoons, posters)
- Field trips
- Puppets
- Folk stories, literature and poetry
- Songs
- Exhibitions
- Theatre
- Newspapers and magazines
- Radio and television
- Videos and movies

The methodologies described in this publication are used in a wide variety of learning environments and have, in common, a number of key features that make them appropriate for learning about human rights:

- Promotion of personal enrichment, self-esteem, and respect for the individual;
- Empowerment of participants to define what they want to know and to seek information for themselves;
- Active engagement of all participants in their own learning with a minimum of passive listening;
- Encouragement of non-hierarchical, democratic, collaborative learning environments;
- Respect for the experience of participants and recognition of a variety of points of view;
- Encouragement of reflection, analysis, and critical thinking;
- Engagement of subjective and emotional responses, as well as cognitive learning;
- Encouragement of behavioural and attitudinal change;
- Encouragement of risk-taking and using mistakes as a source of learning;
- Emphasis on skill-building and practical application of learning;
- Recognition of the importance of humour, fun, and creative play for learning.

Most educators combine a variety of methods and techniques.

Note: it is important to recognise that when selecting methods, educators should always be aware that some methods may be 'culturally inappropriate' for some groups (e.g., physical contact, graphic arts) or require unfamiliar or unavailable resources (e.g., access to the Internet or library resources).

2. SELECTED METHODOLOGIES

2.1 FILM

Context

In 2002, the producers of the documentary 'Borders' took part in the Mediterranean Master's Programme on Human Rights and Democratisation conducted in Malta. Each year around 40



students from south Mediterranean countries have the opportunity to study human rights and to meet each other for the first time. Despite national conflicts and cultural differences, friendships and mutual understanding gradually develop and a regional approach is elaborated. Having taken part in this Master's programme, two participants Bartolomeo Conti and Sharon Weill decided to make a documentary film based on this experience.

The film is a 'road movie' in the Mediterranean, in which the film makers meet the alumni of the Malta Master's programme in their own countries. Crossing the borders between Israel, Palestine, Lebanon, Syria, Turkey and both sides of Cyprus, the film deals with this part of the region as a whole and questions the role of physical and mental borders in maintaining separations. Going from one side of a conflict to its opposite, it gives an insight into neighbouring countries, an opportunity to be introduced to the normally inaccessible 'other' side. Starting from their unique experience in Malta, the film tries to find out whether the students, once back in their own reality, could implement what they had studied and what was the impact of having met their so-called 'enemy'. How can they apply what they were taught about human rights in their respective contexts? What is it like living in constant conflict within your own country, not being able to cross a border because of your nationality, feeling the unbearable weight of the past? These are some of the questions that the documentary 'Borders' raises and tries to answer.

Using film in educational settings*

Films are a vital source of both information and influence in terms of human rights and they offer a rich platform to exploring many of the issues. Many films deal directly with human rights themes while others, even mainstream films, address them indirectly – all offer rich possibilities for the human rights educator. In using film, however, it is important to remember that many learners may not be used to using films in an educational context.

Below are some suggestions to get participants to think critically about film and to engage in meaningful discussions.

1 Make sure you view the film prior to showing it and become familiar with its content and approach. Consider the following

questions as you view the film:

- o Which elements or parts of the film suit your objectives or approach?
 - o How does the content relate to other learning material you might be considering using?
 - o How do you plan to use the film – in its entirety or only in part?
 - o Is there material in the film some might find objectionable and/or inappropriate and how will you deal with this issue?
- 2 Know what technology is available and be sure you know how to use it before showing the film;
 - 3 Do not feel obligated to show the entire film. If you show clips from the film, make sure that you provide a context for the clip along with a vocabulary and names that will appear in the clip;
 - 4 Encourage the viewers to think about and use the film, or film clip, as they would any other reading or learning material. To help do this, keep the following two points in mind:
 - o Remember that nothing in a film is there by accident or chance. Everything in the film was chosen for a specific effect, down to the smallest, most seemingly insignificant prop;
 - o Remember that film is a language complete with its own tricks and ways of working via camera angles, lighting, framing, composition, editing, pans, etc. This way of working helps create meaning for viewers and is similar to traditional writing conventions;
 - 5 Provide a framework for viewing the film with a set of questions to consider when watching the film, or have an initial discussion about the issues covered in the film - keep in mind what you want participants to take away from the film;
 - 6 After viewing the film, encourage viewers to summarise the main points of the film, support discussion of the issues that arise and make connections between the film and other activities or materials related to the issues raised.

* adapted from Amnesty International material

Sample Activity Using the Film 'Borders'

Objectives: Participants will reflect on and learn about borders and conflicts in the Euro-Mediterranean region. This methodology will help participants to:

- Become aware of their own individual humanity;
- Appreciate the importance of respect for others;
- Formulate notions of human dignity;
- Reflect on conflict and link it to human rights issues;
- Practice debating some of the issues;
- Think on ways to take action on the issues portrayed in the film.

Procedures: The facilitator(s) will guide the participants through the film by perhaps providing preliminary questions to focus viewing. Combining then the screening with a discussion/lecture on the issues the film is dealing with. Sufficient time should be given to follow-up with an open discussion/debate. A follow-up lecture should contribute to deepening the debate on the movie's theme.

Step 1: The facilitator(s) provide(s) a short background presentation regarding the Film (10 min).

Step 2: Preliminary questions helping to focus on the human rights issues of the film.

Step 3: Screening of the film.

Step 4: Explore the feeling of the viewers towards the film – encourage them to express their feelings especially if the movie content is emotional. Then explore the content of the film in some details asking the viewers to identify the issues raised or the elements of the film most or least liked etc.

Step 5: Discuss the experiences and perspectives held by participations on the film's themes especially amongst those have experienced borders, conflict, discrimination, etc.

Step 6: Provide some substantive content on the issues raised in the film either through prepared notes or via an input/lecture. This element should attempt to develop awareness and critical thinking through the presentation of the human aspects behind the film.

A debate should help to clarify controversial issues, develop critical thinking, logic, and understating of the issue as well as make the participants able to take positions and discuss them.

Further Resources

Select "Filmography" of human rights films:

<http://www.hrea.org/erc/Library/bibliographies/filmography.html>

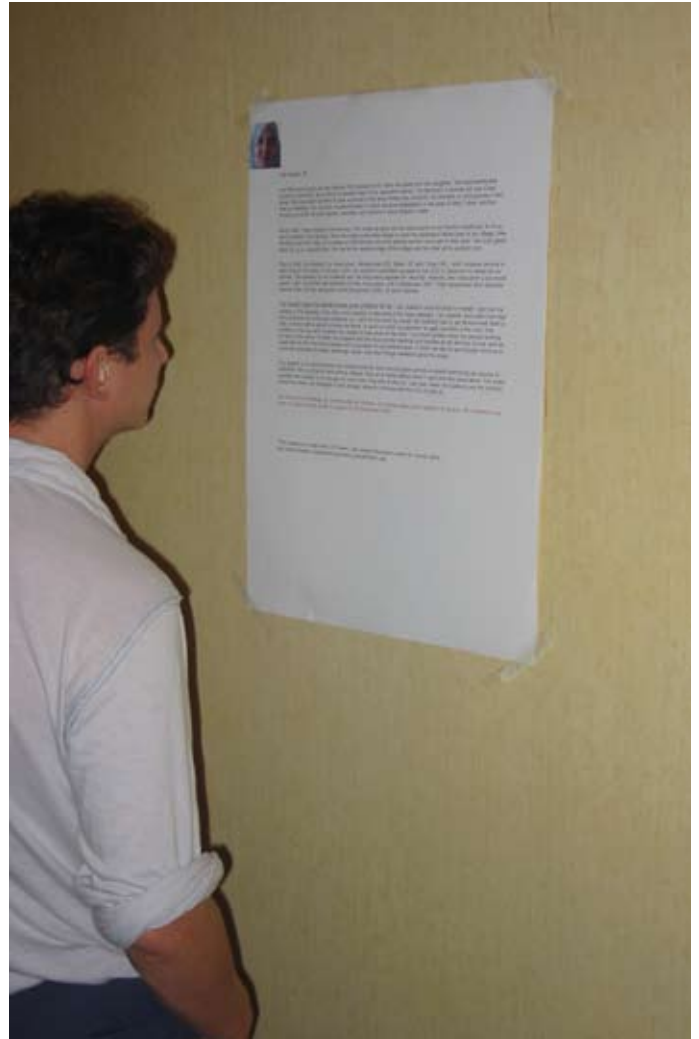
Human Rights Watch International Film Festival:

<http://hrw.org/iff/2007/about.htm>

Cinema & Human Rights: <http://www.cinemahumanrights.org/>

One World International Human Rights Film Festival:

<http://www.oneworld.cz>



2.2 MOOT COURT

Background

EMHRN member the Public Committee Against Torture in Israel (PCATI) is an independent human rights organisation founded in 1990. It monitors the implementation of the absolute prohibition of torture in detention centres and continues the struggle against the use of torture in interrogation in Israel and the Palestinian Authority through legal means, support of relevant legislation and through an information campaign aimed at raising public awareness of the subject. PCATI has developed an educational project aimed at engaging young Israelis of all backgrounds in the debate on torture and to educate them about the importance of safe-guarding human rights standards in times of crisis.

PCATI's Moot Court programme was initiated in 2007 and is aimed at high school and university students as part of extra-curricular activities in Israel.

Description of the Methodology

Moot courts are an interesting way of engaging learners through a combination of drama, debate and role play. Moot courts or mock court sessions for the conduct of hypothetical cases emphasise experiential learning - an important underlying principle of all good human rights education. The use of tools from the theatre world constitutes an excellent way of learning about various issues through experience. It is an indirect way to connect with points of view and different kinds of arguments with which it may be difficult to be empathetic in a direct discussion, especially around controversial current issues like the Palestinian question or the situation of the Roma in Central and Eastern Europe.

A moot court allows for a non-threatening exchange of opinions and emotions whereas at the same time it develops the debating skills of learners. Through a moot court learners can also address the root causes of a human rights issue by reviewing all aspects of that issue. At the same time this methodology familiarises participants with a vital arena of public debate.

Sample Activity: a Mock Trial – Israel's Separation Wall

Introduction: In 2002 the Israeli government approved the construction of a separation barrier between Israel and the West Bank. The route of the barrier, partly a wall and partly a fenced zone with multiple physical obstacles, does not follow the Green Line but is largely located within the Occupied Palestinian Territory, capturing on its western side or within so-called "fingers" extending deep into the Palestinian Territory, several Israeli settlements are located there. At the same time a considerable part of the Occupied Palestinian Territory, including towns and villages, is being separated from the rest of the Territory by the barrier. According to a United Nations statement:

The winding route of the barrier is creating multiple obstacles for movement between even close-by communities within the Occupied Palestinian Territory. According to Israeli government interlocutors heard during the visit, the barrier has, together with intelligence and surveillance technologies, resulted in a higher level of security and protection against terrorist attacks. It is nevertheless having an enormously negative impact upon the enjoyment of human rights by the Palestinian people.

In this activity learners engage in and learn about arguments that are for and against the separation wall that Israel is building on Occupied Palestinian Territory – The West Bank. Participants will discuss the different perspectives arguments (human rights versus security) through the use of tools from the world of the theatre. Participants will conduct a trial, in which all participants

will be involved, through which they will be able to enact the issue, discuss it, argue about it and study it.



Objectives: Participants will reflect on and learn about the context of one of the most persistent conflicts in the world. They will:

- Become familiar with the Israeli-Palestinian conflict;
- Learn to understand the perspectives of both victims (Israelis and Palestinians), authorities and the International Court of Justice;
- Learn arguments and counter-arguments for the separation barrier;
- Become familiar with the procedures of a court of law;
- Practice debating skills.

Procedures:

The facilitator(s) will guide the participants through a mock trial (moot court). The first two activities in this introductory session should take about 30 minutes, the other steps 20 minutes or more. Additional time is needed for steps 5 and 6. If the group is small enough, organise a 'talking circle', sitting on the floor or in chairs arranged so everyone can see the face of everyone else.

Materials:

- Synopsis of the ICJ Legal Consequences of the Construction of a Wall in the Occupied Palestinian Territory <http://www.icj-cij.org/docket/files/131/1677.pdf>
- Handouts with texts and personal stories about the separation barrier (see Appendix 3.1 and/or these testimonies can be downloaded from the EMHRN website).

Step 7: Debriefing, time for questions and additional discussion.

Further Resources

Public Committee Against Torture in Israel (PCATI):
<http://www.stoptorture.org.il>

International Court of Justice: <http://www.icj-cij.org>

International Court of Justice, Legal Consequences of the Construction of a Wall in the Occupied Palestinian Territory: Summary of the Advisory Opinion of 9 July 2004:
<http://WWW.icj-cij.org/docket/files/131/1677.pdf>

Israeli Supreme Court Opinions on the West Bank Barrier:
http://en.wikipedia.org/wiki/Israeli_Supreme_Court_Opinions_on_the_West_Bank_Barrier



Sequence:

Step 1: The facilitator(s) provide(s) a short background presentation regarding the wall (10 min).

Step 2: Studying the arguments for and against the wall through reading texts and personal stories (these can be handouts or taped to walls) (20 min).

Step 3: Divide the participants up in pairs or small groups and ask them to review the facts as laid out in the summaries. They will divide into two positions: the State and the Petitioner/United Nations. Ask the participants to develop arguments in favour of the Wall's construction and opposed to the Wall's construction.

Step 4: Assign participants their roles in the trial: one or two judges, one or two prosecutors, one or two defence attorneys, a jury, witnesses, an usher and a court clerk. Also select a Court Clerk, who will be the moderator and needs to have command of the material and be able to coach the participants.

Step 5: Group participants according to their roles. Each group will discuss the case, the facts and strategies and roles. The object is not for participants to advocate their personal position but to be able to enter into the particular role.

Step 6: Conduct the trial: Court Clerk presents the facts of the case and introduces the parties. The prosecutor(s) will make their case followed by the defence attorney(s). Both can call witnesses. The jury ultimately decides the case.

2.3 GENDER MAINSTREAMING

Background

Gender mainstreaming has become a very popular methodology for responding to inequalities between women and men. The idea behind gender mainstreaming is that questions of gender must be addressed seriously as part of mainstream, 'normal' institutional activities and not simply left to specialist women's institutions. The term "mainstreaming" was first used in the 1970's in educational literature to describe an educational method that includes many different kinds of learners in the same classroom, instead of separating students according to their learning abilities. It describes classrooms where students with disabilities and students who do not have disabilities are learning together.

The term 'gender mainstreaming' was first used in the development field. The United Nations (UN) Decade for Women (1975-1984) raised concerns about the effect of aid development policies on women. The prevailing approach to women and development aid began to be criticised as inadequate because it identified women as a special interest group within the development sphere needing particular accommodation, yet encouraged the integration of women into the existing structures of development and did not question the biases built into these structures. The idea of mainstreaming the concerns of women first made the transition into the work of the UN in the Forward-Looking Strategies for the Advancement of Women adopted at the Third World Conference on Women, which took place in Nairobi in 1985. The Strategies called for 'effective participation of women in development [to] be integrated in the formulation and implementation of mainstream programs and projects'. Nowadays almost all UN bodies and agencies and other inter-governmental agencies, such as the European Union, have formally endorsed gender mainstreaming.

Since its establishment, the EMHRN has attempted to give priority to gender and women's rights as an essential issue. Women's rights were mentioned as one of the key thematic areas of work in the work plans. At its General Assembly in Malta in 2003, gender was included in the preamble of the revised EMHRN statutes and a gender mainstreaming approach was adopted. EMHRN subsequently developed a Training Kit on Gender Mainstreaming.

Description of the Methodology

Gender mainstreaming is a mechanism to achieve gender equality. Gender mainstreaming methodology includes organisational training on enabling tools and technical tools such as gender analysis, sex-disaggregated data, gender budgets and gender indicators. Gender mainstreaming is aimed at various sectors (government, private, academic and religious).

The purpose of the EMHRN Training Kit on Gender Mainstreaming is to (1.) introduce concepts of gender mainstreaming; (2.) provide practical tools for gender mainstreaming (how to mainstream in EMHRN member organisations); and (3.) empower organisations to implement it.

Sample Activity: Sex and Gender - Adapted From the EMHRN Training Kit on Gender Mainstreaming

Introduction: The EMHRN Training Kit on Gender Mainstreaming includes many handouts, guidelines and references on gender mainstreaming in organisations. A first step in introducing gender mainstreaming, however, is to discuss the basic concepts of sex, gender and gender roles, which is the aim of this introductory activity.

Objectives: Participants will learn the basic concepts underlying the definitions of sex and gender and examine the characteristics of the concept of gender. They will:

- Learn that the characteristics that define what is masculine and feminine are largely culturally determined;
- Understand that gender is a social construction that defines roles and relations of men and women.

Procedures:

After an initial brainstorm session about characteristics of men and women, the facilitator(s) makes a short presentation about the definitions of sex and gender.

Materials:

- Flipchart, paper;
- Handouts with definitions of sex and gender from EMHRN
- Training Kit on Gender Mainstreaming downloadable from the EMHRN website: <http://www.euromedrights.net/pages/63>.

Sequence:

Step 1: Start with a brainstorming session. Draw a vertical line down the middle of the flipchart, and head the one side 'women', the other 'men', and pose the question: 'What are the characteristics of women and men?', to be answered in sequence. The facilitator encourages participants to randomly call out their answers without reflection, for a fast and dynamic interaction. Fill in the flipchart until it is full - without commenting (5 min.).

Step 2: After contributions have concluded, cross out the headings and replace 'men' with 'women', and 'women' with 'men', (in order to reverse the assumptions) and poses the question: 'Which characteristics could not be possible in any society?' The facilitator will only need to underline 'childbearing' and 'breast-feeding' (or equivalent terms). These are the only characteristics which are biologically determined. All the rest are socially constructed. The facilitator then asks: 'What do these characteristics that you have identified as socially constructed have in common?' (Look for: change over time; differences between cultures; differences within cultures; learned behaviour; historical. Point out that these are the key characteristics of gender) (10 min.).

Step 3: Continue with a short (20 min.) presentation on using the overheads from the Training Kit. Point out that what the participants have defined in the previous exercise is the difference between sex and gender. This underlines that there are very few characteristics that are biologically determined; most are socially constructed.

- 'Sex' refers to the biological differences between men and women;
- 'Gender' refers to roles that men and women play and the relations that arise out of these roles. They are socially constructed, not physically determined.

The analytical category of gender has the following characteristics:

Relations: It is relational because it refers not to women or men in isolation, but to the relationships between them and how these relationships are socially constructed.

Hierarchical: It is hierarchical because the differences established between women and men, far from being neutral, tend to attribute greater importance and value to the characteristics and activities associated with what is masculine and to produce unequal power relationships.

Changes over time: Even though gender is historical, the roles and relations do change over time and, therefore, have definite potential for modification through development interventions.

Context specific: There are variations in gender roles and gender relations depending on the context: ethnic group, socio-economic group, culture, etc., underlining the need to incorporate a perspective of diversity in gender analysis.

Institutional: It is institutionally structured because it refers not only to the relations between women and men at the personal and private level, but to a social system that is supported by values, legislation, religion, etc.

When presenting these gender characteristics, ideally ask participants to contribute their own examples. If time is short, offer your own examples. The facilitator would want to provide examples that are relevant to the context/country of the workshop.

Step 4: Wrap up the presentation by emphasising that the importance of the social dimension does not exclude the role of biology. Recognition of social factors is crucial to an analysis of this interrelationship in order to identify the differential disadvantages and/or advantages for men and women. Point out that an emphasis on social factors within the gender approach does not imply the exclusion of the influence of the biological element. On the contrary, this perspective provides for the examination of interactions between biological factors and factors in the social environment that lead to situations of relative disadvantage or advantage for one of the two sexes.



Exercise: Taking stock of the present situation

This exercise can serve multiple purposes:

- (a) It may be used as a pre-test in preparation for a gender mainstreaming workshop;
- (b) It may be used to guide an introductory ice-breaking session to kick off a gender mainstreaming session;
- (c) It may be used to guide a gender organisational analysis

Questions for self-examination: What are your answers?

- (a) Do you think that gender equality is an integral part of human rights?
- (b) Should gender equality be upheld by all cultures?
- (c) Who decides about what work is done in your own organisation? Who decides about the division of tasks and responsibilities? What work do men do? What work do women do?
- (d) Do women and men in your organisation have equal opportunities (e.g. in assuming important responsibilities, attending external events, taking part in important decisions...)?
- (e) How could you promote gender equality in your organisation?
- (f) What deficiencies do you see overall in your own country with regard to gender equality?
- (g) Do you experience or know about things in your context (or your community) that give rise to or affect gender inequalities. What are they?
- (h) How can you influence these deficiencies through your intervention?

Note: The trainer or group may choose to work on a limited selection of questions

Further Resources

EMHRN Training Kit on Gender Mainstreaming:
<http://www.euromedrights.net/pages/63>

2.4 PEER EDUCATION

Background

Anne Frank is probably the most well-known victim of the Holocaust. Anne, a German-born Jewish girl, wrote a diary while in hiding with her family and four friends in Amsterdam during the German occupation of the Netherlands in World War II. Anne and her family moved to Amsterdam in 1933 after the Nazis gained power in Germany, and were trapped by the occupation of the Netherlands, which began in 1940. As persecution of the Jewish population increased, the family went into hiding in July 1942 in hidden rooms in her father, Otto Frank's, office building. After two years, the group was betrayed and transported to concentration camps. Seven months after her arrest, Anne Frank died of typhus in the Bergen-Belsen concentration camp, within days of the death of her sister, Margot. Her father Otto, the only survivor of the family, returned to Amsterdam after the war to find that her diary had been saved. Otto Frank published Anne's diary in 1947, which first appeared in English in 1952 as 'The Diary of a Young Girl'.



Since 1995, the Milan Šimečka Foundation, an educational NGO based in Bratislava (Slovakia), has been training peer-educators who guide school groups through a travelling exhibition on the life of Anne Frank and the history of World War II.

Description of the Methodology

Peers are people who are alike in several respects: age, gender, interests, language, use of time, aspirations and so on. Peer education respects the influence peers bring to bear on each other. Peer education honours informal education. Peer education recognises that education has a better chance of leading to behavioural change when its source is a peer. Peer education that focuses on young people is conscious of the factors that stand in the way of effective communication between adults and youths – especially where personal and sensitive issues are concerned. Education comes from the Latin word *educere*, which means 'to lead out'. Many people wrongly believe that the job of educators is to put things into people's heads: but education really begins when we engage others in conversation, leading or pulling out what is in their heads and in their experiences, so that they can consciously examine and reshape their thinking where necessary. We know that the messenger is as important as the message. Peer educators are key messengers at the interpersonal communication level.



Peer education:

- Involves peers in communicating information, values and skills;
- Respects the influence peers bring to bear on each other;
- Honours informal education;
- Recognises that education has a better chance of leading to change when its source is a peer;
- Focuses on the affinity among peers, especially among vulnerable people who may treat external sources of information with suspicion but are conscious of the solidarity between members of their own group.

Sample Activity: Anne Frank – a History for Today

Introduction: The exhibition, Anne Frank - A History for Today, is aimed at children in the upper years of primary/elementary schools and the first years of secondary/high schools. It includes background texts, photographs and audio-visual material about Anne Frank and the Second World War. In this way, students discover who Anne Frank was and how her story relates to the context of the period in which she lived. The exhibition depicts the short life of Anne Frank within the framework of the rise of National Socialism and World War II. There is an emphasis on her personal history and its implications for today. The exhibition does not attempt to provide a comprehensive account of World War II and the Holocaust, though it does devote a great deal of attention to the reactions of various individuals to this period in history.

The history of World War II is a collection of histories of real people. Many of these people were faced with difficult dilemmas and complex decisions. Each person responded in his or her own way. The actions of helpers, perpetrators, victims and bystanders were all mediated by scores of internal and environmental factors. Most ordinary citizens tried to make the best of the circumstances. Did they want to protect their families? Were they

afraid? Were they gambling that the Nazis would win, or lose? People often base their decisions on factors such as feelings of responsibility, opportunity, fear, personal interest, peer pressure, altruism, courage, sense of moral obligation. Students visiting the exhibit and using the accompanying educational materials are encouraged to better understand the decisions that people made during World War II. For instance, it is better not to ask what you would have done because nobody can answer that question. We simply do not know the full set of factors influencing somebody. Ask instead 'what do you hope you would have done if you had known that all Jewish children were about to be sent from school?'; Or ask 'what factors would have encouraged you to take action versus not take action?'; Or imagine that your father had been part of the resistance: What consequences would this have for the family?

In this programme students are 'teachers' of other students who are more open to information and this way of learning. Students are excited to be guides. At the end of programme their communication skills, level of knowledge and critical opinion are improved. This usually becomes evident at the opening celebration of the exhibition (after the end of the workshop) and during the individual guided tours for their classmates.

Objectives: Training students (ages 15-18 years) to be guides for peer-groups (often their classmates). A guided tour usually takes 45 minutes. The training programme of the peer-educators usually takes two days.

Participants will:

- Learn about the history of the Holocaust and World War II;
- Learn about various forms of discrimination in past and in present times;
- Acquire basis skills in how to be good exhibition guides.

Procedures: This is a two-day training workshop facilitated by trainers who have experience as exhibition guides.

Materials:

- Travelling exhibition Anne Frank – A History for Today (can be booked through the Anne Frank House);
- Documentary "The short life of Anne Frank" (can be obtained from the Anne Frank House);
- Manual for exhibition guides (can be obtained from the Milan Šimečka Foundation).

Sequence:

Day 1 - part 1: Getting known to each other - Introduction; watching and discussing a documentary "The short life of Anne Frank"; a short tour of the exhibition; discussing aims of the exhibition; a group tour through the exhibition.

Day 1 - part 2: First steps - 1st exercise - preparation; 2nd exercise - presentations; round table 1: feedback.

Exercise 1: Best Educational Photo

- Divide participants into groups of 3 or 4;
- Spread around photos taken from exhibition (about 10);
- Everyone looks through the photos and chooses a particular picture;
- A group decision - choosing the best picture;
- Make a poster discussing the topics introduced by the photo chosen by the group. Encourage participants to explain why they chosen particular photographs. Focus on generating as much discussions as possible at this stage.

Round table 1: Writing questions on index cards

Every participant writes three questions on several index cards (1 card = 1 question). Those questions should be answered during the seminar.

Day 2 - part 1: Deepening our understanding

Exercise 2: Explaining the panels and the photos

- Divide pupils into groups/panels of 3 or 4;
- Each person chooses three photos in the exhibition (10 min.);
- Each participant explains the whole panel – if possible also the panels around, starting at his/her photo (preparation: 15 min – execution: 20 min);
- Leaders walk around, listen, give tips;
- Explain purpose of the exercise: pupils won't have enough time to say everything they want to say about the few photos as they develop self-confidence in handling the exhibition. If 20 minutes is not enough to explain a few pictures, then it's absolutely no problem to make an exhibition tour of 45-50 minutes.

Day 2 - part 2: Who am I? What do I want?

Exercise 3: Relation to present-day topics

- Discussion on the themes arising – the trainer has to prepare open questions;
- Prior to the discussion the trainer chooses up to ten photos that relate to present-day topics. Trainer prepares two or three sets of cards that contain the panel number/numbers of each of these photos;
- Form two or three big groups: each group gets one set of photo numbers. All groups work parallel to each other at the exhibition. In a short preparation time, in each group every pupil prepares a presentation about one of these ten photos. In this presentation, he/she should involve the group in a discussion about present-day topics. Hence, each group hears/discusses ten topics. In case there are two groups only, five pupils from each group do not have their own presentation.

Exercise 4: Make your own first guided tour

Divide participants into groups of about ten, groups work parallel to each other in the exhibition. Every participant explains about three panels to the whole group in a simulation of a future guided tour, i.e. preparing open questions, preparing ideas how to involve a group in discussion etc. Trainers walk around, give tips...

Round table 4: Discussion of the last unanswered questions (index cards)

Further Resources

Anne Frank House: <http://www.annefrank.nl>

Anne Frank – A History for Today:

<http://www.annefrank.org/content.asp?PID=307&LID=2>

Milan Šimečka Foundation:

<http://www.nadaciamilanasimecku.sk/>

United States Holocaust Memorial Museum - Exhibition «Anne Frank: An Unfinished Story»:

<http://www.ushmm.org/museum/exhibit/online/af/htmlsite/>

2.5 JUNIOR URGENT ACTION NETWORK

Background

The letter writing campaign is one of the oldest tools of the human rights movement. Urgent action networks allow Amnesty International, the world's largest human rights organisation, to respond rapidly to reports of human rights violations. More than eighty such Urgent Action offices worldwide publish and distribute over 2,000 actions each year dealing with mistreatment of political detainees, disappearances, death threats and executions. Urgent Actions contain details of the prisoner(s) and any background information known and will recommend sending e-mails, faxes and express or airmail letters to the authorities of the country in which the prisoner is detained.

The Israel Section was one of the first sections of Amnesty International to involve young people aged 7-11 in its urgent action network. Nowadays the Junior Urgent Action Network is one of Amnesty Israel's main methodologies in its HRE programming with youth. Amnesty chapters throughout the Israel are involved in both curriculum and extra-curricular activities in elementary schools in subject matters like English, Arabic, Hebrew, Civics, History, Geography, and Homeroom lessons.

Description of the Methodology

Junior urgent actions are monthly appeals which have been especially designed for young people aged 7-11 working with the help of an adult (usually a parent or teacher). The actions are part of Amnesty's worldwide letter-writing campaign on behalf of victims of human rights violations. Each junior urgent action is written in simple language and large type, and will usually be asking for appeals on behalf of other young people. A map of the relevant country and continent is included, as well as information about the country's population and official language. Graphic details of ill-treatment or torture are not included. A copy of the original case sheet, containing more details and country background information, is included for the parent's or teacher's reference.

Participants in the scheme take action on behalf of victims by writing letters of concern and protest as soon as they receive their urgent action case-sheet. A case is selected regularly and rewritten in simple language and large type — graphic descriptions of torture or ill-treatment are never included. Cases involve some element with which children may be able to identify such as other children, teachers and families.

Amnesty has a child protection policy to assist people working on human rights with young people and protect children from abuse. A code of practice for working with children is included as part of the policy. All adults working with children are expected to adhere to this code.

Sample Activity: The Power of the Pen - Writing Letters for Human Rights*



Introduction: The Junior Urgent Action Network provides an opportunity for children to identify with those individuals affected by the news items they read or hear about. It teaches children that their voice can be heard because experience has learned that writing letters does work. Teachers and parents are encouraged to utilise every aspect of the Junior Urgent Action appeal in the classroom and at home.

Objectives: Through letter writing campaigns, young participants:

- Increase their knowledge about world events;
- Improve writing skills;
- Expand vocabularies;
- Expand critical thinking capabilities;
- Creating a dynamic and vibrant atmosphere of dialogue in the classroom and in the school as well as increasing the students level of caring and compassion for others;
- Become aware of the fact that they are part of a global community and that they can bring about change.

Procedures: Participants plan, execute, and assess a letter-writing action about a human rights issue of concern to them. Note: Participants should be offered a range of topics and positions to ensure that their letters are freely undertaken and reflect their own views.

Materials:

- Stationery and envelopes
- Stamps

Sequence:

- Step 1:** Help participants identify the issue that they wish to write about, which may develop from a particular unit of this text, a service learning project, or an issue of personal concern. Arrange participants with similar concerns in small groups.
- Step 2:** Working in small groups, strategise about to whom to write: Is this a local, provincial/state, national, or international issue? Is this an issue that needs to be more widely known? Would a letter to the editor of a newspaper be effective? What community response is desired? Is this an issue that needs attention from government agencies? Which agencies are involved? What response is desired? Is this an issue about which legislation is needed? Who are the legislators involved? What response is involved?
- Step 3:** Work cooperatively to gather the information needed to write an effective letter. Verify and expand your information. Identify the best person(s) to whom to write and gather the needed addresses.
- Step 4:** Writing the letter. Discuss tips on how to write an effective letter.
- Step 5:** Go over the various parts of a letter and envelope, pointing out that a written letter is more effective.
- Step 6:** Ask participants to write drafts of their letters. When they have finished, ask them to form groups of three. These groups should take responsibility for editing each other's letters to make them polished enough to send to a head of state or an editor.
- Step 7:** Ask participants to write final drafts of their letters incorporating peer-editing comments and correctly address an envelope. Encourage them to mail their letters.

*Taken from *Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights* (Minneapolis, 1998)

Further Resources

Amnesty International Israel Section: <http://www.amnesty.org.il/>
Urgent action participation guide (Amnesty International UK, 1999; an updated version will be available soon):

http://www.amnesty.org.uk/uploads/documents/doc_16876.pdf

2.6 USING ART IN HUMAN RIGHTS EDUCATION

Background

80:20 Educating and Acting for a Better World is an Irish-based educational organisation founded in 1996 to promote popular education on human development and human rights. It has been a member of EMHRN since 2000. For 80:20, education is fundamental to understanding the shape and nature of our unequal world, to interacting with that world as well as to imagining and shaping a different world.



80:20 believes in using education to enable people to change their world for the better through providing choices, motivation and stimulation. One of the activities used by 80:20 in exploring and developing this agenda is using art in human rights education.

Description of the Methodology

Using art (cartoons, graffiti, painting, murals, etc) as a methodology to see and show each other how a desired aim is perceived (e.g. freedom, peace, homeland/home); encourages the development of a variety of skills – research, the use of the internet, the ability to make personal, visual and tactile responses to emotions, ideas and environments; the ability to select, analyse and evaluate information for a given purpose; critical judgement, including the ability to articulate ideas, opinions and preferences, as well as the ability to reflect on one's own learning and the effect of that learning on one's ideas, attitudes and experiences.

This is a methodology that everyone can relate to and benefit from – regardless of age, ability, etc. Art has a broad range from drawing at an individual level to producing a mural involving many people. The ability to deliver an art project is available widely and while individual participants may not feel they have the necessary skills or experience, this can be readily addressed through using local artists or art teachers. 80:20 has undertaken many art projects in association with artists and art teachers from Aboriginal Australia, Zambia, Ireland and Northern Ireland. The activity described below is one example used at the EMHRN Summer School delivered in Beirut in 2003.

Sample Activity: The Key!

Introduction: This workshop was inspired by a series of events and experiences involving keys, neighbours, conflict, abuses of human rights and, subsequently, accountability for what happened. It was also inspired by a line in Elizabeth Neuffer's excellent account of war crimes and accountability in Bosnia and Rwanda – Keys to My Neighbor's House (Bloomsbury, 2001).

... 'How did that happen?' asked Judge Gabrielle Kirk McDonald of the witness before her in the first international war crimes trial since World War II. Hamdo paused. 'It is difficult to answer, this question', he replied. 'I am also at a loss. I had the key to my next-door neighbor's (house) who was a Serb, and he had my key. This is how we looked at each other'... (Testimony of Hamdo Kahrmanovic)

Objectives: This workshop is based around the theme of 'Home' and explores a range of issues including the core ideas of home, homeland, belonging and loss.

Procedure: Encourage the participants to explore their own experiences relating to the theme of 'Home' and explore the issues that arise, including the core ideas of home, homeland, belonging and loss. Support small and larger group discussion to identify common or divergent issues arising. Try to identify and agree a core set of common issues or problems.

Materials: Keys, plaster, labels with punch holes in them and string.

Sequence:

Step 1: Invite participants to briefly consider the themes of the workshop and then invite them to select a particular key.

Step 2: Get participants to make a plaster cast copy of each key, working in pairs or groups of three using moulding clay and plaster. Display the keys when they have dried.

Step 3: Ask each participant to reflect on the themes of Home, Homeland, Security, Belonging and Loss and decide on a number of key words, phrases and ideas associated with these themes, based on how they personally and professionally, feel about such issues.

Step 4: Record this process on a set of labels to be attached later to each key and then displayed. The themes to discuss and then label are: Home, Homeland, Security, Belonging and Loss.

Step 5: Discuss the experiences and perspectives held by participants on these themes, especially amongst those who may have experienced a loss of home, friends, security, etc. Take sufficient time to discuss and analyse the experiences and issues raised within the workshop. Finally, relate these ideas and discussions directly to the core subject of human rights education.

Further Resources

80:20 Educating & Acting for a Better World: <http://www.8020.ie>



2.7 TRAINING OF TRAINERS

Background

The training of trainers (ToT) model is particularly favoured by organisations involved in HRE. ToT is a way to accomplish a multiplier effect and to make financial and human resources stretch further. One organisation that has organised ToT in HRE in a systematic manner is the European Youth Centre Budapest (EYCB) of the Council of Europe. EYCB has organised three extensive ToT training courses in 2002, 2004 and 2006 and an 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, from December 2005-February 2008.

Description of the Methodology

The ToT model is based on the premise that there is a need to have trainers who understand HRE, human rights and the human rights framework and values. The general approach to ToT is that trainee-trainers participate in one extensive training course (of anywhere between 5 and 10 days) and then go on to train others in their organisation, home country, region or town.

Follow-up support is one of the key factors determining the success of the ToT model. When systematic follow-up is not in place or readily available then the ToT model is considerably less effective. Follow-up to ToTs include:

- Creating a network of trainers with not only horizontal (organisation to trainer) support, but peer support strategies as well;
- Establishing information hubs and encouraging the use of the Internet and more traditional media in order to update trainers' expertise;
- Formalising the pool of trainers by evaluating their training capacities and their efforts to update their knowledge and practice and by requesting their services for workshops in the province/region/country or outside their province/region/country;
- Providing career incentives (or eliminating disincentives) to encourage this diversification and broadening of staff capabilities.

Sample Activity: Training of Trainers in Human Rights Education with Young People (Council of Europe).

Introduction: The Council of Europe has developed educational approaches and materials suitable to both formal and non-formal contexts as well as to different cultural environments. It aims to work with multipliers and organises an annual training of trainers' course using a ToT model.

Aims of the course: This course aims to develop the competence of trainers in working with human rights education at national and regional level and to enable them to act as trainers or multipliers for human rights education, especially through national or regional training courses and local pilot projects organised by partners of the Directorate of Youth and Sport.

Objectives:

- To develop the trainers' knowledge and competence in key concepts of human rights education with young people;
- To familiarise the participants with the approaches and activities of COMPASS (the manual on human rights education with young people) and with how best to use it and adapt it to local contexts and realities;

- To review and address the essential competencies, skills and attitudes for trainers working with human rights education in non-formal learning settings;
- To enable participants to develop activities and programmes for training trainers and multipliers in human rights education at national level;
- To prepare activities for disseminating Compass at national and local level;
- To associate the participants and their organisations with the priorities of the Directorate of Youth and Sport of the Council related to human rights education, including the future 'all different – all equal' campaign.
- To contribute to the development of a pan-European network of trainers on human rights education with young people and to the mainstreaming of human rights education in youth work and non-formal learning.

Methodology and Programme:

The course is designed to give participants the opportunity to experience and reflect upon activities and concepts central to human rights education based on experiential learning approaches. The course is also designed as a mutual learning situation, where participants can compare their approaches to training and to human rights education across Europe in a dialogical intercultural approach and environment. Contributions from experts in the field of human rights will establish a theoretical framework and a common reference point for learning and communication, and there will be an opportunity to try out and evaluate some of the activities in COMPASS. Towards the end of the course, multicultural groups of participants will design activities and projects for training in human rights education at national or regional level. A diversity of working methods will be used for learning about human rights and the approaches proposed in COMPASS. The previous experience of participants, as trainers or educators, will be the starting point of the programme and of the learning process.

The programme includes:

- A review of the evolution of human rights education in Europe and the present challenges that it faces;
- An introduction to the approaches and structure of COMPASS, the manual on human rights education with young people;
- An introduction to the key instruments and activities of the Council of Europe in the field of human rights and human rights education;
- An analysis of the competencies, skills and values of trainers working with human rights education;
- Opportunities to share experiences and challenges of developing human rights education in formal and in non-formal education settings;
- Practical workshops on skills and attitudes essential to human rights education;
- Opportunities to experiment with and to evaluate different methods and activities found in COMPASS;
- Opportunities to design possible training programmes for pilot projects and for national/ regional courses to be run by participants.

Further Resources

European Training of Trainers in Human Rights Education: Reports and Publications of the Council of Europe:
http://eycb.coe.int/eycbwwwroot/hre/open1.html?url=/eycbwwwroot/hre/eng/reports_and_publications.asp

2.3 THEATRE

Background



The mission of the NGO's Asociación Euroacción and Asociación Cazalla Intercultural is to promote human rights and intercultural dialogue in Spain. In Lorca they have been running an extensive training programme in which they use theatre as the main methodology. Lorca is a city with 170.000 inhabitants, of which 20% are immigrants -- mainly coming from Bolivia, Ecuador, Morocco and other North-African countries. In Lorca stereotypes and prejudices towards other cultures are pervasive and Islamophobia is on the rise. Immigrants often live separated from the indigenous Spanish population and thus are both socially and geographically isolated, which prevents inter-action between the two groups. Violence is often seen as the normal, and acceptable, way of solving everyday conflicts.

Through the theatre programme, Asociación Euroacción and Asociación Cazalla aim to sensitise the local population about cultural diversity as richness and to make both immigrants and Spanish aware of the existence of human rights, their universality, and ways of defending them. The programme also aims to create informal spaces of exchange between people from different cultures and to promote actions aiming at the mutual integration between immigrant and indigenous Spanish inhabitants.

Target groups include teachers, trainers, educators, social workers, youth workers, and associations and informal groups of both Spanish and immigrants. Theatre as a methodology provides the organisers flexibility, builds on the participant's experiences and knowledge during the training programmes, and results in the development of participant's own skills and abilities. Role play is used to experiment with communication and social mechanisms in a multicultural context; to start a reflection about the reasons for social exclusion of the minorities; to get deeper into the real meaning of interculturalism and participative interaction.

Description of the Methodology

Theatre can be an effective tool for working with people in communities who have had little or no formal education and cannot read and write, which can be especially the case, for example, in rural areas. Raising awareness is not a matter of lecturing on human rights but of involving people in analysing their problems and improving their lives. They do so by relating those problems to universal human rights to which everybody in this world is entitled. Theatre methods can be applied to most human rights issues.

Theatre is used as a tool for experiencing and interacting on what is happening in real life circumstances and to enable people to reflect on actions and opportunities available to improve daily circumstances. When guiding the theatre activities, the facilitators can use humour to make the participants and/or audience feel at home and relaxed. Nonetheless, the main tasks of the facilitator(s) are to contribute to the exploration of emotions, to positively transform attitudes, to increase knowledge, and to develop skills. The facilitator(s) also need to ensure a safe environment where contrasting opinions are respected.

The main theatre methods are:

Improvised play - Short scenes are developed, rehearsed and performed in front of other participants or an audience. Members of the 'audience' are asked for suggestions to adapt the scenes. These suggestions are considered and immediately integrated into a modified scene, which is improvised there and then.

Snapshots - Actors show the audience a static representation of a scene (as in a photograph). The subsequent 'snapshots' portray a development from the first scene. In this way the snapshots show a sequence of static and mute scenes to illustrate a short story. The facilitators ask the audience to look at the scene carefully to describe what they see. The audience is then invited to change the snapshots to improve the situation or make it worse. At this stage, the audience can be invited to create a dialogue to accompany the snapshots. This method is useful for involving the audience in analysing situations and suggesting how to improve difficult situations.

Role-play Participants act out a particular situation in the role of another person.

Interaction between the various persons involved is more important than how well people are performing. This method is often used to assess and reflect on attitudes and behaviour.

Short play A story is created by constructing a dialogue based around a message or problematic situation. This method is used to introduce an issue and to start discussing it with a view to finding ways to improve a situation.

Forum theatre Participants perform a short scene. The action is then stopped as it reaches a crisis or a climax. Members of the 'audience' are encouraged to take up a role and to change the direction and the outcome of the action. This method is used for developing alternative ways to solve problems.

Sample Activity: the Snapshots Participatory Theatre Method – Domestic Violence*

Introduction: This method aims to create a sequence of photographs or snapshots of real life situations to help learners reflect on them and think how they might generate change for the better. The topic is domestic violence. In this theatre method, actors or volunteers from the group of participants enact a moment of everyday life by posing (without moving). Initially there is no verbal dialogue as it is a snapshot. This means that there is an emphasis on facial expressions and body language. This method is useful in getting the audience to analyse problematic situations and develop solutions.

Objectives: Participants will reflect on and learn about one of the most pervasive human rights violations around the world: domestic violence. They will:

- Be introduced to domestic violence as a violation of human rights,
- Identify ways in which incidents of domestic violence can be stopped so as to improve the lives of men, women and



Procedures: The facilitator(s) will guide the participants through a series of three to six snapshots, which demonstrate a developing situation. At a later stage, when the participants understand the representation in the snapshot, you may want to have the audience develop lines for the characters in the photographs. These should be short lines of dialogue, a bit like the bubbles in a comic strip. The 'actors' should start with the first snapshot to give the audience an idea of how this method works. Later on, volunteers from the audience can be invited by the facilitators to become the characters in other snapshots. The snapshots should represent realistic images of the issue to be addressed. This activity will take about 120 minutes, not including preparation, and depending on the number of snapshots played.

Materials:

- Photograph from a magazine to explain how this method works;
- Pieces of furniture -- for example, a chair -- to create a more domestic atmosphere, and a (water) bucket;
- Background information and statistics about domestic violence can be found at the UNIFEM website:

http://www.unifem.org/gender_issues/violence_against_women/facts_figures.php

Sequence:

Step 1: The facilitators welcome the audience and introduce the aims and the method to be used. To illustrate the method, the facilitators can show a photograph from a newspaper advertisement or magazine and ask participants or audience what they see and what the expressions of the people's faces or the position of their bodies tell. The method used is very similar to actual photographs, as the actors will stand in a position as if they were in a picture, or snapshot. The participants/ audience will discuss the actions being represented and will be invited to transform them.

Step 2: Two actors make a snapshot of two friends who have not seen each other for a very long time and by chance run into each other on the street. At this point no words should be spoken. One of the facilitators invites the audience to pay attention to the body language, gestures and facial expressions of the actors. The facilitator then asks the audience to tell him or her what they think is happening and why. How would they describe the mood? When the audience has spotted what is happening and why, the facilitator asks the audience to say what they think the people in the snapshot would

say (i.e. 'Goodness what a surprise!' or: 'Oh! Is that really you?' or: 'It has been so long!' – these lines always have to be short). After a few contributions, ask the actors to say their line. If this process is taking quite a bit of time, remember to tell the actors to relax and just stand, as it can be painful to stand frozen in the same position for a long time. If necessary, the actors, when asked by the facilitator, can resume the snapshot pose.

Step 3: The same facilitator asks for four volunteers from the audience to come forward and asks them in pairs to think of how they would represent the same snapshot differently. While the four volunteers are preparing themselves, one of the facilitators can lead a song to keep the rest of the audience energised. After the volunteers have enacted their snapshot, explain to the audience that the actors will now represent a series of snapshots representing events in a family.

Snapshot 1

	DESCRIPTION OF POSE	DIALOGUE
Father	Pointing at the daughter	'Go and sell water!'
Mother	Addressing the father	'But she should go to school!'
Daughter	She is carrying a bucket of water or water bags and looks unhappy	

Step 4: Scene by scene ask the audience to describe what they see. After two or three interventions ask why they think it is happening. Then ask them to say what they think each character is saying. After a few contributions from the audience, the actors get to speak out their lines. As in the example above, these should be brief and to the point.

Snapshot 2

	DESCRIPTION OF POSE	DIALOGUE
A man	Paying for water	
A young man	Holding books in one hand and expressing surprise with the other	'Why weren't you at school?'
Daughter	Selling water to the man	'My father wants me to work'

Snapshot 3

	DESCRIPTION OF POSE	DIALOGUE
Mother	Looking angry and telling daughter off	'How could you lose the money?'
Daughter	Looking at the floor with her hand expressing "I don't know"	'I don't know, mum. Sorry!'

Snapshot 4

	DESCRIPTION OF POSE	DIALOGUE
Father	Slapping his daughter	'You are useless!'
Daughter	Protecting her face	'Dad, you are hurting me!'
Mother	Prostrated, begging her husband	'Please don't beat her!'

Snapshot 5

	DESCRIPTION OF POSE	DIALOGUE
Father	Has taken his belt off and is hitting the mother	'It is always your fault!'
Mother	On one side on the floor protecting her face	'Please don't!'

Step 5: After you have gone through each scene, open a discussion about domestic violence and its consequences.

Step 6: When some reflection has taken place, invite the audience to divide into groups, depending on the size of the audience and the time you have available. The groups should comprise of about six to eight people each. Tell the groups that they are working with the same scenario they just saw (father, mother and daughter). Ask them to prepare a series of three snapshots starting from the snapshot when the daughter comes home without money. The volunteers should be asked to produce snapshots that show a more constructive ending to the story, and one that does not involve violence. For example, the daughter comes home without money, the parents ask her, 'What happened?' They allow the daughter to explain, and they find a solution to either ensure that the daughter does not lose the money again, or that she can go to school.

Step 7: When the two or three groups have finished their representations (make sure you don't get too many groups, otherwise it becomes too long and the audience may lose interest), continue the discussion.

**Taken from Ben ni walen: Mobilising for human rights using participatory theatre (Amsterdam: Amnesty International Dutch Section, 2005)*

Further Resources

Asociación Euroacción: <http://www.euroaccion.com>

Milan Šimečka Foundation: <http://www.nadaciamilanasidecku.sk/>

Ben ni walen: Mobilising for human rights using participatory theatre (Amsterdam: Amnesty International Dutch Section, 2005)



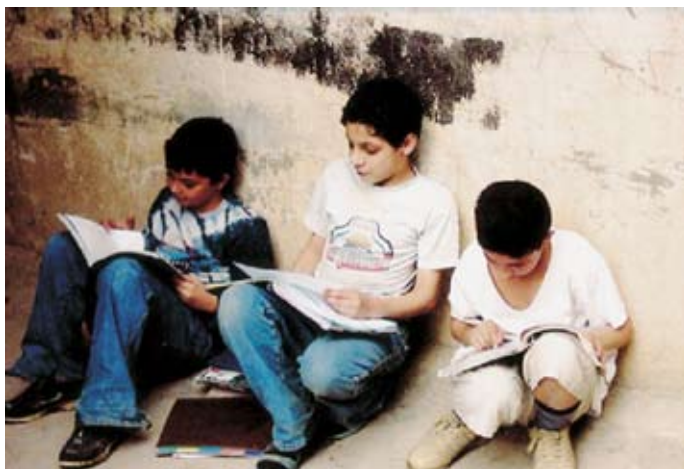
2.9 PHOTOS

Background

The situation of the Palestinian people and the denial of most of their fundamental human rights are well highlighted internationally. The situation of Palestinian refugees and the difficulties they face on a daily basis is, however, less known. The story of the Palestinians in Lebanon is controversial and contested – it involves not just the Lebanese and the Palestinians but also the Israelis, the Syrians and, of course, the international community. It involves conflicting accounts and views of history, the Lebanese Civil War (1975-1990), the rights of refugees, the right to return to their homes and, ultimately, the overall situation of the Palestinian and Jewish peoples.

The Biladi Photo Pack was developed by the EMHRN Education & Youth Working Group, 80:20 Educating and Acting for a Better World, Ireland and the Palestinian Human Rights Organisation as one contribution towards engaging with some of these issues and as part of a broader consideration of a human rights understanding of such issues. Biladi shares a number of different dimensions of the situation of Palestinian refugees in Lebanon and, specifically, those living in Sabra and Shatila refugee camps: some of the history behind their story; some details of the circumstances and situations in which they live today; the specific forms of discrimination and exclusion they experience; views and perspectives on the massacre and its legacy; the issue of the right to return to Palestine.

Description of the Methodology



Photographs can be used to explore local and global issues, allowing people to explore their opinions, their biases and prejudices. Photographs are open-ended which means that people can interpret them in a variety of ways. It facilitates debate and discussion in small and large groups as it involves participants reading photographs and identifying, from their perspective, what is happening in the photograph and helps develop a visual literacy. This is a method useful to all target groups. Photos are a very user-friendly method, as people do not require a high level of literacy.

Photographs may be used to introduce, identify and discuss an issue. There are many ways in which photographs can be used – selecting photos ask people to select a photo which they find interesting and to explain why (this can be done in pairs or individually and shared with the whole group); describing and labelling photos (again, people choose a particular photo, explain why and use key words to describe what they see); storytelling (having chosen a photo, people are asked to describe what might be happening through a story). Groups may decide what photos best explain an issue, by ranking photographs (if there are four

photos, for example, a group could decide on a diamond shape, where photos would be ranked in terms of those photos liked most/least, images that surprise them most/least and which situation is most/least fair. It is a method where similarities and differences can be explored within a small group and in turn, with a larger group).

Photos can be questioned, having chosen photos: what can you see? How do you feel? What are the key questions that arise from the photo? Within the group, do the same questions and issues arise for everyone? What is similar? What is different?



Sample Activity: Biladi: Palestinian Refugees in Lebanon. A Photo Pack

Introduction: The Biladi Photo Pack proposes general activities for using the photos to explore the issues dealt with. The activities can be used in training settings for generating individual and group discussion and cooperation. The activities are useful for introducing the photographs and for helping people to become familiar with them and with what they see happening in them. Reviewing and describing photos is also important before identifying and discussing the issues and/or the questions and challenges they raise. In general, when using Biladi it is more productive to have learners work in pairs or small groups initially and then compare and contrast choices and descriptions in the larger group.

Objectives: Participants will learn about the situation of Palestinian refugees in Lebanon. They will:

- Learn to identify categories of human rights violations);
- Enhance 'visual literacy' skills.

Procedures: After an activity that introduces the photographs, the participants identify human rights issues using the Development Compass Rose.

The Development Compass Rose is a simple but effective tool for identifying important issues in development. It focuses on four basic areas: the natural environment (Natural), the area of economics (Economics), social affairs (Social) and politics (Who Decides). The Development Compass Rose was originally developed by Teachers in Development Education (TIDE, Birmingham, England) who use it as a basic tool to encourage people to look at all aspects of the development process.

Materials:

- Photos from Biladi: Palestinian Refugees in Lebanon - A Photo Pack from the EMHRN website:
<http://www.euromedrights.net/pages/200>
- Compass Rose (page 27 of the Biladi Photo Pack)

Sequence:

Step 1: Depending on the size of the group, divide participants up in small groups or pairs. Invite each group or pair to choose a photo and to then describe through a story what might be happening in the photo. Participants should include in their story what happened before the photo was taken, what might happen afterwards.

Step 2: Ask participants to divide in small groups and draw their own Compass Rose on a sheet of paper. Ask them to list the important questions that can be raised under each of the four headings. The questions should relate directly to the issue of Palestinian refugees in Lebanon or elsewhere.

Step 3: Each group's results could be displayed and shared with the larger group.

Step 4: Compare in the larger group the questions listed in the Compass Rose (page 27 of the Biladi Photo Pack):

Who Decides?

- What rights do Palestinian refugees have in making decisions about their own lives?
- Who makes decisions in the refugee camps?
- Do young people have power to make decisions?
- What is the role of the UN?

Natural?

- Why are conditions in the camps so bad?
- Can nothing be done about the overall environment of the camps?
- Is there no effective planning?

Social?

- Do women have equal rights?
- Are relations between the Lebanese and the Palestinians improving?
- What social and cultural life is there in the camps?
- Do people feel pessimistic about the future?

Economic?

- Why are Palestinians excluded from so many jobs?
- How do people survive?
- What is their economic future?

Further Resources

80:20 Educating & Acting for a Better World: <http://www.8020.ie>
Palestinian Human Rights Organisation:
<http://www.palhumanrights.org/>

2.10 PERSONAL BIOGRAPHIES

Background

Each and every one of us directly experiences human rights in our lives of – either positive or negative. These experiences provide a rich source of ideas and stimulus in any workshop and exploring participants' own experiences has the additional value of recognising each person as an 'expert' as well as rooting our understanding of human rights in everyday life. Encouraging learners to explore their own histories can also be a highly productive team-building exercise.

Description of the Methodology

All too often human rights trainings tend to approach human rights education from an external, not to say impersonal perspective. We are faced with human rights declarations, treaties and protocols. We examine how domestic law and domestic practices fail to live up to the norms established in international human rights conventions. We refer to judgments by local and international courts to elucidate a provision dealing with the right to housing or the right to freedom of speech. What we do not do (or hardly ever) is to start from the human rights stories of the participants themselves. Every individual has met human rights in different, sometimes unexpected ways. By allowing participants the time and space to reflect on their own encounters with human rights we immediately highlight that human rights are first and foremost about us, about our parents or our neighbours, about our teachers and friends. By telling our own human rights story and listening to the stories of others we realise that in the words of Eleanor Roosevelt human rights begin 'in small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works'.

Sample Activity: Human Rights Stories

Introduction: The exercise described below has been developed by the Mediterranean Academy of Diplomatic Studies in the University of Malta and Irish NGO 80:20 Educating and Acting for a Better World as part of their general approach to planning and delivering an annual summer school in human rights and human rights education.

Objectives: Through this workshop participants will learn to:

- Recognise and describe human rights issues in their immediate environment;
- Identify persons in their environment that stand for human rights;
- Link both human rights issues and actors to their personal biography.

Procedure: Using coloured markers, tracing paper and flipcharts, learners explore human rights in their daily lives by identifying and discussing events and individuals that relate to human rights (time required: approximately 45 minutes).



Materials:

- Coloured markers
- Tracing paper
- Flipchart paper

Sequence:

- Step 1:** Invite each participant to identify three events and two persons in their life so far which had an impact on them personally as regards human rights. Stimulate a general discussion of these event and individuals and how they impacted on the lives of participants (in which way?, why?, etc). You can start this by inviting a couple of participants to relate one or two of their events/ persons. Focus on common factors that emerge such as family, school or media. Identify whether these experiences are positive/negative.
- Step 2:** Invite participants to symbolise each person/event they have chosen by a small drawing. For example in case of a person who has his/her father as an influence they can symbolise him by drawing a pipe if he was a pipe smoker or something similar; an event in, for example school, can be symbolised by a blackboard, etc.
- Step 3:** Give a sheet of tracing paper to each participant and invite them to draw a line across the tracing paper. This will be their 'human rights time line', each participant is asked to draw above the line the symbols relating to the persons/events. Beneath the time line they should write the key human rights words, values or themes, which that person/event exemplified.



For example if a person has the release of Nelson Mandela as an event which touched him/her they can write under the line words such as freedom, equality, etc. Make sure that each person relates the issue or person to themselves personally – how the event or person impacted on them.

- Step 4:** Once each participant has completed their human rights time line ask participants to work in pairs. They should explain to each other their choices and also start identifying and linking by using bright coloured markers common themes/ideas/issues.

Ask the pairs to work in fours and then in eights repeating the process of linking common themes/ideas/issues. Using tape the participants should stick their tracing papers on pieces of chart paper.

Summarise the process and the issues that arise and then discuss the value of the exercise in terms of understanding our own human rights 'journeys' as well as the influence of others on that journey.

APPENDICES

APPENDIX 1 TESTIMONIES IN RELATION TO THE WALL

Testimony 1

Restrictions on residents of a-Daba due to the Separation Barrier, Qalqiliya District, July 2005



'Abd a-Latif' Odeh, farmer

My family has lived in the village of a-Daba for generations. The village is east of Ras Atiya, south of Hirbet a-Slaman, north of Isla and west of Kafr Thulth. It is approximately five kilometres from Qalqiliya and one and a half kilometres from Habla. Most of the residents of a-Daba are farmers. The farming industry has been severely affected by the building of the Separation Barrier. A large portion of our land was left on the north-eastern side of the fence and it is extremely difficult for us to reach it. My family owns over ninety dunams of agricultural land on which we grow olive trees.

Our house is about sixty meters away from the fence. It is on the eastern side of the barrier and our land is on the western side. I can see our land from my house, but I can only get to it by crossing the Ras Atiya gate. You need a special permit to use that gate. From there, I continue on to the Habla junction, and then to the Jalud intersection. Then I go to Khirbet a-Salman, and then another eight kilometres by car and two kilometres by foot, because there is no paved road or dirt path to get to the land. It takes me about two hours to get to my land. If there are delays at the gate, it can take three or four hours. As a result, whenever I want to work my land, I end up spending most of my time just getting to and from it. Many farmers, including my brother, Rafik Ibrahim el-Aaraj, have abandoned their fields because of the difficulties in reaching them.

The Barrier has also caused problems regarding education. High school students from our village must pass through the gate to reach their schools in Habla or Qalqiliya, and frequently they have problems. A few weeks ago, Amir Amar Muhammad Abdallah, age 18, tried to cross the gate to go take his matriculation exams. The soldiers detained him at the gate from morning until 1.00 PM claiming that he approached the soldier without being asked to do so.

We have only one school in the village, and it has a large teaching staff. Most of the teachers live on the other side of the barrier and need permits to get to the school. The dependence on permits disrupts the schools functioning. When the permits expire, it often takes a long time to get them renewed. In the meantime, classes are cancelled and the children are unable to continue their lessons.

Residents of the village have to go to Habla or Qalqiliya to get medical treatment, which entails a long trip. In cases of a medical emergency, it is dangerous.

At the gate that leads to Ras Atiya, we are not permitted to transfer merchandise and that makes life very difficult for families that own livestock and need to transfer fodder for them. The fact that merchandise can only be transferred at Checkpoint #109 (DCO Qalqiliya) [and not at the gate] makes it very costly as well. Transferring merchandise through the gate would cost about thirty shekels, but to go through the checkpoint costs approximately 200 NIS and takes much longer. Also, people are frequently denied passage at the checkpoint because their permit is only valid for the gate.

Because of the Separation Barrier, most of the grazing land has been destroyed or is inaccessible on the other side of the

fence. As a result, the price of fodder has increased. My brother, Abdallah el-Aarag, age 65, owned a flock of 100 sheep. After the Barrier was built he had to sell the whole flock since he had no grazing land left and fodder was too expensive for him. We also have problems hosting relatives and friends. Whenever people want to visit, we have to get a permit for them. Often, the requests are rejected. Even if they are granted, it usually takes more than a week to receive them. I married off my son Ibrahim two months ago. Only a quarter of the invited guests could attend.

'Abd a-Latif Ibrahim' Odeh, age 63, married and father of 15, is a farmer and a resident of a-Daba village near Qalqiliya. His testimony was taken by Karim Jubran on 21 July 2005 at the witness's home.

This testimony is taken from "B'Tselem"- the Israeli information center for human rights:

http://www.btselem.org/english/separation_barrier/index.asp

Testimony 2*

Family becomes unemployed after the army denies them permits to cross the separation barrier to work their land, November 2005



'Itaf Khaled, 57

I am fifty-seven years old and married. My husband and I have five sons and one daughter. We have twenty-two dunams of farmland, all of which is situated west of the separation fence. The farmland is spread out over a few areas. We have eight dunams of olive orchards in the area of Marj Abu a-Samin, six dunams of citrus groves in the area of a-Mahajir, four dunams of greenhouses in which we grow vegetables in the area of Marj Yubek, and four dunams on which we grow apples, peaches, and lemons in the area of Shaqfat Yubek.

Since 1989, I have helped in the farming. The crops we grow are the sole source of our family's livelihood. All of us were involved in the farming. Then the Israeli authorities began to build the separation fence west of our village. After the fence was built, they put in gates so that farmers who had special permits could get to their land. Two such gates were put up on Jayyus's land: one lies at the western edge of the village and the other at its southern end.

Prior to 2005, my husband, our three sons – Muhammad (25), Baker (20), and Omar (16) – and I received permits to pass through the gates. In January 2005, my husband submitted requests to the DCO in Qedumim to renew all our permits. The requests for my husband and the boys were rejected for 'security' reasons, and I was given a six-month permit. Later, my permit was extended for two more years, until 5 September 2007. They resubmitted their requests several times, the last being this month [November 2005]. All were rejected.

The refusal to grant the permits causes great problems for me. I am unable to work the land by myself. I can't do the plowing or the spraying or the other work needed to take care of the trees. Besides, I am diabetic and suffer from high blood pressure and muscular problems, so I can't do the work by myself. My husband had to get Muhammad Sami a-Dibs, a farmer with a permit to cross the fence, to work our land. As payment, he gets one-third of the crop. The problem is that you can't compare the quality of care given to the land – it is much greater when the person working the land is the owner. In 2004, my husband and the boys did the planting and handled all the farming chores, and we made NIS 40,000 from the tomatoes and cucumbers in our greenhouses. In 2005, we did not get enough revenue to cover the expenses for water, seedlings, spray, and other things needed to grow the crops.

The neglect of our land, because my husband and the boys are not given permits, is slowly destroying our source of livelihood. Now, during the olive-picking season, they sit at home without work. I can't pick the olives alone. The entire quantity that I picked is not enough for more than three tins of olive oil. Last year, when my husband and the children picked the olives, we managed to pick enough olives to produce sixty-five tins of olive oil.

'Itaf Ahmad Said Khaled, 57, married with six children, is a homemaker and a resident of Jayyus. Her testimony was given to Abd al-Karim Saadi in Jayyus on 23 November 2005

This testimony is taken from "B'Tselem"- the Israeli Information Center for Human Rights:

http://www.btselem.org/english/separation_barrier/index.asp

Testimony 3

The Mizrahi Family

Ms. Mizrahi works as a bookkeeper for a small firm in Jerusalem. She travels daily from her home in south Jerusalem to work on the #18 public bus. Her two youngest children, daughters, also travel daily by the #18 bus to their school. Their oldest son serves in the army.

Her husband was injured in a bus attack four years ago. Severely disabled since then, he is unable to work and remains at home. The family receives a government income supplement, because of her husband's injuries. Since the attack, the family sold their car to meet their post-hospital expenses. When the son returns home from the army on weekends, he works as a security guard in Jerusalem pubs on Friday and Saturday nights. He gives his mother most of his earnings to contribute to help support the family.

The father's injury and inability to work severely reduces the family's income. The family used their savings to pay for post-hospital expenses, included in these expenses are the purchase of psychotherapeutic drugs, prescribed by the family doctor, but not covered by their health insurance plan. The drugs were prescribed to manage Mr. Mizrahi's increased outbursts of anger that started following head injuries he received when a suicide bomber blew up the bus on which the father was travelling.

"I'll never forget the ongoing fear and constant nightmares I had every time I had to take a bus or send my daughters to school. And, moreover, when my son went to work on weekends, I could not fall asleep until he arrived home safely! His job as a guard at a pub brings in money, but it is he who is first in line to be targeted by a shahid coming to kill civilians at the pub. So I grind my teeth and hope for the best".

Now with the wall around Jerusalem, there is a stronger feeling of security and safety, I can sleep better at night. I call upon my government to finish building the wall and give the Israeli citizens the security they were missing for so long.

Testimony 4

Yossi, a soldier at check point

Yossi joined the army two weeks after completing his high school matriculation exams. After completing basic training, he served 6 months in the engineering corps in a field unit near Gaza. As part of his service, he was rotated, with his unit, to the Qalandia checkpoint between Jerusalem and Ramallah. Today, he works two four hour shifts each day. Once every two weeks he is given leave to visit his home in Holon.

Yossi's unit's task is to check the identity card, documents and packages of each Palestinian travelling from Ramallah to Jerusalem. Yossi is nineteen years old.

"I find it hard to refuse entry to elderly people who don't have the correct documents, are ill and in need of hospital. I hide my rifle under the shelf in order not to frighten them".

"I do know that there could always be someone out there who will try to trick me, coming in with false intentions, so I have to be on guard! I see the eyes of young people my age, who are angry and wish to hurt me or my unit. I must be patient and understand where it's coming from".

"But I can't argue with my commanding officers and the greatly reduced numbers of terror victims since the wall was built. I hope that one day, not too far away, there will be a Palestinian country and its people living peacefully side by side with us".

Petition to the Israeli High Court of Justice

Dr. Michael Fridman is a representative of the Israeli human rights NGO, HaMoked, and appeared in a petition to the Israel High Court of Justice:

HaMoked: Center for the Defence of the Individual, founded by Dr. Lotte Salzberger, is an Israeli human rights organisation which aims to assist Palestinian residents of the Occupied Territories whose rights are violated due to Israel's policies. **HaMoked** works for the enforcement of the standards and values of international human rights and humanitarian law.

HaMoked's petition argued that the construction of the wall, in all its segments, which deviate from the Green Line was, and is, illegal for four main reasons:

- (a) The military commander lacks the authority to engage in such an enterprise in the route chosen, as the route does not adhere to the Green Line but rather encircles Jewish (illegal) settlements, and thus presents no legitimate security necessity. The military commander has no authority, under occupation law, to engage in such a project and seize lands from protected persons to that end;
- (b) The construction of the wall demands a far-reaching violation of inherent rights, such as employment, healthcare, education, freedom of movement, family and community, life, etc;
- (c) The construction of the wall is a de-facto annexation of the area encompassed by deviating segments (the areas of the Occupied Palestinian Lands which are left west of the wall);
- (d) Another reason to suspend the decision to erect the wall, mentioned in HaMoked's petition, was the legal regime chosen for the operation of the 'seam zone'- the areas west of the wall, caught between the wall and the Green Line. The petition contends that this regime is defined from the outset as one that discriminates between Jews and Palestinians, and creates, as a matter of fact, a reality of apartheid, unprecedented in Israeli law and forbidden by international law.

In other words: the route of the wall runs inside the occupied territory and materially modifies the fabric of civilian life in the occupied territory isolating, in fact, considerable portions of the occupied population, creating hermetic enclaves and constituting a de-facto annexation of parts of the occupied land. Thus, the separation violates the principles of international law and is prohibited.

APPENDIX 2 WORKSHOP ON THE WALL IN CHILDREN'S LITERATURE CONDUCTED BY BIKORET AT THE EMHRN SUMMER SCHOOL, CYPRUS - JULY 2007

Bikoret is a non-profit advocacy group and publishing house that is committed to the education of children, parents and educators to social awareness through the concept of socially responsible children's literature dedicated to issues of cultural diversity, human rights, social justice and peace. **Bikoret** maintains that children's literature is an excellent vehicle for disseminating social values among children and adults alike, giving parents 'permission' to view issues afresh, while engaging educators and artists in the process of re-exploring issues long neglected.

Background

The situation in the State of Israel, a country facing religious, socio-political, environmental, and ethnic conflicts has reached a critical junction. Moving towards a lasting peace necessitates developing a dialogue of social justice, accessible to all members of society through opening channels for positive dialogue surrounding social change. As children's books are a meeting point between children, parents and educators, socially responsible literature has emerged as a powerful vehicle for helping these groups to develop an understanding of diverse cultures, peoples, and social perspectives. Hazel Rochman (1993) in her book *Against Borders* explains the overall purpose of socially responsible children's literature as helping to break down barriers. ...Books..., she states, can make a difference in dispelling prejudice and building community. Thus a good story lets you know people as individuals in all their particularity... and once you see someone as a person - flawed, complex, striving - then you've reached beyond stereotype.

The Workshop

Three hours workshop that included two parts: theoretical and practical which explore the usage of children literature in promoting discussion about human rights conflict in general, and the wall in particular, with children, parents and educators.

Structure and Methodology

Theoretical (1.5 hours): The social responsibility of children's literature

A theoretical discussion demonstrating and analysing examples of published Israeli children's books in order to promote a critical dialogue among the participants as to the power of children's books in educating to social responsibility. The discussion included a few critical questions:

- What makes a children's book a socially responsible one and why are they so rare (in Israel for example)?
- How bold are authors anyway while writing on social issues?
- Should there be any boundaries while exposing young children through literature to the difficult reality (for example – the usage of the Israeli wall in a children's book)?
- Do parents really want their children to be exposed to harsh reality while reading a bed-time story?
- What is the language that should be used for describing the wall and its implications for young children?

Practical (1.5 Hour): The wall in children literature

The activity included 'Afifonim' ('Kites') – a children's book awaiting publication - that deals specifically with the wall. Using 'Afifonim', the conflicts that arise from using the wall in children's books are analysed and the book was rewritten with the intention of exploring the different points of view of the participants.

The workshop was guided by Shira Lapidot & Liat Rosenberg - Co-Establishers of Bikoret.

APPENDIX 3 HUMAN RIGHTS EDUCATION AND YOUTH PARTICIPATION IN THE EUROMED REGION

CYPRUS- 23-29 JULY 2007

Summer School Programme

Monday, 23 JULY 2007

Opening Session

- 09:00 -

Session Chair, Antonia Papadopoulou, Greek Helsinki Monitor (GHM), Human Rights Education and Youth WG Convener and Euromed Summer School Coordinator

Welcoming speeches

- (1) **Eleftherios Eleftheriou**, International Association for the Protection of Human Rights, Rights and Freedom Association, Resource person
- (2) **Marc Schade-Poulsen**, EMHRN, Executive Director

Presentation of the Summer School agenda and practical information

- (1) **Nour Hemici**, EMHRN, Human Rights Education and Youth Project Coordinator
- (2) **Antonia Papadopoulou**, Greek Helsinki Monitor (GHM), Human Rights Education and Youth WG Convener and Euromed Summer School Coordinator

Introduction to the EuroMed Summer School

- 10:30-

- (a) **Introducing the EMHRN and the WGs methodology: Presentation (1h)**

Marc Schade-Poulsen, EMHRN, Executive Director

- (b) **Collegial presentation of participants' organizations and activities: Planning for participants' expectations and needs (1h)**

Nour Hemici, EMHRN, Human Rights Education and Youth Project Coordinator

Maya Ben Khaled, Arab Institute for Human Rights, WG member

Introduction to the EuroMed Summer School

- 14:00-

- (c) **Memorandum of Understanding and participants' Personal Action Plans (45 mins)**

Antonia Papadopoulou, Greek Helsinki Monitor (GHM), WG Convener and Euromed Summer School Coordinator

- (d) **Getting to know each other and ice-breaking games: dealing with the personal and professional biographies of the participants with regards to human rights (3h 30 mins)**

Valerie Duffy, 80:20, Ireland, WG member

Omar Grech, Mediterranean Academy of Diplomatic Studies (MEDAC), Malta, WG members.

TUESDAY, 24 JULY 2007

Human Rights: Values, Ideas and Legal Framework

-9:00-

Session Chair, Amina Lemrini, Association Démocratique des Femmes du Maroc (ADFM), WG member

Omar Grech, Mediterranean Academy of Diplomatic Studies (MEDAC), Malta, WG member

Andreas Panayotis, Frederick Institute of Technology, Cyprus

First Session -plenary Session-

-9:30-

-Lectures and Discussions-

- (a) **The Cypriot Question: Social History and Human Rights focus (1h 30 mins)**

Andreas Panayotis, Frederick Institute of Technology, Cyprus

- (b) **Human Rights developments: Key values and ideas (1h 30mins)**

Omar Grech, MEDAC, WG member

Second Session -workshops-

-14:00 -

- (c) **How to use education methodologies in the human rights daily work (2h)**

- (d) **Issues linked to the use of political cartoons (2h)**

Rola Badran, Palestinian Human Rights Organisation (PHRO), WG member

Focus on participants, practical approaches, and direct exchanges

Omar Grech, MEDAC, WG member

Third Session-plenary Session-

-16:30-

-Reports from Workshops and Discussions-

- (a) **Participatory workshop: presentation of human rights methodologies "Self-conducted workshop"**

- (b) **Discussion and inputs**

Proposals, debate and evaluation

Two actors from the North and two from the South

WEDNESDAY, 25 JULY 2007

Human Rights Education Approaches

Plenary Session

9AM – 12:30PM

Session Chair, Antonia Papadopoulou, Greek Helsinki Monitor (GHM), Human Rights Education and Youth WG Convener and Euromed Summer School Coordinator

Frank Elbers, Human Rights Education Associates (HREA)

Valerie Duffy, 80:20, WG member

Maya Ben Khaled, Arab Institute for Human Rights, WG member

Amina Lemrini, Association Démocratique des Femmes du Maroc (ADFM), WG member

First Session

-Round Tables, Discussions, Brainstorming, Problem Solving- 9AM – 10:30AM

(a) Introduction to Human Rights Education principles and values (2h 30mins)

Valerie Duffy, 80:20, WG member

(b) HRE methodologies and approaches: Experiences and differences (1h 30mins)

Amina Lemrini, Association Démocratique des Femmes du Maroc (ADFM), WG member

Maya Ben Khaled, Arab Institute for Human Rights, WG member

Second Session -workshops- -14:30 -

Group Work: Values conflict, ethical dilemma (1h 30mins)

Amina Lemrini, ADFM, WG member

Application of methodologies and approaches (1h 30mins)

Frank Elbers, Human Rights Education Associates (HREA)

Third Session -plenary Session- -16:30-

-reports From Workshops And Discussions-

(a) Reporting from 2 workshops: proposals and debate.

(b) Evaluation and inputs; debriefing on days 1, 2 and 3 of the Euromed Summer School

THURSDAY, 26 JULY 2007

Human Rights and Conflict: “Borders and Walls” Plenary Session (9am – 12:30PM)

Session Chair, Valerie Duffy, 80:20

Moataz Elfeghery, Cairo Institute for Human Rights Studies (CIHRS)

Linda Jakob, Public Committee against Torture in Israel (PCATI) educator/facilitator

Yemina Barneis, Public Committee against Torture in Israel (PCATI), WG member

Liat Rosenberg and Shira Lapidot, Bikoret, Israeli NGO

Bartolomeo Conti, Movie’s Director

9AM – 10:30AM

Open Space: Drama and Forum Theatre

Participants to deliver

11:30 – 12:30

The Reconciliation Process In Cyprus: The Concerned Actors

Yiouli Taki, Index

Workshops

(12:30 – 14:30)

2 choices and you choose 1

(1) 12:30 – 14:30

Exercises and Activities Using the “Biladi” Photo Pack

Rola Badran, PHRO, WG member

(2) 12:30 – 14:30

Visuals Aids: Screening of the Movie “Borders” follow-up by a seminar/debate

Bartolomeo Conti, Movie’s director

Workshops (15:30 – 18:30)

2 choices and you choose 1

(1) 15:30 – 18:30

The Wall: “Children literature with social responsibility”

Liat Rosenberg and Shira Lapidot, Bikoret, Israeli NGO

(2) 15:30 – 18:30

Moot Court Methodology

Linda Jakob, Public Committee Against Torture in Israel (PCATI) educator/facilitator & Yemina Barneis, PCATI, WG member

Plenary Session (19:00 – 20:30)

19:00 – 20:00

Presentation of Participants’ Activities by Participants

20:00 – 20:30

Debriefing

FRIDAY, 27 JULY 2007

Local Fieldwork Trip

Background on the political and social situation on the ground

- Meetings with local human rights and youth NGOs in Cyprus
- Visiting the Green line and the Buffer Zones
- Visiting Pyla and Varosha
- Meeting groups working on the reconciliation process

SATURDAY, 28 JULY 2007

Plenary Session (9AM – 14:00)

Women’s Rights and Gender Issues

Chair Session, Wadih Alasmar, French Lebanese Mouvement,

Solida, EMHRN, Executive Committee member
Atika Al-Taif, Member of the EMHRN WG on Women's Rights and Gender, ADFM
Susana Pavlou, Mediterranean Institute for Gender Studies (MIGS), Cyprus
Valerie Duffy, 80:20, WG member
Zahra Radwan, Cairo Institute for Human Rights Studies (CIHRS), WG member

9AM – 10:30

Definition and Policy Gender Discussion

Valerie Duffy 80:20 & **Susana Pavlou**, MIGS

11am – 14:00

Training On The Emhrn Women's Rights and Gender Wg's Kit On "Gender Mainstreaming: An Integrated Approach To Male-female Equality"

Atika Al-Taif, member of the EMHRN WG on Women's Rights and Gender
Zahra Radwan, Cairo Institute for Human Rights Studies (CIHRS), WG member

Workshops

(15:00 – 16:30)

2 choices and you choose 1

15:00 – 16:30

Participatory Workshop: Presentation of Human Rights Methodologies Related to Gender Issues "Self-conducted Workshop"

Susana Pavlou, MIGS

15:00 – 16:30

Open Space Workshop

Participants to deliver

Workshops

(17:00 – 18:30)

2 choices and you choose 1

17:00 – 18:30

Participatory workshop: presentation of human rights methodologies related to gender issues "Self-conducted workshop"

David Cassar, MEDAC & **Valerie Duffy**, 80:20, WG member

17:00 – 18:30

Open Space Workshop

Participants to deliver

Plenary Session

(18:30 – 19:00)

18:30 – 19:00

Debriefing

SUNDAY, 29 JULY 2007

Plenary Session

(9am – 12:30)

Conclusion, Evaluation and Official Closure of the 2007 EuroMed Summer School

Session Chair, Antonia Papadopoulou, WG member
Frank Elbers, Human Rights Education Associates (HREA)
Snjezana Ivandic, Balkan Human Rights Network (BHRN)
Aida Vezic, (BHRN)
Lubna Dawany, (SIGI), WG member

9AM – 10:30:

Next Steps... Suggestions Including a Forum; Web Site, Use of the Resources Book Etc

11.00 - 12.30:

Reviewing Personal Action Plans

Plenary Session (Resumed)

(13:30 –14:15)

13.30 - 13.45

Final Evaluation of the Euroned Summer School

13:45 – 14:15

Certificate Awards Ceremony

20:00 - LATE

Farewell Ceremony – International/cultural Night

APPENDIX 4 “HUMAN RIGHTS EDUCATION AND YOUTH PARTICIPATION IN THE EUROMED REGION”

Cyprus, 23-29 July 2007

Summer School 2007

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APPENDIX 5 TIPS FOR FUTURE SUMMER SCHOOLS By Valerie Duffy

The Euro-Mediterranean Human Rights Network (EMHRN) “2007 Summer School” was held in Limassol, Cyprus from 23-29 July 2007. The Summer School was organised by the Working Group on Human Rights Education & Youth and the EMHRN Secretariat. It was a week long event comprising of workshops and lectures focusing on human rights education. Thirty two participants between the ages of 19 and 35, 16 men and 16 women, from 14 countries participated in the summer school.

The Cyprus Summer School 2007 aimed at:

- Creating and building a better understanding of HRE among participants in an engaging and empowering manner;
- Providing resources and materials for use by participants during and after the Summer School with a focus on the Euromed region and its human rights mechanisms;
- Exploring HRE methodologies and tools to be developed and delivered at a regional and local level within the Euromed region;
- Facilitating the development of personal action plans.

The Cyprus Summer School 2007 also intended to:

- Support capacity building in HRE on organizational and personal levels and to foster greater understanding and delivery of human rights education activities organisationally, personally and within EMHRN as a whole;
- Share ideas and methodologies used in human rights education for the purposes of promoting and delivering human rights values and human rights education approaches in the Euromed region;
- Explore ways of co-operation within the field of human right education in the Euromed region, following the outcomes of the Summer School.

This document, based on information gathered from participants and organisers, provides some tips **for the future** or a **checklist** for future **EMHRN** Summer Schools.

There are two key things to remember here – **communication and organisation**. If these two aspects are dealt with from the beginning, any Summer School will run smoothly!

Additional information gathered during and after the Summer School may also be found on the EMHRN website www.euromedrights.net

Initial Organisation – location, venue, accommodation, facilities, and food

- Choose a destination within the region, preferably where a member of the EMHRN resides, to maximise local knowledge and contacts;
- The location of the Summer School should meet the needs of participants and presenters which could number up to 70 people. It is vitally important that the venue is people and workshop friendly (with adequate windows, air conditioning, space (remember the Interpreters need space too!), accessible facilities, food to meet a variety of requirements, and bedrooms). Therefore, at the very least, there should be one main room and a number of ‘break out’ rooms;
- It should be possible to arrange a ‘deal’ with the hotel/venue well in advance of the Summer School taking place.
- It is important that items such as computers, photocopiers, projectors, the Internet (arrange a set amount of usage for the organisers), etc are all available to the group for the smooth running of the event;
- Sufficient secretarial support should be provided at the earliest stage in order to lay strong foundations for the Summer School.

Interpretation

- Ensure that interpretation is available for those languages advertised to potential participants and that those participants are well aware of this;
- Remember: the more ‘break out’ rooms and workshops you have, the greater your dependency on interpretation.
- Therefore it is vital to have enough interpreters to meet the need set down by the timetable and participants;
- Employing a good local organisation to supply the booths and necessary equipment means that the pressure is reduced on the organising group.

EMHRN Working Group Preparation for the Summer School

- From the outset, fair division of labour should be in place to ensure all members of the group play an equal role in the organisation and running of the Summer School. This is one of the key learning from Cyprus. From very early on in the process, those who are attending the Summer School should be given responsibility for various aspects of delivering the Summer School programme and should be clear as to what is expected of/from them;
- Breaking into small workshop groups to ensure the Summer School is delivered should be continued so long as everyone else has an opportunity to feed back. And this is before the SS even begins – over the Internet!
- It is important that those given responsibility are clear about their duties and know where they should be and at what time. Good time keeping by the organisers is a must!
- Organiser meetings should be held each evening to analyse what happened during that day and to especially identify any difficulties or problems that need to be addressed before the next days activities;
- Each member of the organising group should be given a listing of the participants;
- Each member of the organising group, who attends the Summer School, should be given responsibility to ‘check in’ with a certain group of participants;
- This ensures a good mix between participants and organisers;
- During the Summer School, if the programme is not meeting the needs of participants, a room should be given to adequate and balanced changes balance within the perimeters of the decided program. But obviously, you don’t really want this to happen!!

Participants and Preparation for the Summer School

- Potential participants should be matched with the type of Summer School the EMHRN decide to run. If it is a Training of Trainers (ToT) then all applicants should be measured against this requirement. Having a strong human rights education background in this instance, is therefore a necessity;
- It should be stressed to all participants that their 100% participation and involvement is required for the overall success of the Summer School (this includes everything from timekeeping to taking active part in the workshops and discussions);
- Active participation should be ensured before the beginning of the Summer School by asking selected participants to prepare and send a presentation of their own methodologies work and not a conventional presentation of their organisation; In choosing participants, where possible, geographic spread should be achieved;
- Be realistic about the number of participants you decide to accept into the programme and be sure that you have the facilities, documentation, etc. to meet the needs of these participants;
- Details of the Summer School (a ‘training of trainers’ event?);

its aims, objectives, methodologies, requirements, etc., should be included in all advertising for the Summer School and indeed again provided to those who are chosen to participate in a clear and concise manner;

- Should participants be required to bring materials with them or have completed forms, etc., this must be notified to them well in advance especially as many participants may take more than one day to get to the Summer School destination. Deadlines in sending documents and materials should be kept as to ensure a fair approach to all involved;
- There should be some point of contact for participants – for example an individual who will take responsibility for answering queries relating to the event.

Documentation

- All documentation should be sent well in advance to those who are participating including expectations, rules and regulations so everyone is aware of what is involved;
- In relation to presentations and additional readings, these should be made available at the earliest stage by those running a workshop/presenting/lecturing and these should be available in the languages of the Summer School;
- At the very least, a listing of where additional materials can be found should be presented to participants – in their own languages and to meet their needs. There is a wide variety of organisations that have produced many documents relating to HRE which are readily available on the web. This should be relayed to all participants and perhaps downloads of these could be placed on the EMHRN website;
- Each participant, lecturer, presenter and organiser should continue to receive a 'Summer School Pack' with all necessary information included.

Visas

- It is of utmost importance that any dealings with visas are clear and transparent. From the outset, organisers and participants should know who has responsibility for organising visas to travel. This should be decided by the organisers well in advance;
- The EMHRN should draw up a list of countries and the visa requirements for each of these;
- WG Members in charge of visas should be able to address/respond to participants in more than 1 language to avoid misinterpretation.

The Programme

- A successful Summer School can largely hinge on a programme which meets the needs of its participants. Serious decisions must be taken in advance to identify what the organisers want from the Summer School and where possible, what potential participants will want from it too;
- The programme should not be overloaded despite us wanting to do and tell everything you ever wanted to know about a subject! And, there should be time for breaks in between. It might be Summer School but it is also NOT Boot Camp!
- Will the Summer School look at a specific theme and if so, how well in advance should work begin?
- There should be enough space for the formal and the non formal, with greater emphasis on interactive, non formal sessions. After all, if participants are trainers, they need to have the practice as they will probably already bring the knowledge (although this should not be discounted completely);
- Good group dynamics are vital. Therefore, on the first day, significant time should be timetabled for participants, presenters and organisers to introduce themselves and to get to know each other. This should be a non moveable block in the earliest part of the first day. Also, throughout the week, group activities, games, energisers, etc, should be timetabled in with perhaps some of the participants taking the lead on this;

- Each day should include a debriefing (no more than 30 min.) so all involved are fully aware of how the day and the event is progressing;
- Space should be left for participants to use as they wish. Many of them travel from different countries and want to tell their story and space should therefore be provided. Open Space Technology is one method that could be used. Video and ICT is another way of sharing information as too is a bazaar or market place where people can bring and discuss information from and about their own organisations. It is vital however, that this aspect of the timetable be well documented and it may be necessary to assign people to various groups to ensure this is so;
- Getting to know more about the country where the Summer School is situated and visiting organisations and places of importance should continue;
- Time should also be set aside for when participants can explore the locality by themselves and this should occur in the middle of the programme to give people a break from the SS formalities;
- The programme is always under stress to be completed and certainly time management plays a major role in this. Therefore, someone should have responsibility for time and take charge of ensuring people are where they are supposed to be;
- The Cultural Night should be continued with specific tasks given to participants, lecturers, facilitators and organisers in the area of food, song, dance, etc. This could be communicated to all in advance so people come prepared!

Lecturers and Facilitators

- Human rights education is very broad and so some attempt should be made to ensure that there is a link between the workshops and lectures at the Summer School. Perhaps look to having themed days on specific subjects/issues and match lecturers and facilitators to this;
- Where possible, lecturers and facilitators should be involved in devising the programme, methodology and process for the day they are 'working'. However, this needs to begin very early on if it is to be successful;
- Be clear with lecturers and facilitators of what their obligations, roles and responsibilities are and provide strict instructions regarding timing of their presentation/workshop, audience/participants, space for discussion/debate, availability of their presentation to the wider audience, etc;
- From the Cyprus Summer School, it was felt that facilitators should be present throughout the whole Summer School.

Evaluation Process

- Despite often it being a tedious task, it is very important for each part of the programme as well as the overall programme to be evaluated;
- The evaluation form and the process by which it is undertaken should be more in line with the programme and organisation of the Summer School;
- It is imperative that we hear everyone's feedback no matter how short. Therefore daily evaluations should be passed to participants and others at the beginning of the daily debriefing and time given to fill in the forms so that these can be collected when the debriefing is over;
- The organisers should meet after the debriefings to discuss the outcomes from the session as well as from the forms and should take note of any major issue arising for following days that may need to be addressed;
- As usual, all documents pertaining to the Summer School should be prepared in the languages of the Summer School; Additional questions relating to facilities and logistics should be included into current evaluation forms.

