DARE

Democracy and Human Rights Education in Adult Learning

DARE BLUE LINE EDITION

Documentation:

Education for Human Rights

International Training Course on Methodology of Human Rights Education for Multipliers from Bulgaria, Cyprus, Germany, Italy, Poland, the Ukraine, and the United Kingdom

April 2 - 9, 2009

International House Sonnenberg, Germany

Seminar Organizers:

SONNENBERG

DARE
Democracy and Human Rights Education in Europe

Seminar supported by:

Youth

Projektname: Methoden der Menschenrechtsbildung für die internationale Jugendarbeit
Projektnummer: DE-31-97-2008-R5

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Preface

From April 2nd to 9th, the international training course "Education for Human Rights in Youth Work" took place in the International House Sonnenberg in the German Harz Mountains with 31 participants from 8 different countries. The course was announced as follows:

> ***"Education for Human Rights in Youth Work"***
> *An international training course for multipliers, active in the field of youth work*
>
> *In this spring academy a broad spectrum of methods on Human Rights Education for (international) youth work will be presented. First the origin and aims of Human Rights will be discussed and in the next step we will exchange ideas about how the topic can be integrated into our own practice working with young people.*
>
> *Methods used will be: short specialist lectures, role-plays, simulation games, discussions in small groups etc. A phase of different workshops - held by experienced Human Rights trainers - will allow individual focus on certain aspects and an intensive work atmosphere in small groups.*
>
> *The training is open to about 30 participants, aged between 18 and 30 years from the signed up partner countries, that are: United Kingdom, Italy, Ukraine, Poland, Cyprus, Bulgaria and Germany.*

This documentation aims to summarize the sessions and the outcome of the training course and give an overview of the agenda. It is mainly written for participants and may contain some "insider" information that may not be understandable for everyone.

The training course was organised by…

International House Sonnenberg
www.sonnenberg-international.de

… and

DARE – Democracy and Human Rights Education in Europe
www.dare-network.eu

… financially supported by

The "YOUTH in Action" programme
of the European Union
http://ec.europa.eu/youth/

… the documentation was written by

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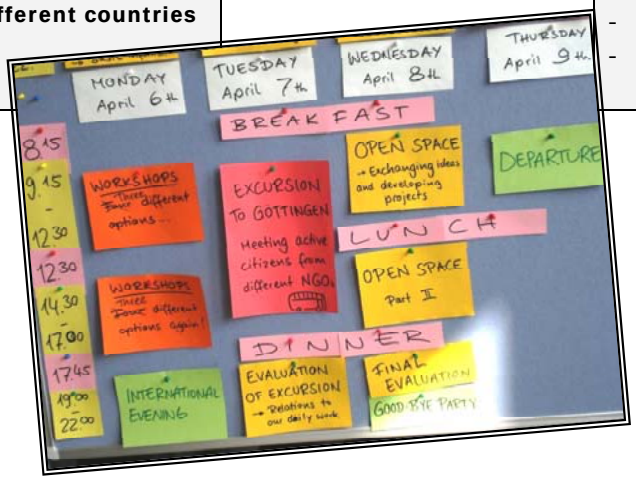
Overview / Agenda

Thursday, 2. April	Friday, 3. April	Saturday, 4. April	Sunday, 5. April
	Human Rights – What's that? **Yes-No-Quiz (Kristien)** **Human Rights Puzzle:** Drawing pictures / creating statues in pairs of 2 and reading out the 30 articles of the Universal Declaration of Human Rights **Newspaper reports on Human Rights** (from the Annual Report of Amnesty International) Work in groups of 4-5 people: - What's the situation concerning Human Rights? - Which articles of HR are being violated? - Which country could it be?	**History of Human Rights** **Lecture and presentation by Georg Pirker from DARE-network, including exercises on:** - philosophers in the different countries who had an impact on Human Rights development - time line with personal experiences linked to development of HR	**Free morning**
Arrival of participants	**Free afternoon** **(Hike to St. Andreasberg)**	**Meaning of Human Rights today** **Simulation game on military coup in Algeria with different groups:** - Algeria - Neighbouring countries (Morocco, Tunisia, Lybia) - EU (Northern Countries) - EU (Southern Countries) - United Nations High Commissioner for Human Rights - International Experts and NGO's - Refugees	**Workshop 1.1** **"Children Rights – One Day in Children Land"** Part I - Childrenland: Films, Computers, exhibition, "Why Children Rights?" - Body-Outlines
Opening Session **Introduction round:** Going into centre, saying Name, profession and one thing you love **Sorting by age;** **European map;** **Yes-No-Walk:** - I work with young people regularly - I know at least 3 articles of the Human Rights - This is my first time to Germany - … **"Similarities & Differences"** - Drawing flowers in groups of 4 or 5, considering: - Job/School - Hobbies - Living situation - Experience in Youth Work	**Sharing experiences & Networking** - Creating personal profiles and pinning them up on the board - Reading each others profiles and taking notes (names & questions) - Approaching and contacting each other in the bar…		**Workshop 1.2** **"Children Rights – One Day in Children Land"** Part II - Taking positions: "Who is responsible to decide…?" facilitated by Massimo di Rienzo and Guido Antonelli Costaggini, "Menougualepiù", Rome

Monday, 6. April	Tuesday, 7. April	Wednesday, 8. April	9. April
Workshop 2.1 – three parallel offers: a) **"A critical view on HRE methods" –** facilitated by Anja Mihr, European Inter-University Centre for Human Rights and Democratisation, Venice b) **"Human Rights and the Millenium Development Goals" –** facilitated by Larry Fergeson, Future Worlds Center, Cyprus c) **"All different, all equal"** – facilitated by Massimo Di Rienzo and Guido Antonelli Costaggini	**Work of NGOs in the field of Human Rights** **Excursion to the University City of Göttingen and visits at different NGOs:** › Amnesty International › Society of threatened peoples (Gesellschaft für bedrohte Völker) › Migration Center (Migrationszentrum) › EPIZ – Information Centre for development policy (Entwicklungspolitisches Informationszentrum) › FIAN - FoodFirst Information and Action Network › Terres des Hommes	**Reflection** **Dream journey** Listening to the steps of the seminar, lying or sitting with closed eyes and soft music in the background **Evaluation talks** In small randomly changing groups on the different contents of the seminar, following the questions: A. Knowledge gained B. Methods/ideas to apply C. Questions that came up The different contents that were reflected: - Introduction: Quiz-Puzzle-Newspaper - Georg Pirker: History of Human Rights - Simulation Game - Childrenland - Morning Workshop - Afternoon Workshop	**Good-Bye…** Depar-ture of partici-pants
Workshop 2.2 – three parallel offers: a) **"Future challenges for Human Rights Education"** – facilitated by Anja Mihr, European Inter-University Centre for Human Rights and Democratisation, Venice b) **"The challenge of Human Rights and cultural diversity"** – facilitated by Larry Fergeson, Future Worlds Center, Cyprus c) **"Digital device, new technologies and Human Rights"** facilitated by Massimo Di Rienzo and Guido Antonelli Costaggini CANCELLED		**Developing and sharing ideas** **Open Space** Working groups initiated by participants on different topics and projects: - "Projects for children with less opportunities" - "Access to EU funds" - "Human Rights and Economy" - "Stereotypes" - "Ukrainian projects" - "Work exchange in the social field" - "Facts on Human Rights" - "Networking"	
International Evening!!! **Food and presentations from the different countries**	**Presentation and evaluation of excursion**	**Final Evaluation of the Training Course** - "Close and far" - Filling in Questionnaires - Final flashlight	



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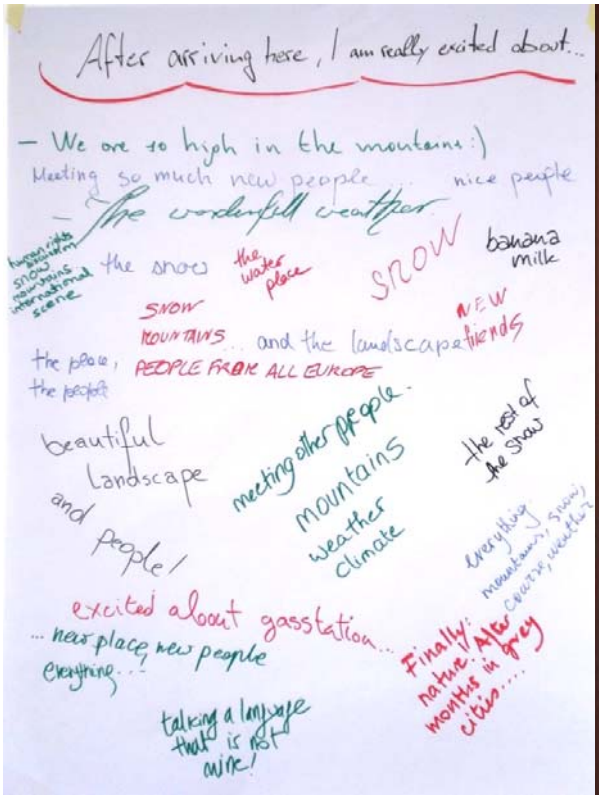


Sessions / Contents

Thursday, 2. April

Opening Session

1. Introduction round

In order to get a little overview of the participants, in the beginning we asked everybody to stand up in a circle. One person after the other had to go into the centre, and you were asked to say out loud:

your name
your profession
one thing you love

After naming this, the person would choose the next participant to come into the centre.

2. Sorting by age

We asked you to get into the order of your birth dates without saying a word.

Therefore it was necessary to communicate with hands and feet.

It was kind of hard to check the right order in the end though… ☺

3. European map

We pretended the room to be a European map.

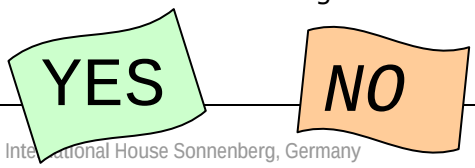
All participants were asked to take the right position within the room according to their current place of living. After some sorting out, some discussions, some moving back and forth, everyone found a position.

Then the facilitator went around asking who was who and commenting the distances between countries.

4. Yes-No-Walk

This exercise gave us a little overview of the background and experiences the different participants were bringing in: There was a "Yes-wall" and a "No-wall" facing each other. The facilitator would read out a statement and each person would have to go to the right wall concerning his/her personal background:

- I work with young people regularly
- I know at least 3 articles of the universal declaration of Human Rights
- This is my first time to Germany
- I speak German
- I speak English



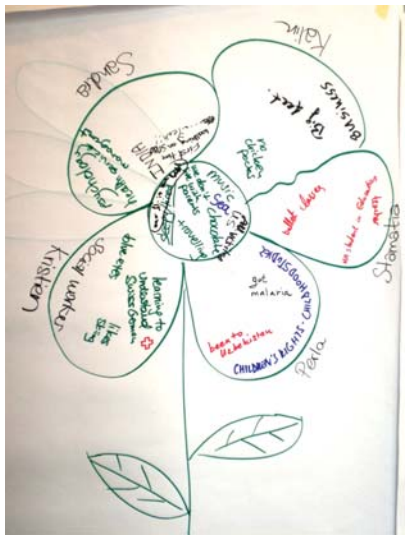
- o I am a teacher
- o I am a student
- o I've been to an international training course before

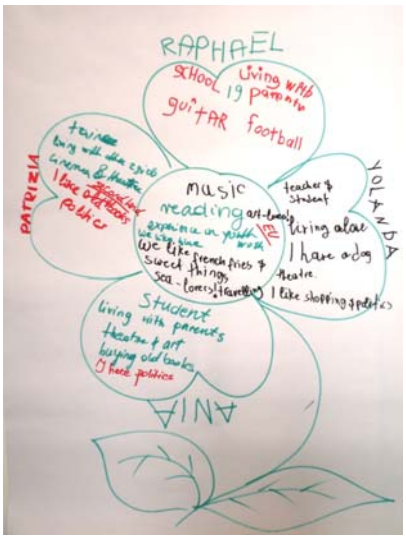
5. "Similarities & Differences"

All participants were split up into groups of 4 or 5 people, while each group was supposed to have people from 4 or 5 different countries. Each group had to create a poster resembling a big flower: In the centre each group would write things that they all had in common. Then they'd draw one leave for each person in the group, writing down the individual qualities of everybody (in the small group). Doing this, people were supposed to refer to the following themes:

- Job/School
- Hobbies
- Living situation
- Experience in Youth Work

After about 30 minutes of preparing the posters in the small groups, each group presented the result roughly in front of the whole group, naming only a few things that really stuck out.





Human Rights – What's that?

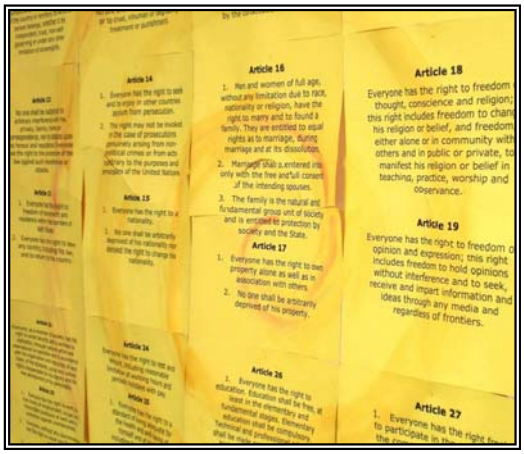
1. Yes-No-Quiz on Human Rights (Kristien)

Everybody had to stand up. Kristien would read out different statements connected to Human Rights. Each participant had to decide whether the statement was true or false. If you believed it was true you would have to raise your arms above your head. If you believed it was false you'd keep your arms hanging down. Those who gave a wrong guess had to sit down, so that the number of people participating would decrease constantly with only one or two "winners" still standing in the end.

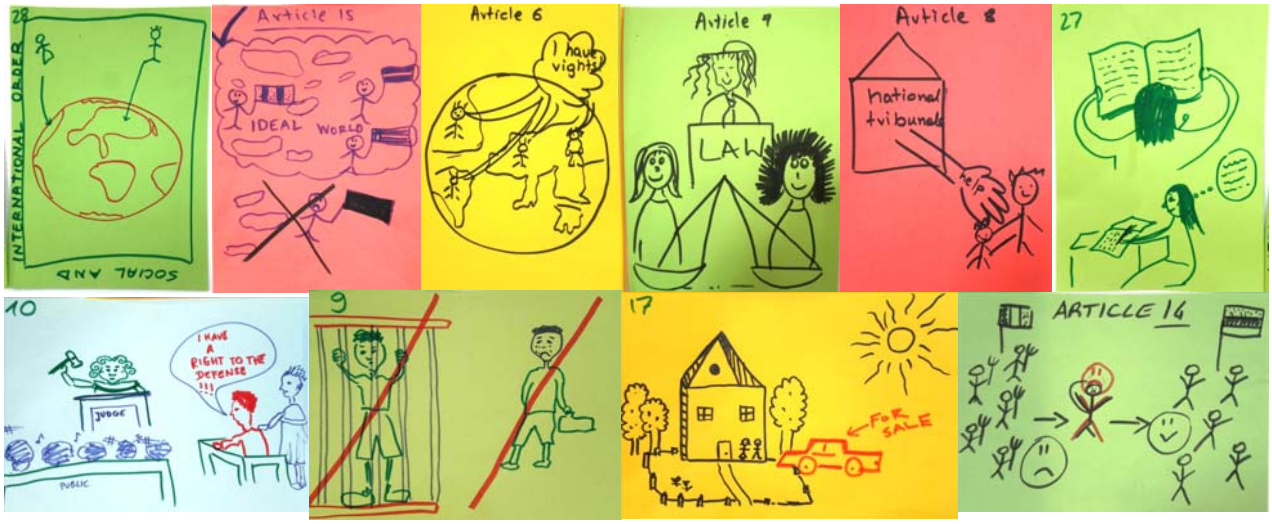
ⓘ For the list of statements → Check out the chapter "Methods"

2. Human Rights Puzzle

In the beginning each participant received a piece of puzzle and had to find the partner with the fitting piece. Two pieces always belonged together showing between one and three article(s) of the (UN) Universal Declaration of Human Rights.
Each pair then had 10 minutes to either draw a picture or to create a human statue that symbolised the meaning of their article(s). After that each pair presented their picture or statue to the group and also read out their article(s) which were then posted on a pin board.



ⓘ The 30 articles for the puzzle can be downloaded from our google-platform (*Puzzle – 30 Articles of HR.pdf*) and you also find them in the chapter "Methods".



3. Newspaper reports on Human Rights

Some extracts of the Annual Report on Human Rights (by Amnesty International) were put into real newspapers. Internationally mixed groups of 4-5 people had to read and discuss the parts within their newspaper, finding answers to the following questions:

- What's the situation concerning Human Rights?
- Which articles are being violated?
- Which country could it be?

After about 30 minutes, each group had to present their results in front of the plenum. The facilitator would then show the group which countries were represented, using a map of the world.

It was interesting and quite disturbing to see how many violations of Human Rights are happening and how hard it is to guess the country by the report given.

ⓘ The texts that were used can be downloaded from the platform (*AI country reports on Human Rights.pdf*)

4. Sharing experiences & Networking

Everyone in the group created a personal profile using the given outline sheets and the pictures that were taken beforehand. It contained the following information:

- Personal data (Name, country, email, occupation, languages)
- My current field of work or studies…
- Organisations that I work for / that I am affiliated with…
- My experience in the field of Youth Work and the field of Human Rights Education…
- Other conferences, training courses and similar events I attended and found interesting…
- I am looking for / interested in…
- A project, I would really like to do...

The profile sheets were put up on pin boards and everybody could read about the others' backgrounds, contacts and project ideas… People were asked to take notes on the points they found interesting (name & topic), so that later in the bar they could contact each other and exchange ideas on those topics of interest.

ⓘ You find the original profile sheet in the chapter "Methods"

ⓘ If you are interested in one of the profiles on the following page, you can send an email to k.poetzsch@sonnenberg-international.de. It can be sent to you in a big version.

KATJA, 28
GERMANY
WEIMAR
ANIA, 20
POLAND
SOSNOWIEC
student
english, russian
Silesian University
IGOR 20
UKRAINE
LVIV (LEMBERG)
STUDENT
NO EXPERIENCE
PATRIZIA
BIELA PART 26
ITALY
GERTRUDE
BO
MALTA
Support Worker
Malta, English
NEVER judge the person, judge the action.
Remove the Label of "UNWANTED"
ESPECIALLY in Malta
Ivona 20
TYCHY
student
English
Culture studies
Silesian University
National training course in vocal
Journalism workshops
Music concerts
Organised performances
Making music
Organise workshops for children
- music education
Mara 22
Germany
Berlin
Tanya 27
BULGARIA
Sofia
Partners Bulgaria Foundation
EWA 22
POLAND
student & volunteer
English
MYKOLA 20
UKRAINE
STUDENT
PERLA 26
Italy
Berlin
Raphael 19
Germany
Munich
student
German, French, English
I am student at school, so in moment I am a freetime-enjoyer!
I am the leader of a youth group. We organize holiday camps and special activities further, I am a guitarteacher
Vassil Afzali
Bulgaria
Sofia
student
English, German, Bulgarian, Farsi
VIRGINIA, 26
ITALY
ROME
lawyer
English, Italian, Persian, Dharee

Saturday, 4. April

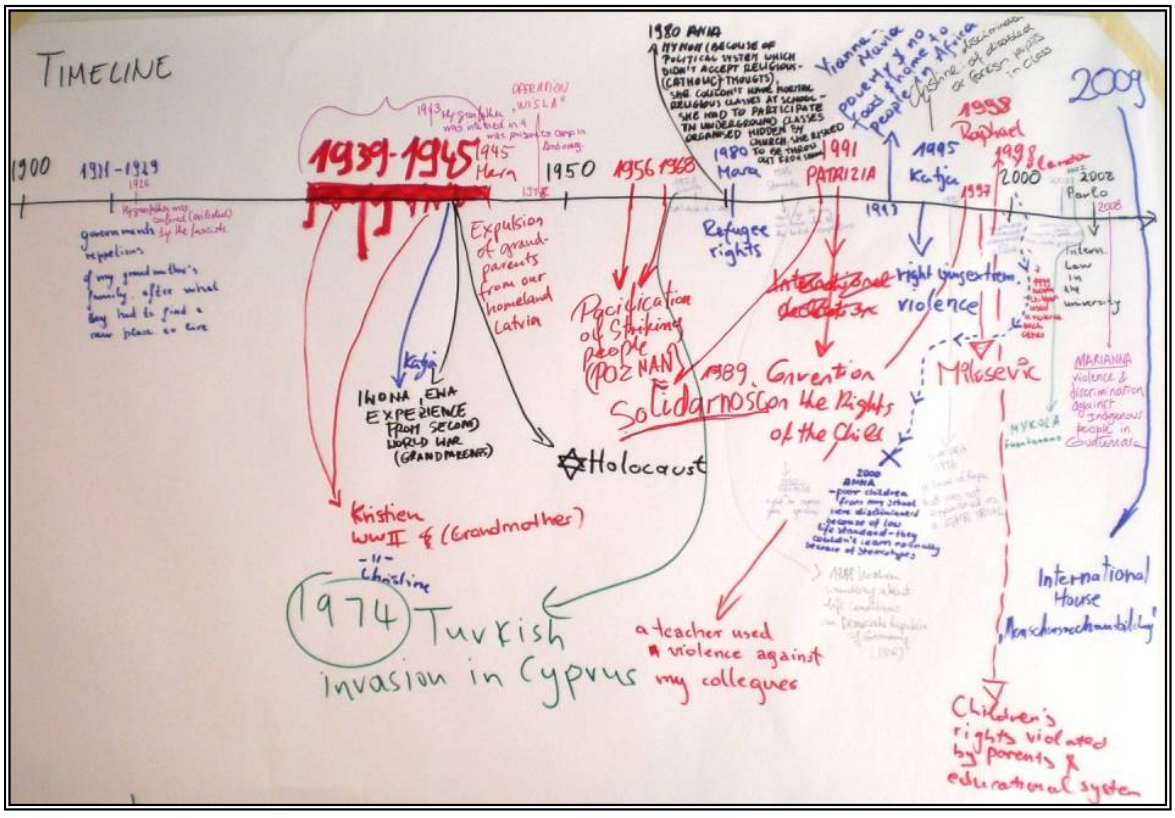
History of Human Rights

Lecture by Georg Pirker from the DARE-network

Georg Pirker, who is responsible for the coordination of the DARE-project gave a presentation on the main historical developments leading to the declaration of Human Rights:

- Presentation of the institutions that are linked to Human Rights: Criminal Court in The Hague, United Nations, …
- Talking about important philosophers and literates that have influenced and promoted the idea of general Human Rights that are valid for all people. → Participants were asked to sit down in their national groups and think of such persons in their country. Later each group presented their findings in the plenum.
- Creating a huge time line with personal experiences linked to development of HR

ⓘ You find the complete powerpoint presentation of Georg on our google-platform. It is called *History of Human Rights.ppt*



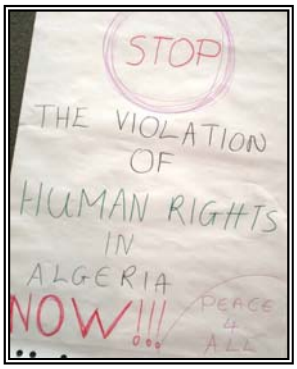
Meaning of Human Rights today

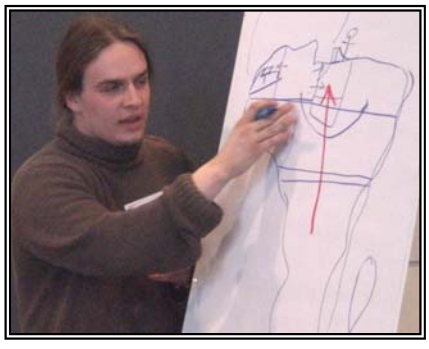
Simulation game on military coup in Algeria with different groups:

- Algeria
- Neighbouring countries (Morocco, Tunisia, Lybia)
- EU (Northern Countries)
- EU (Southern Countries)
- United Nations High Commissioner for Human Rights
- International Experts and NGO's
- Refugees

The idea of this simulation game was that a military coup has taken place in Algeria which leads to a very bad situation concerning Human Rights. Many refugees have to leave the country and don't know where to go. The seven groups of participants have certain time among themselves to clarify their interests in this situation and the strategy they want to follow. During the plenary sessions all the groups came together and had to find a compromise everybody can live with.

ⓘ You find the scenario and role-cards of the simulation game in the chapter "Methods"

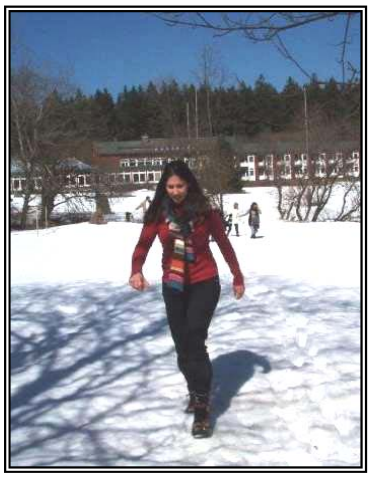




Sunday, 5. April

Free morning

Many participants joined the walk to St. Andreasberg…



Workshop 1.1 + 1.2

"Children Rights – One Day in Children Land"

- facilitated by Massimo di Rienzo and Guido Antonelli Costaggini, "Menougualepiù", Rome

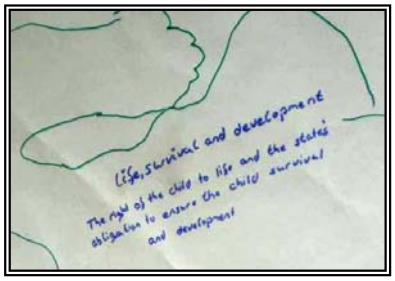
During this two session workshop, the participants were asked to take on the role of children and to look at everything from that perspective. The whole big working room was turned into a kind of "Childrenland" with different "input stations":

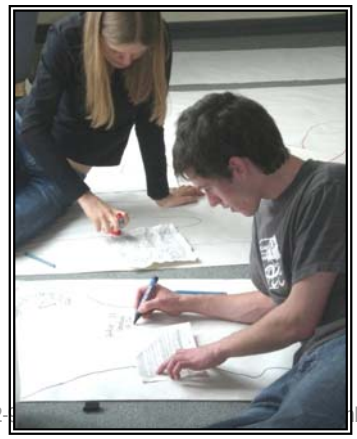
- An exhibition with information material on Children Rights
- A big screen and projector to watch videos on different aspects of Children Rights
- There were computers with internet to get information on the topic

Additionally the participants were asked to answer the question "Why do we need Children Rights?" in front of the camera and also on little cards that were put onto the main street.

On the following two pages you find the workshop outline by Massimo and Guido.

ⓘ At the following link you find the video that has been created at the seminar: http://www.youtube.com/watch?v=AQfTG-PQrMY





ONE DAY IN CHILDRENLAND

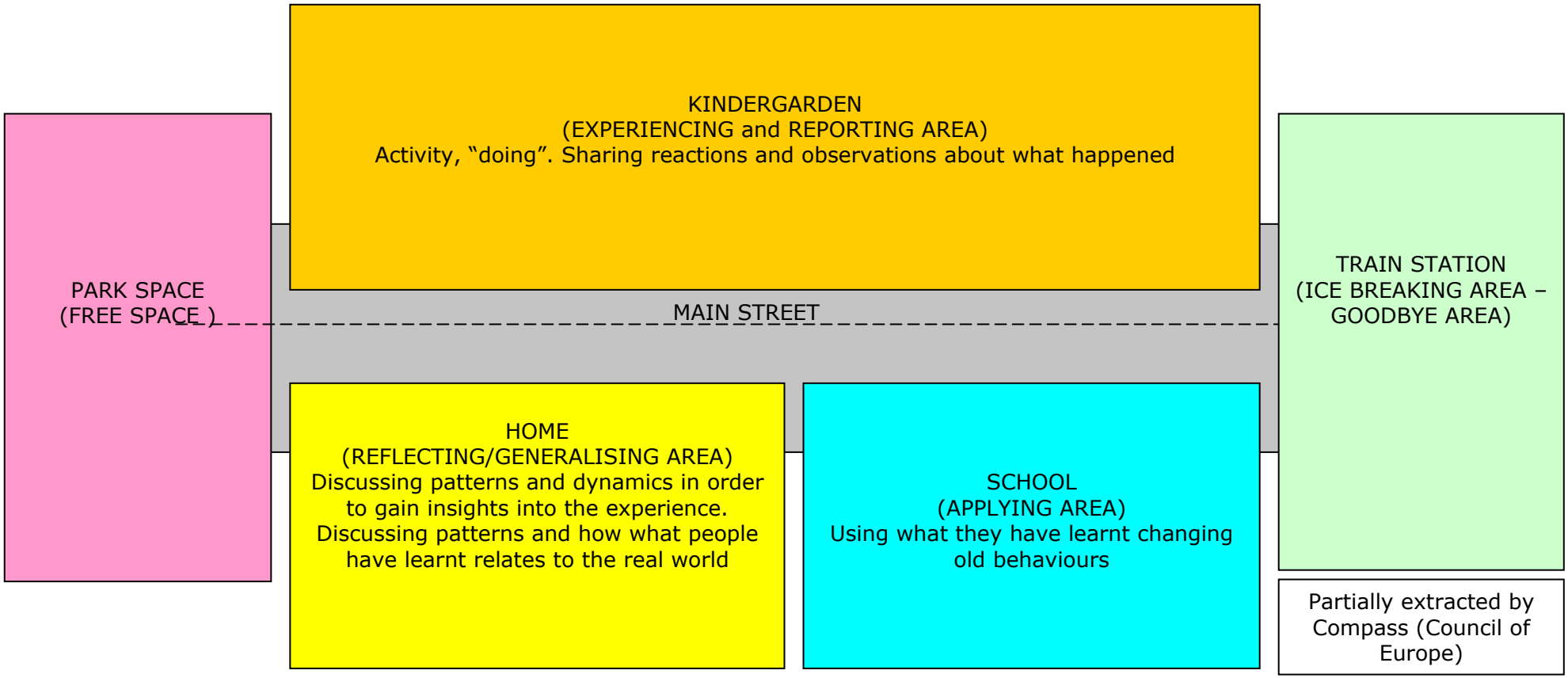
TRAINERS: Massimo Di Rienzo, Guido Antonelli Costaggini

topic: Children's rights based on Convention on the Rights of the Child (CRC)

activity afternoon: what do you know about the Convention?" An open and participatory process of personal and group acknowledgement of CRC;

activity evening: "who's in charge of children's rights?" An interactive workshop on Right Holders and Duty Bearers dynamics.

setting: Childrenland is an open space that we'll delimit with scotch tape on the floor; this open space made up with squares, streets and houses will be a metaphor for the learning community. In this open space experiencial and cognitive learning will take place.



Sunday afternoon and evening plenary workshop: ONE DAY IN CHILDRENLAND (3 + 3 hours)

	Sequences	Training goals	What trainers and participants do	Methodology	Material
1	AFTERNOON: Arrival at the train station of CHILDRENLAND	Ice breaking and introduction to the setting area	Trainers welcome participants and explain what they're going to experience in the next three + three hours. Introduction to Convention on the Rights of the Child Trainer also guide participants in a tour of the city	Ice-breaking games	Paper, pens, flip-chart
2	Body-outline experience	Humanizing children's rights. Experiencing and reporting Reflecting and generalising Applying	Trainers ask participants to draw their body outline and place (write) articles of the Convention (which are mostly meaningful for them) inside specific parts of their body outlines Participants will experience the connections between their emotions and the Rights written in the Convention. Participants are asked to discuss patterns and dynamics in order to gain insights into the experience.	Experiencial learning	Big paper sheets (one for each participant) drawing pens of different colours, skotch tape Flip chart
3	Break dinner				
4	EVENING: Duty bearers vs Right holders dynamiques	Exploring connections between those who exert a Right and those who are responsible for that right to be exerted	Trainers ask participants about connections between children's rights at different ages. Who's in charge of children's rights? Particpants are asked to place themselves in different parts of the area. Their positionsa are based on their answers/thoughts Participants are asked to discuss patterns and dynamics in order to gain insights into the experience.	Experiencial learning	A4 paper Flip chart
5	Conclusions	Self-evaluation and hypothesis of future work	Trainers facilitate particpants to self-evaluate and to foster proposals for future intervention on the theme of Children's Rights	Self-evaluation processes	Flip chart A4 paper

ⓘ You find the questions for the activity on right holders and duty bearers ("Who is responsible to decide…?") in the powerpoint that was used by the speakers. It can be downloaded from the platform and it is called: *-=+ questions duty bearers.ppt*

Monday, 6. April

Workshop 2.1 – three parallel offers:

a) **"A critical view on HRE methods"** – facilitated by Anja Mihr, European Inter-University Centre for Human Rights and Democratisation, Venice

b) **"Human Rights and the Millenium Development Goals"** – facilitated by Larry Fergeson, Future Worlds Center, Cyprus

c) **"All different, all equal" –** facilitated by Massimo Di Rienzo and Guido Antonelli Costaggini

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Workshop title:	**A Critical view on HRE methods**		
Workshop time:	Monday, 6. April 09 9.30 – 12.30	**Place:**	House A, Room GA II
FACILITATOR			
Name:	Anja Mihr		
Organisation:	European Inter-University Center for Human Rights and Democratization, Italy		
Background: (Education, main experiences)	Political Scientist, Director of European Master Program for Human Rights		
WORKSHOP			
Main goals of the workshop:	Discuss and analyze critical perspectives on HRE methods, its long and short term impact, needs assessment and evaluations.		
Detailed description of the workshop:	Every trainer/teacher in HRE wants his/her students to get as much out of the human rights courses as possible. This depends on motivation and conviction of trainers on the one side, but more so on the needs assessment of students prior to the course, its methods and evaluations afterwards. Perspectives, results and methods how to do this, will be presented and discussed in the workshop.		
Methods used:	Groups work/ course analysis		
The workshop is made for…	Adult trainers/teachers/multiplicators		

Some key-words from the workshop:
- Classical HRE Teaching Methods
- Modern HRE Teaching Methods
- Working in formal or informal education
- Needs based approach
- Rights based approach
- Developing a course: Purpose – Methods – Aims - …
- Group work: China

ⓘ The complete powerpoint presentation can be downloaded from our platform. The document is called: *Teaching Methods HRE.ppt*

Workshop title:	**Human Rights and the Millennium Development Goals – How will their achievement serve humanity?**		
Workshop time:	Monday, 6. April 09 9.30 – 12.30	**Place:**	House A, Room GA II
FACILITATOR			
Name:	Larry Fergeson		
Organisation:	Future Worlds Center (leg. Reg Cyprus Neuroscience & Technology Institute (CNTI)		
Background: (Education, main experiences in the field of Human Rights Education and Youth work)	Masters Conflict Resolution, Portland State University, USA Head of Social Justice Unit FWC, Director of UNHCR Cyprus node, Director of the Unit for the Rehabilitation of Victims of Torture, Cyprus National Coordinator of EU Hotline for Victims of Human Trafficking		
WORKSHOP			
Main goals of the workshop:	To help educators and NGO workers discuss the human rights related aspects of the Millennium Development Goals with youth		
Detailed description of the workshop:	• Introduction and Overview of the Millennium Development Goals • Explore what the Millennium Development Goals actually are; • Explore how the Millennium Development Goals relate to human rights; • Ways youth can advocate for the Millennium Development Goals within their community		
Methods used:	Interactive group work, group discussions, visual aids		
The workshop is made for… (target group):	Primary and Secondary School Teachers, NGO workers		

The eight MDGs

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Build a global partnership for development

ⓘ The complete powerpoint presentation can be downloaded from our platform. The document is called: *Human Rights and MDGs.ppt*

Workshop title:	**„ALL DIFFERENT ALL EQUAL“** **Migrant background: how to face it in the field of Human Right Education with youth**		
Workshop time:	Monday, 6. April 9.30 – 12.30	**Place:**	House A, Big group room A (Walter-Schulze-Raum)
FACILITATOR			
Name:	Massimo Di Rienzo and Guido Antonelli Costaggini		
Organisation:	Menougualepiù s.r.l.		
Background: (Education, main experiences)	Project leaders and Trainers of trainers in the field of Children's Rights in Italy.		
WORKSHOP			
Main goals of the workshop:	Using experimental methods to share and to build the concept of „migrant background" and to better understand how to face it in the field of HRE.		
Detailed description of the workshop:	Participants will be lead and facilitated by trainers towards a three steps learning process: Experiencing: role play on the basis of an interaction among different roles during a daily life situation; Reflecting: narrative method to describe and to share thoughts and emotions experienced during the role play and connected with participant background (migrant or not) Generalising: cooperative learning, trainers stimulate discussion among participants and note on the flip chart main characteristics (key words) of the concept of "migrant background" and their links with HRE.		
Methods used:	Experiential learning, role play, narrative method		
The workshop is made for… (target group):	Young people with experiences of migration (family, job, culture, education…)		

Training goals	What trainers and participants do	Methodology
Content building and sharing of migrant background concept and connections with human rights	Trainers facilitate and stimulate expressions and sharing of different concepts of "migration background". Participants experience different roles of having a migration background thorugh a role-playing directed by the trainers. Participants are asked to discuss patterns and dynamics in order to gain insights about connections between the theme of migration background and human rights.	Narrative method Role playing

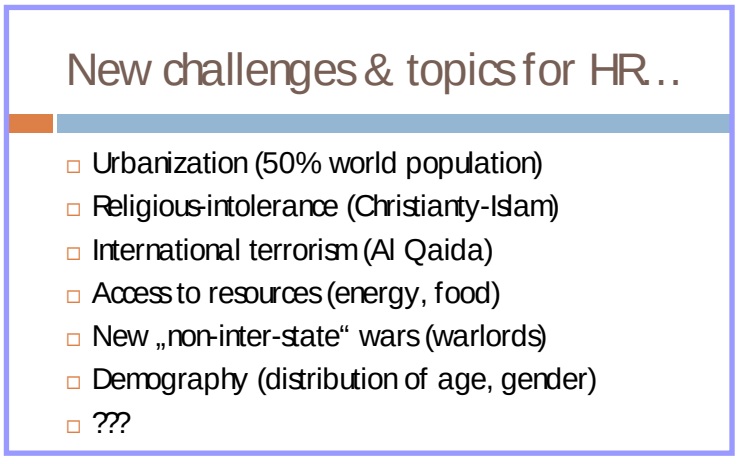
Workshop 2.2 – three parallel offers:

a) **"Future challenges for Human Rights Education"** – facilitated by Anja Mihr, European Inter-University Centre for Human Rights and Democratisation, Venice

b) **"The challenge of Human Rights and cultural diversity"** – facilitated by Larry Fergeson, Future Worlds Center, Cyprus

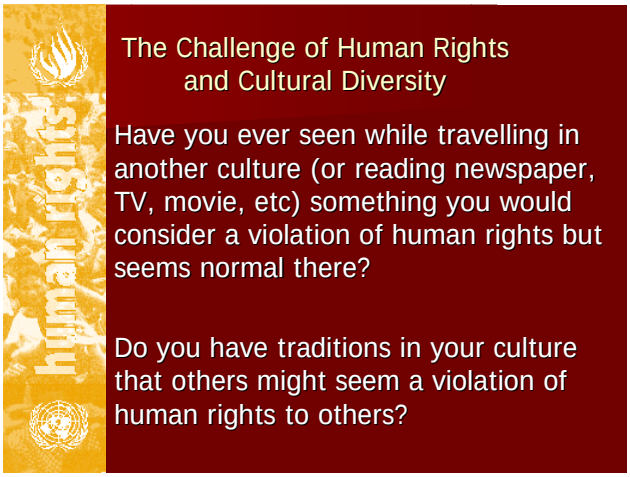
c) **"Digital device, new technologies and Human Rights"** – facilitated by Massimo Di Rienzo and Guido Antonelli Costaggini – CANCELLED!!!

Workshop title:	**Future Challenges for HRE**		
Workshop time:	Monday, 6. April 09 14.30 – 17.00	**Place:**	House A, Room GA I
FACILITATOR			
Name:	Anja Mihr		
Organisation:	European Inter-University Center for Human Rights and Democratization, Italy		
Background: (Education, main experiences)	Political Scientist, Director of European Master Program for Human Rights		
WORKSHOP			
Main goals of the workshop:	Present and discuss future challenges for human rights that impact the curricula and course set up in the classroom.		
Detailed description of the workshop:	Students ask what they can do to deal with current human rights issues and challenges, such as climate change, migration, poverty, discrimination or urbanization. To include these aspects in the classroom teaching and the HRE curriculum will be in the centre of this workshop. Participants will design an HRE course and curriculum of the future.		
Methods used:	Groups work / course analysis		
The workshop is made for…:	Adult trainers / teachers / multipliers		



ⓘ The complete powerpoint presentation can be downloaded from our platform. The document is called: *Future Challenges of HRE.ppt*

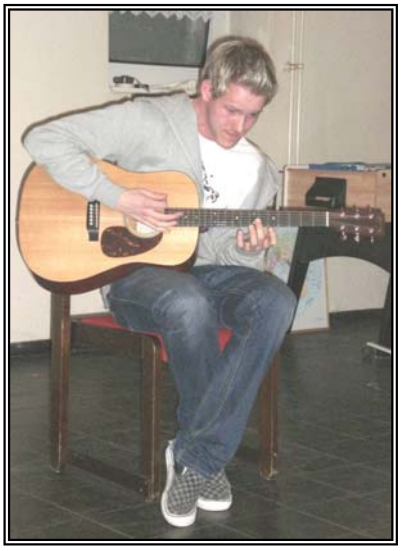
Workshop title:	**The Challenge of Human Rights and Cultural Diversity - Universal Human Rights and International Law**		
Workshop time:	Monday, 6. April 09 14.30 – 17.00	**Place:**	House A, Room GA II
FACILITATOR			
Name:	Larry Fergeson		
Organisation:	Future Worlds Center, Cyprus		
Background: (Education, main experiences in the field of Human Rights Education and Youth work)	Masters Conflict Resolution Portland State University, USA; Head of Social Justice Unit FWC, Director of UNHCR Cyprus node, Director of the Unit for the Rehabilitation of Victims of Torture, Cyprus National Coordinator of EU Hotline for Victims of Human Trafficking		
WORKSHOP			
Main goals of the workshop:	To offer educators and NGO workers a discussion on the universal validity of Human Rights and the problems with intercultural differences		
Detailed description of the workshop:	How can human rights be reconciled with the clash of cultures that has come to characterize our time? How can universal human rights exist in a culturally diverse world? As the international community becomes increasingly integrated, how can cultural diversity and integrity be respected? Is a global culture inevitable? If so, is the world ready for it? How could a global culture emerge based on and guided by human dignity and tolerance?		
Methods used:	Interactive group work, group discussions, written references for participants		
The workshop is made for… (target group):	Primary and Secondary School Teachers, NGO workers		



ⓘ The complete powerpoint presentation can be downloaded from our platform. The document is called: *The Challenge of Human Rights and Cultural Diversity.ppt*

International evening

The different national groups prepared typical food from their countries and gave presentations, including slide shows, videos, play-acting, singing, dancing, music and much more... Here are some impressions…



Work of NGOs in the field of Human Rights

We spent the whole day on an excursion to the University City of Göttingen (www.goettingen.de) and visited six different NGOs in total. Each participant had the chance to sign up for two of the organisations and ask the questions that were collected the evening before.

Amnesty International

Local group in Göttingen

Description:

Amnesty International clearly is one of the most popular human rights organizations around the world. Their work is separated between a professional part and a part which is done by volunteers, who come together in local groups, like the ai group Göttingen we are going to meet on Tuesday.
This group has laid its focus especially on human rights education (going to schools, preparing methods...) plus some different single cases of human rights abuse. At the moment they work on cases of 15 prisoners in Egypt, and 2 persons in Israel.
In general Amnesty International clearly is based on the general declaration of Human Rights and fights against any form of death penalty, torture and other human rights abuses. They are trying to observe the abidance of the human rights declaration in all countries around the world and, when it is necessary, are organizing big public campaigns to emphasize the guilt of those states, that don't follow the guidelines. To be rather objective they work independently from any governmental, economical, ideological or religious organization. Apart from doing publicity work they are trying to help the victims of human rights abuses, mostly prisoners, while they impose pressure upon the government which is tolerating, or even commanding, the human rights abuses.

Experiences of the visit:

Facts:	Highlights:	Problems:	Inspirations:
• can be found in 150 countries • small national groups • Göttingen is focusing on two cases of Human Right violations: a Palestinean and an Israeli • Democratic character of the groups • Only volunteers can participate • You can only work at Human Right violations in other countries • Nobel Prize	• Politically independent • Emotional support for victims and their families • Freedom of choice → cases and campaigns • Lots of participating • Not bureaucratic (e.g. 15 year old teenager participating) • Strong influence on the media	• It can take a lot of time to solve a case → frustration (closing of a case) • The amnesty group in Göttingen only deals with two cases regarding specific persons, not with mass violations	• 15 year old invited Amnesty International to his school → now got his own group • Alternative Nobel Prize for a victim who was supported by Amnesty International • Huge number of volunteers participating • Everyone is entitled to his Human Rights, regardlass of his actions in his former life

Contact information:

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Homepage: www.amnesty.org

Society for threatened peoples

(Gesellschaft für bedrohte Völker)

Description:

The "society for threatened peoples" works independently of any political or ideological influence. Through their efforts they want to give victims of human rights abuse a voice and show the problems of threatened people all around the world. Therefore they try to avoid prejudices and stereotypes, to promote a better understanding between people in Göttingen, Germany and all around the world. By their publicity work they try to reach as many people as possible to inform them about what is going on in the world. Therefore they edit their own newspaper: "Bedrohte Völker (threatened people) – Pogrom". In addition they cooperate with other human rights organizations, like Amnesty International. Just like Amnesty International they organize actions and campaigns to fight for the prisoners rights. Apart from that they have that own info points, like the one we will visit at this excursion. Mr. Delius, who welcomes us at this Tuesday, works in the section of Latin America and Africa and is definitely looking forward to sharing his knowledge with us.

Experiences of the visit:

Facts:	Highlights:	Problems:	Inspirations:
• International NGO which protects ethnic & religious minorities, nationalities & indigenous people • Slogan: "Not turning a blind eye" • Takes action for groups, not individuals • Research, media work, raising awareness, pressure on politicians	• NGO which is funded by donors • Idealistic people → promotion → activate society • Wide range of active members in different professions • Have international days: 40 international organisations try to find solutions on international problems	• Globalisation • Government is against them • Lack of funds • Lack of staff	• Success in India • Work for an idea and not for money • Promotes & encourages the action of NGOs in other countries that are not so common

Contact information:

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Migration Centre

(Migrationszentrum)

Description:

The Migration Centre is an institution of the protestant church in Germany. It describes itself as a centre for counselling, education and multicultural contacts. The full-time and voluntary workers are able to do counselling in about ten different languages, for example about the German legal system, different possibilities for job qualification and so on. There is no difference made between legal or illegal refugees, all of them can come and get some advice for their personal situation. Besides, there are many different courses for education and integration. Moreover the Migration Centre offers some space for autonomous groups. To promote a better understanding between the German population and the immigrants, has a lot of publicity work has to be done: Articles for newspapers, training for multipliers and lectures about the difficulties of migration and asylum in schools and churches.

Experiences of the visit:

Facts:	Highlights:	Problems:	Inspirations:
• 1999 – 400.000 refugees • 2008 – 28.000 refugees Activities: • Information • Legal help • Support (language courses, child care, getting documents, medical help, psychological support like intercultural mediation…)	• Advising Immigrants • Information & Support (legal and organisational)	• not efficient fundings → only two payed people working at the Centre	Some quite strange statements of the lady there: • „There is no racism in Göttingen" • "If you don't speak German , it's your problem" • "You should not be afraid of being called a racist"

Contact information:

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Homepage: www.migrationszentrum-goettingen.de

EPIZ – Information Centre on development policy

(Entwicklungspolitisches Informationszentrum)

Description:

The Info Desk of development policy is a charity organization in Göttingen, which was founded in 2001 as an enlargement of the "Institute for applied research of multicultural contexts". This institute was founded by a mixed group of students in 1988. Their aim was to combine theoretical knowledge with practical work. Therefore they managed to become a member of a big network of different groups, like ecology groups and different institutions for education. The "Institute of applied research" nowadays has its focus on the topic of migration, while the Information Center is busy to inform people about development policy. Mrs. Begander, who is so kind to welcome us at the 7 th of April works in the section of the development policy. She is doing publicity work e.g. by editing a monthly calendar of events. Besides she cooperates with other NGOs to arrange many projects, for example: "Education meets development". In this project some former development workers are visiting schools and discuss their knowledge with the pupils.

Experiences of the visit:

Facts:	Highlights:	Problems:	Inspirations:
• Public Relation • Migration • Cultural education • Information project • 3rd world volunteers sent to classrooms • Education projects	• Network • Information sharing • Library • Leaflets – Calendar of events • Interesting methods	• Small size • Little money • Little manpower → not much power compared to other NGOs or institutions	• Information is power • Use of simulation games + theatrical arts • "Better life 4 all"

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www.epiz-goettingen.de

FIAN – FoodFirst Information and Action Network

Description:
FIAN is an international human rights organization that has advocated for the realization of the right to food for more than 20 years. FIAN consists of national sections and individual members in over 50 countries around the world. FIAN is a non-profit organization without any religious or political affiliation and has consultative status to the United Nations.

Experiences of the visit:

Facts	Highlights	Problems	Inspiration
• Working in 50 countries • Based on the right to food: not to feed, but to teach how to grow the food by themselves • Working now on project in Ghana about dumping and other inequalities in trade • Agree on HR declaration about food • Arising the awareness with campaigns • Volunteer members in the local "branches" • More than 3600 members in total • Have consultative status in UN	• Taking care about the basic needs of human beings: Food & water	• Irrationality of supported ideas? • Involvement of new members? • Political support? • Frustration?	• Simulation in the schools: Who has more HR in different situations and status in different countries • Simulation is better than a lecture • Possibility for project that is economically irrational • Convert frustration into action

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Terre des Hommes

Description:
"Terres des Hommes Deutschland e.V." was established in 1967 by a small group of courageous people in Germany. Their main objective was to help injured children of the Vietnam War. Nowadays the organization acts independently of governmental, economical or religious influences and looks after 400 projects in about 26 different countries. In Germany they are doing lots of campaigns and projects to inform people of the children's bad situation in other countries. They collect money to send it to their project partners abroad. Development aid workers aren't sent there, it is only the support of local ventures. These are for instance building schools or shelters for children. Apart from that, the local project partners take care of the kids. The whole organization is geared consequently to the

children's rights. The local group of Terres des Hommes e.V. in Göttingen is a student group. Their latest action was a beneficial concert to inform about their aims and projects.

Experiences of the visit:

Facts:	**Highlights:**	**Problems:**	**Inspirations:**
Aims: • To support people who are fighting for Children's Rights • Working on projects in 27 countries • 20 people in Göttingen • Raising awareness (people in developed countries don't have idea what is…) • Education events, parties, concerts • Brazil, what is the situation in Brazil	• Terre des Hommes gives financial support for 3 years • Research and observation / personal contact with partners	• High requirements • People taking actions are not necessarily people who are good at writing project reports	• International meeting groups • Ideas we can use in our work • Helping for organizing projects (ideas) • Good example of people who are taking action

Contact information:

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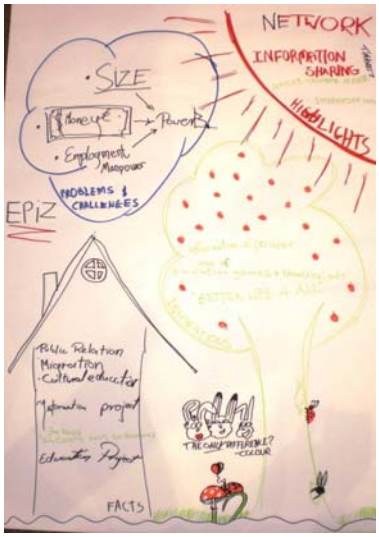
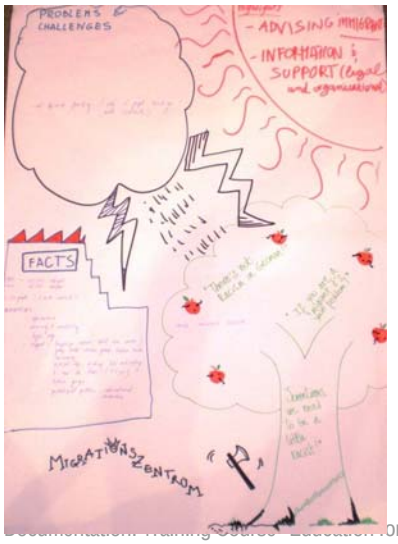
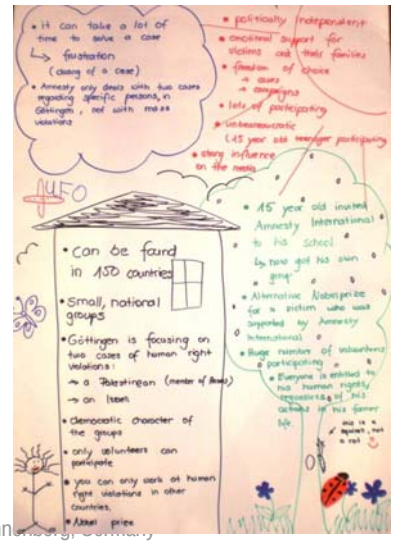






Wednesday, 8. April

Reflection

1. Dream journey

All participants would sit down or lay down in a most comfortable position and close their eyes. The facilitator would read out the different steps of the seminar with soft piano music in the background, while the participants followed in their mind, having pictures passing in front of their inner eyes.

2. Reflection rounds

In the plenary room there were six tables with five chairs each set up. While some dance music was playing, all the participants would move around the room. When the music stopped people would sit down at a table they were close to. Each group had to discuss and reflect together on one session of the seminar, following the questions:

A. Knowledge gained
B. Methods/ideas to apply
C. Questions that came up

After ten minutes people would get up and move around to the music again, finding another table with different people to talk about a different session then.

The sessions that were reflected:

- Introduction: Quiz-Puzzle-Newspaper
- Georg Pirker: History of Human Rights
- Simulation Game
- Childrenland
- Morning Workshop
- Afternoon Workshop

Developing and sharing ideas - Open Space

All participants had the chance to initiate working groups on any topic they were interested in. On a pin board the title, time and place of the working groups were announced. Here are the rules that were made for this small open space version:

- Whoever calls in the group should open/host it and is responsible for documenting the results
- Whoever shows up is the right people
- Whenever it's over, it's over

When documenting, you were asked to write down:

- Title + content + results
- Names of participants
- Contact person

Here comes the compilation of notes from the different groups that were handed in after the Open Space: (Unfortunately they are not fully complete)

1. Title: Projects for children with less opportunities

Contact person: Anna Duda, Poland

Participants: Ewa, Pavlo, Igor, Mykola, Tanya

- Idea of helping children with less opportunities than others
- Supporting them to achieve their goals, show new opportunities; show that what they do is important and meaningful
- Explain their rights, especially Human Rights (expressing opinion, developing, education etc.)
- Create opportunities to express themselves; making them able to develop their skills in the future
- Explain them how to talk with local government or other institutions to apply with other projects or ideas
- International cooperation: Bulgaria, Ukraine, Poland (or other countries that would like to join)
- Create a group of children from each country to do workshops (or other activities) for them, invite some specialists (people who are succeeded in this area), make some public performances.

2. Title: Accessing EU Funds

Contact person: Sandra Schembri-Wismayer, Malta

Participants: Virginia, Rafael, Gertrude, Mara, Sylvia, Anne Marie, Katja, Sandra

1. From the various experiences, the group members have gathered that: one needs to give a detailed description of the project in mind which also needs to involve a lot of pre-determined logistics and financial calculations. Though logistics may change somewhat (there is some flexibility) they must be given beforehand. As regards calculations, lists of all costs and income like participation fees or other donations must be given, transparency being very important.
2. When applying for grants of the "Youth in Action" programme, there are usually standard fundings, e.g.: Euro 25 per day per participant, general activity sums, general training budgets.
3. Some helpful websites enlisted were:
   - www.salto-youth.net which has a lot of information about fundings, upcoming seminars, publications, methods and tools to use.
   - www.coe.int which is the official website of the council of Europe
   - http://ec.europa.eu/youth/index_en.htm which is the site of the European commission, giving information on the "Youth in Action" programme in general and the current calls for project proposals
   - Another Foundation for applying for funds is the Anna Lindh Foundation.
4. Usually "Youth in Action" projects need partners from other countries and Partner Declarations need to be signed in advance by the countries taking on the commitment to be involved in the project. One way of finding partners is through facebook nowadays. Additionally you find platforms to look for partners on the mentioned internet sites
5. There is the option of a preparation meeting among partners prior to the actual exchange or course or project, if you apply for it.
6. For the training course we attended funds were accessed though the Youth in Action Programme. This has different subdivisions like for example "Youth encounters", "European Voluntary Service" and "Programmes/seminars between EU and developing countries".
7. Each country has their own agency being responsible for and distributing information and material on the "Youth in Action" programme. You can find the address / homepage of your national agency by typing in your country and "Youth in Action" at Google.

3. Title: Human Rights and economics

Contact person: Marianna Brioschi, Italy

Unfortunately we don't have any notes from this workshop. ☹

If you are interested, please contact Marianna.

4. Title: Stereotypes

Contact person: Tomasz Kaim, Poland

Unfortunately we don't have any notes from this workshop! ☹

If you are interested, please contact Tomasz.

5. Title: Human Rights – Facts

Contact person: Kristien Knieper, Germany

Participants: Raphael Ganzenmüller, Patrizia Deiala, Kristien Knieper

- There are two main important documents on Human Rights: The universal declaration of Human Rights by the United Nations (UDHR) and on the other hand the European Charta of Human Rights by the European Union (ECHR)
- In addition there are lots of other conventions, dealing with the topic of Human Rights, for example the "Cairo Declaration of Human Rights in Islam" (CDHRI)
- It's not clear whether all these declarations are binding or non-binding – and for whom?
- European Court of Human Rights (ECtHR)
- Countries being accused for violation of international law

6. Title: Networking

Contact person: Mara Gobina, Germany

It was discussed how people of the training course could best stay in contact with each other. We agreed that it would be a good idea to create a googlegroup – which was later put into action by Tanya from Bulgaria.

Concerning the googlegroup, we agreed on the following rules:

- There should always be a clear and transparent title ("subject:") to each mail
- We would like to share relevant information on training courses, projects etc. that have to do with issues related to Human Rights
- It can also serve as a platform to find partners for our own projects etc.

We also shortly discussed the idea of creating a WIKI, but agreed that it implies a lot of work and that it is hard to do and keep up with such a small group of people.

In general we emphasized the importance of networking and that we would all like to keep in touch!

7. Title: Work exchange in the social field

Contact person: Gertrude Smith, Malta

Unfortunately we don't have any notes from this workshop. ☹

If you are interested, please contact Gertrude.

8. Title: Projects between Ukraine and other countries

Contact person: Pavlo Popovych, Ukraine

Participants: Julia, Virginija, Pavlo

"It was a discussion about future partnership between us, so we told some facts about our organization, projects we did, planning activities and so on!
I sent a short description of our organization to them after discussion and they will try to represent it to their organizations!
The main goal of the workshop we did, was establishing new contacts, exchanging experience for future cooperation!"

Final Evaluation of the Training Course

1. "Close and far"

All participants standing in a circle, the facilitator would go into the middle and make a statement about the training course, e.g. "I enjoyed the variety of methods that were used during this training course". All participants had to find their individual position: If they agreed they'd stand close to the facilitator, if not they'd stand far away. After about six statements the participants had the chance to go into the middle and word their own statements for everybody to respond to.

2. Filling in Questionnaires

All participants were asked to fill in a two pages questionnaire about the quality of the training course.

ⓘ You find the results in the chapter "Evaluation / Feedback".

3. Final flashlight

To finally close up the training course, we ended with a flashlight, passing a little ball around in the circle, giving everybody the opportunity to express their personal view on the organisation, facilitation and outcome of the whole training course.

Thursday, 9. April

Good-bye…

On Thursday morning it was time to leave. After breakfast most people would catch their shuttle bus, exchanging addresses and good wishes, kissing good-bye, going back home, hopefully taking lots of new experiences, friendships, methods and ideas to use in their own present or future work with them…

It was nice to have all of you here in the "International House Sonnenberg". Would be nice, if some of you came back at some point of time…

ⓘ In the chapter "Methods / Material" you find a compilation of the different **warm-ups** we did during the training course.

Methods / Material

Yes-No-Quiz on Human Rights

1. **The Universal Declaration of Human Rights was adopted by the United Nations General Assembly in 1948. Right or wrong?**

   RIGHT!

2. **The 10th of December is the International Day of Human Rights.**

   RIGHT!

3. **The Universal Declaration of Human Rights consists of 36 articles.**

   WRONG! It consists of 30 articles.

4. **The Universal Declaration of Human Rights is translated in 50 languages.**

   WRONG! Being translated in more than 300 languages the Universal Declaration of Human Rights is one of the most translated texts in the world

5. **The UDHR is the first written document about human rights agreements in history.**

   WRONG! Already in Antique times for example in Egypt and Persia, conventions existed to ensure human rights such as liberty, safety or social and economical rights. The English Magna Charta (1215), The English Bill of Rights (1689), The United States Declaration of Independence (1776), The French Declaration of the Rights of Man and of the Citizen (1789) are some examples which deeply influenced the actual situation of human rights, too.

6. **The Universal Declaration of Human Rights is a resolution which is not directly binding for the UN member states. There are other instruments to put the human rights into law.**

   RIGHT! There is a variety of more concrete conventions (mainly based on the UDHR) which protect human rights of special groups of humans in order to protect them from discrimination (for example children, refugees, minorities, prisoners…).

7. **One example for one of the numerous international pieces of legislation is the United Nations Convention Against Torture (CAT).**

   RIGHT! It was adopted and entered into force in 1984.

8. **The international treaty of the Convention on the Rights of the Child (CRC) is another instrument of human rights.**

   RIGHT! It was adopted and entered into force in 1989.

9. **The European Court of Human Rights in Strasbourg deals mainly with cases between states.**

   WRONG! The European Court of Human Rights is the only international court with jurisdiction to deal with cases brought by individuals against states (rather than states against states).

10. **In 1906 women got for the first time in Europe the voting right in Finland (actively and passively).**

    RIGHT!

11. **In Portugal Women got the voting right in 1960.**

    WRONG! Women in Portugal got the voting right in 1974. In Switzerland women got it in 1971.

12. **The Universal Declaration of Human Rights contains the right to work.**

    RIGHT! It is stated in article 23.

13. In 2003 the LGBT-campaigns (Lesbian, Gay, Bisexual, Transgender) have reached that LGBT issues, such as same-sex marriage, gay adoption rights, and protection from discrimination, are considered explicitly in the European Convention on Human Rights.

WRONG: While receiving widespread global support, including signatures from the member states of the European Union, opposition has come from several UN member nations, as well as the Vatican, where the Vatican's permanent observer at the UN, indicated his belief that the declaration would discriminate against states which support "traditional" marriage

14. There is no current universal human right to water, adopted by the United Nations or any other multilateral body.

RIGHT! But in November 2002, the United Nations Committee on Economic, Social and Cultural Rights issued a non-binding comment affirming that access to water was a human right. This principle was reaffirmed at the 3rd and 4th World Water Councils in 2003 and 2006.

15. According to the Amnesty international human rights report, in the year 2003 37 countries of the world violated at least some human rights significantly.

WRONG: According to AI only a very few countries did NOT commit significant human rights in 2003. In their 2004 human rights report (covering 2003), the Netherlands, Norway, Denmark, Iceland and Costa Rica are the only countries that did NOT (in their opinion) violate at least some human rights significantly.

Sources:

- www.wikipedia.org ("Human Rights"), 01.04.2009
- www.wikipedia.de ("Menschenrechte"), 01.04.2009
- Kompass – Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit. Deutsches Institut für Menschenrechte. Berlin 2005

Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

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

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Sharing experiences & Networking – Profile Sheet

About me…		
Name & Age:		
Country:		
City:		
E-mail:		
Occupation:		
Languages:		
About my work, life, background…		
My current field of work or studies…		
Organisations that I work for / that I am affiliated with…		
My experience in the field of Youth Work and the field of Human Rights Education…		
Other conferences, training courses and similar events I attended and found interesting…		
I am especially looking for / interested in…		
A project, I would really like to do…		

Simulation game on military coup in Algeria

Scenario

The non-democratic government in Algeria has been overthrown in a military coup. There is chaos throughout the country and besides the police the army is present in the streets, trying to get control of the situation.
Foreigners have been evacuated.
There is little media coverage on the situation, but some reports talk about serious human rights violations: Members of the former regime and sympathisers are being persecuted. The police and the armed forces are arresting them, but often violence seems involved. People are being beaten and many people apparently have been killed. Also members of the ethnic group to which the former president belonged are being persecuted.
Civilians that try to inquire about the event or demonstrate for a democratically elected government are in danger as well.

As part of the turmoil a huge trek of refugees started to leave the countries. Foreign security services speak of approximately 250.000 people trying to leave the country, the international Red Cross even estimates a 500.000 people.

The UN-HCHR (High Commissioner for Human Rights) has invited the groups involved in a crisis meeting to agree on joint measures that the international community will take to bring relief to the human rights violations and to prevent a humanitarian crisis.
The parties need to agree on what to do regarding the following options:

- How to deal with the refugees, where shall they go?
- How about intervening in Algeria? Should there be a EU-diplomatic mission or a UN-mission send to Algeria?
- Should the whole issue be delegated to the UN?

Involved groups in the issue are:

- Algeria
- Neighbouring countries (Morocco, Tunisia, Lybia)
- EU (Northern Countries)
- EU (Southern Countries)
- United Nations High Commissioner for Human Rights
- International Experts and NGO's
- Refugees

Procedure

- Start in your groups getting into your roles and preparing a short opening statement for first plenary session of the meeting if you are invited. You should present your opinion and position.

- First Session: Meeting of all involved groups and exchange of positions, short discussion and hearing of expert groups.

- Strategy and alliance session. Preparing in your groups suggestions for a resolution that could get a common agreement.

- Second Plenary Session: Trying to find an agreement and adopting a resolution statement.
  If no agreement can be made another strategy and alliance session will be held (3.)
  Followed by another (last) plenary session and final resolution.

- End of the simulation and evaluation

Your Role / Profile:

First of all give yourself a name and make a name-tag (Name and group) to wear, so that other people also know your name. This name is your identity in the simulation, as a politician or citizen.
Also find a character for your role, e.g. are you a rather loud & angry person? Do you like be the "mister-know-it-all" who can teach all the people because he/she knows things better?! (Every international meeting is a stage to present yourself)

Remember: your group is of course the most important one and the others have wrong ideas, are badly informed and don't know how the system works anyway! ;-)

Your group:

As you are many people in your group you can think about taking different roles in the group. There can be experts for different topics or for the different jobs: preparing statements, making contact to other groups, etc.
But make sure that you have more than just one active speaker. Try to have at least 2 people taking part in the plenary discussion - if there is only one speaker, it has a smaller impact and looks like the other people are not really behind the position.

Strategic advice:

Find a good strategy for bringing up your arguments. You have to convince the other groups, as they may not agree with your position.
If you find out that you cannot get a majority with your suggestion/opinion seek alliances with other groups or single members of the groups to find a common resolution or at least one that gets the majority.

The different groups

Refugees

You are in serious danger. You already lost your homes and some friends or family members were arrested by the police, you actually don't know whether they are still alive or not. You fear for your lives!
You don't see any chance to make a living under the new military regime, it seems much worse than the old one.
You demand to get asylum in Europe, or at least a save place in the neighbouring country.
You also demand the international community to intervene in Algeria.
The international community should stop talking and start acting - there needs to be a military intervention and in the long run the establishment of a proper democratic system that guarantees Human Rights!

You address mainly Europe to get active and take you in and to intervene in your country!
The UN is somebody to ask for help, but sometimes you are also angry and frustrated and accuse them for not helping you enough and not taking action immediately!
The Experts and NGOs are your allies and your connection to the international community – you rely on their partnership and their advocacy.

You don't talk to Algeria, of course!

What you want:
- Asylum in Europe for all of you! (you don't really trust the neighbouring states, they may cooperate with the new government, so you wouldn't feel save)
- An international intervention in Algeria to stop the new regime!

NGO-groups, Experts
(Amnesty International, Human Rights Watch, etc.)

You are totally concerned about the situation and see the need to have a big international action about it.
Your task is to gather information about the situation in Algeria. You talk to refugees and the new regime/government to find out about the issues happening.
You sent up a short Human Rights Report on the situation, highlighting some of the violations and referring to international agreement like the UN-declaration.

You try to talk to all parties in order to get information and to push them to take action. You also talk to Algeria to make them stop the HR violations.

Your aim:
- The refugees shall be well taken care of!
- There needs to be some further international action into Algeria

New Algerian government

You are the new military government that liberated the Algerian people from the long rule of the former non-democratic regime. You regard yourself as saviours of the country and the people. The former regime was corrupt, violent and there was no freedom and democracy.
Since it was a criminal regime you now 'clean up' the state:
- former bandits are arrested and punished
- criminal structures are being disrupted and 'cleaned'
- establish law and order subsequently for the benefit of the people

You regard the international media reports as completely exaggerated. There is little violence in your country, and that comes from the former criminals trying to defend their power. Your troops (police, army) are slowly getting in control and often have to fight with the criminal groups.
(OK, there may be some HR-violations, but that happens in such a situation and the standard can not be taken from peaceful European Countries!)

You talk to everybody, denying any HR-violations, referring to the former criminal regime and asking for understanding and trust. You present yourself as very reliable, cultivated, and orderly!

You talk to the EU, mainly with the northern states with which your country has good trade relations and you know that the trade is important for both of you!

You never talk to the refugees (they are the criminals that ruled and ruined your country)

You don't really trust the UN and the NGOs as you assume that the former criminals have still connections here and use them to get back into power.

You fear an international intervention and don't want to have any observers in your country. The independence of your country shall be respected. In some regard Human Rights are a western concept that isn't applicable in every situation – so you think (but don't always say it).
In the long run you will bring peace and wealth to the Algerian people!

Your aim:
- no international intervention in Algeria
- the refugees should not get to Europe, because from there they can form an opposition movement (in the neighbouring countries you have more allies and more control)
- give the whole issue to the UN and so get more time before anything will happen

Neighbouring countries

(Morocco, Tunisia, Lybia)

You call the international community for help, as you see a big amount of refugees coming towards your borders. You actually don't care so much about the internal policies and troubles in Algeria. There has been a non-democratic government since long and some of you have their own 'Human Rights problems' in your countries. There is some silent agreement that you don't mess with your neighbour's internal affairs.

So you are mainly concerned about the refugees. There are many refugees coming to your country already so you are demanding Europe to really act now. Either they are allowed to go to Europe, or you will have to close your boarders. (You are aware that not letting them in is strictly against the HR and also against your own religious morals and it may cause a humanitarian crisis, but this is the best pressure you have against Europe)

You mainly talk to the EU about it.
You also talk with Algeria, but just diplomatic small talk. Whichever regime there is, you try to be good neighbours.
You don't really talk to the refugees; they are a burden to your country.

Your aim:
- EU takes in 70 % of refugees
- EU gives money (100 million €) as to help you to accommodate the other 30% of refugees in camps near the boarder
- No intervention in Algeria, if then only UN, not EU (it's not their business)

European Union

(Northern states)

You are deeply concerned about the situation in Algeria. The situation has to improve and the violence has to stop. Human rights violations can not be accepted! But you also think that taking in all refugees is not an option. You could help some of them for a while, so a quota could be negotiated with the neighbours. You think the EU could take maximum 50.000 refugees in. The neighbouring countries should take in the most of the refugees, as surely the situation in Algeria will improve soon and then they can return. For the intermediate accommodation of the refugees in Algeria in camps you would be willing to pay 50 million €.

In general: the information situation is unclear. What if the accusations are not really true? How long may the trouble go on? Will the new regime stay in power or not? Perhaps things will be fine pretty soon and there is not need for an intervention.
You prefer to get a smart solution and use only limited resources. The economic crisis is bothering you already and your population shall not be worrying about some international humanitarian issues as well. The EU could later on give support for economic development and administrative partnership!

You talk to everybody, showing your concern.
You also talk to Algeria, as they are important trade partners for you!
You need to find a common policy with the south European states.

Your aim:
- only few refugees to Europe
- give neighbours support to deal with it
- an international intervention seems not necessary, but a diplomatic mission of the EU should be sent to Algeria soon to gather information about situation and express concern to government

European Union

(Southern states)

You are deeply concerned about the situation in Algeria. The situation has to improve and the violence has to stop. Human rights violations can not be accepted!

You know that such military coups happen again and again in these states in Northern Africa, so you are trying to take it easy. The issue that concerns you most is that there cannot be refugees taken in your countries. You already take the permanent stream of migrants in and your population is tired about it already.

One needs a better strategy, a more sound approach with a long-term perspective. One solution could be to launch an UN-mission in Algeria, but this needs to be discussed thoroughly and preparation time is needed.

Also the neighbours need to take action; it is a problem of the region, first of all!

You need to find a common policy with the north European states.

You talk to everybody, but you are actually a bit tired of the topic already. You prefer to spent limited resources and attention on it as you have enough problems yourself, especially now with the economic crisis.

Your aim:
- No refugees to Europe
- Little money for neighbours to accommodate refugees (25 million €)
- Set up a diplomatic mission and prepare for an UN-intervention with EU support.

United Nations – High Commissioner for Human Rights

You have been empowered by the UN to hold a meeting to find a joint international strategy to deal with the situation in Algeria.

Your task is to lead the meetings, make sure people can discuss their opinions. You invite the state representatives to the meeting. NGOs may get on observation status and can be asked by you to present their opinion.
(The refugees fall out of the official structure and are not officially invited for the meeting).

Your focus is that they agree on taking action that serves the Human Rights best. If the meeting brings no results the crisis will worsen and the case needs to be dealt with by the UN Security Council. That would take time, so a quick regional action would be better for the refugees and all the other people in danger in Algeria!

You aim:
- all refugees can leave Algeria and find a save place in the neighbouring countries
- the new Algerian government has to pledge to obey the human rights
- and international monitoring team will be send immediately to Algeria, preferably from the UN

Compilation of Warm-ups

Here are some very short descriptions of the different warm-ups we did during the week:

Walking 'round, saying "Hi!"

Everybody walks around the room freely, greeting the others. The facilitator tells people to vary the mood, speed, form of greeting etc.
This way people get a little feeling of the room and of who is there, looking each other into the eyes and getting into a first quick contact.

Language animation (by Kristien)

A volunteer who speaks a different language (than the working language on the seminar) is chosen and has to write down the following sentences/words in his/her language:

- "How are you?"
- "Fine!"
- "Okay!"
- "Bad!"

Then the pronunciation is practiced together, so that everybody knows how to say the words. Everybody is sitting in a circle and one person (who does not have a chair) starts: He/she approaches someone, asking "How are you?" in the other language. The person responds (also in the foreign language).

- If he/she says "Fine!" everybody has to change seats.
- If he/she says "Okay!", the two people sitting next to him/her have to change seats.
- If he/she says "Bad!", nothing else happens

"The sun shines on everybody who…"

Everybody sits in the circle, one person standing in the middle with no free chair. The volunteer in the middle says out loudly: "The sun shines on everybody who…" and then adds a certain quality or feature that some people might have in common (e.g. "…who study geography" or "…who have ever been to the United States").
Those who this sentence applies to, have to jump up and change their seats. The person in the middle tries to get one of the free chairs. One other person is left in the middle and has to say the next sentence "The sun shines on everybody who…"

Robots and engineer

The participants have to form groups of three. One person is the engineer, the other two are robots. The robots stand back to back, the engineer has to start them by tipping the top of their head which makes them move in a very mechanical way, always going straight. Even if they run against an obstacle, the robots keep on walking straight.
It's the engineers' job to direct them by tipping onto their right shoulders which makes them turn right in a right angle (90°). The goal of the game is to make the robots walk directly towards each other, so that they meet eye to eye.

Race of towels

Everybody is sitting in a circle. Around the circle, the participants count: 1 – 2 – 1 – 2 - … (Important: a straight number of persons is needed!), so that we have two teams: "team 1" and "team 2". Each team gets a towel that they have to pass around the circle among themselves. The towels start in opposite positions. When the facilitator gives the starting sign, the towel race begins. It ends if one towel has passed the other. (Then the group of the faster towel has won, of course, and should jump up and down yelling "We are the champions!" ☺)

Evolution (primitive, reader, activist, Ghandi ☺)

At the beginning all people start in the lowest level (being primitives) and run around the room. Whenever two people meet, they do **"paper-stone-scissors"**. The one who wins climbs up to the next level, being a reader (then an activist and finally a Ghandi) and walking on, looking for other people of his/her kind. Only with those of the same level he/she can again do **"paper-stone-scissors"**, climbing up when he/she wins or falling down when he/she looses. The game end when everybody has reached the top level. Here are the levels and respective gestures:

- Primitive: Moving like an ape
- Reader: reading a book
- Activist: Holding up the fist and shouting "Human Rights, Human Rights!"
- Ghandi: flat hands touching each other in front of the breast, walking around silently, nodding

And now have fun!!! ☺

Sheep stables / Earthquake

Participants get together in groups of three people and form little sheep stables, one being the left wall, one being the right wall and the third one being the sheep. This way we had about 9 sheep spread out in the room. One person is left over. He/she has four options for an announcement:

- "Right wall" – then all the right walls have to run around and find a new stable
- "Left wall" – then all the left walls have to run around and find a new stable
- "Sheep" – then all the sheep have to run around and find a new stable
- "Earthquake" – then all participants runs around and form new stables (people can change roles is this case)

While people are moving places, of course the person who was left over in the beginning, tries to find a free place, so that someone else will be left at the end and has to make the next announcement.

Shoulder-shoulder-knee-knee (4, 3, 2, 1)

All participants stand in a circle. Then everybody:

1. Lift the right hand and touch the right shoulder of the person to the left – 4 times
2. Lift the left hand and touch the left shoulder of the person to the right – 4 times
3. Lift the right hand and touch the right knee of the person to the left – 4 times
4. Lift the left hand and touch the left knee of the person to the right – 4 times

Then this pattern is repeated three more times, but each time we touch the other's shoulder/knee one time less. First 4 times, then 3 times, 2 times, 1 time. So in the end we have to go very fast: shoulder-shoulder-knee-knee.

Evaluation / Feedback

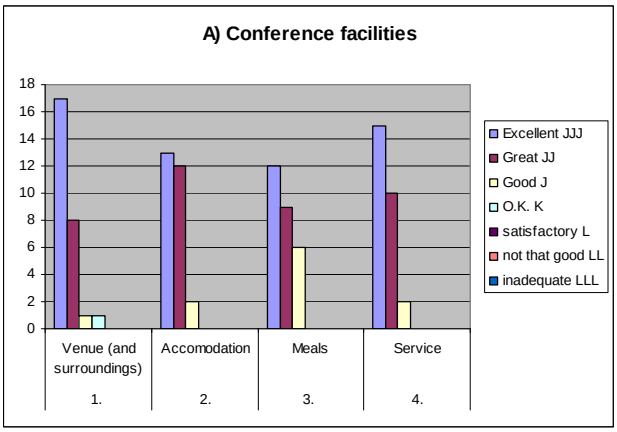
Altogether the feedback on the training course that was given through the questionnaires turned out to be mostly positive. Most participants seemed very satisfied with the outcome of the course. The following tables and graphics illustrate the results of the questionnaires and show how many people gave which answer. On the next pages you also find a more or less representative selection of comments that were made on top of the multiple choice responses.

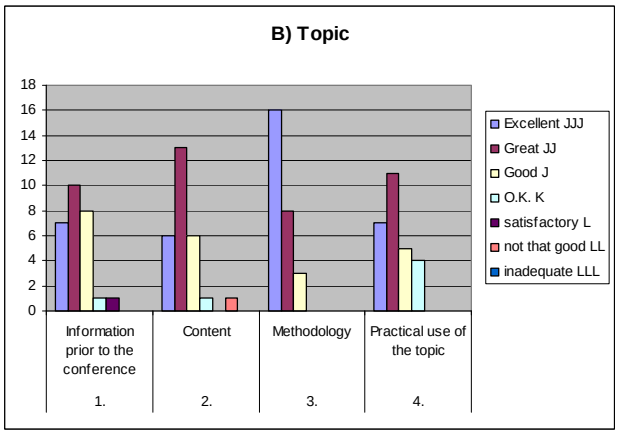
A	**Conference facilities**	Excellent	Great	Good	O.K.	Satis-factory	not that good	Inade-quate
		☺☺☺	☺☺	☺	😐	☹	☹☹	☹☹☹
1.	Venue (and surroundings)	17	8	1	1	0	0	0
2.	Accomodation	13	12	2	0	0	0	0
3.	Meals	12	9	6	0	0	0	0
4.	Service	15	10	2	0	0	0	0

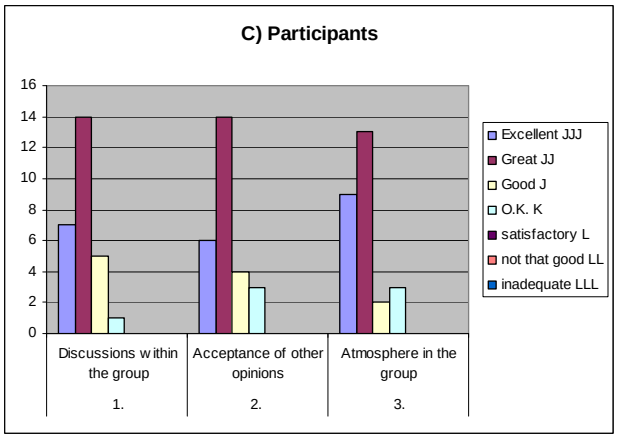
B	**Topic**	Excellent	Great	Good	O.K.	Satis-factory	not that good	Inade-quate
		☺☺☺	☺☺	☺	😐	☹	☹☹	☹☹☹
1.	Information prior to the conference	7	10	8	1	1	0	0
2.	Content	6	13	6	1	0	1	0
3.	Methodology	16	8	3	0	0	0	0
4.	Practical use of the topic	7	11	5	4	0	0	0

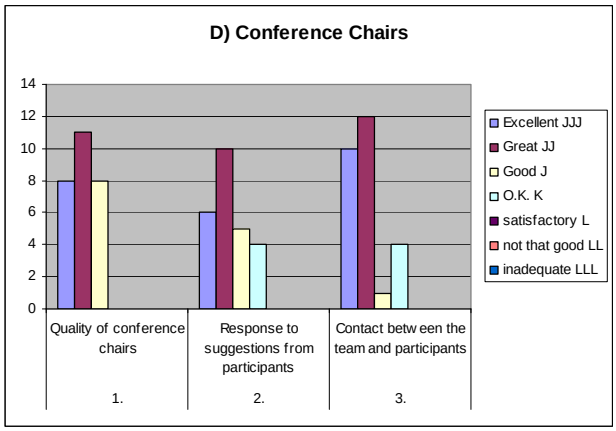
C	**Participants**	Excellent	Great	Good	O.K.	Satis-factory	not that good	Inade-quate
		☺☺☺	☺☺	☺	😐	☹	☹☹	☹☹☹
1.	Discussions within the group	7	14	5	1	0	0	0
2.	Acceptance of other opinions	6	14	4	3	0	0	0
3.	Atmosphere in the group	9	13	2	3	0	0	0

D	**Conference Chairs**	Excellent	Great	Good	O.K.	Satis-factory	not that good	Inade-quate
		☺☺☺	☺☺	☺	😐	☹	☹☹	☹☹☹
1.	Quality of conference chairs	8	11	8	0	0	0	0
2.	Response to suggestions from participants	6	10	5	4	0	0	0
3.	Contact between the team and participants	10	12	1	4	0	0	0









A) Conference facilities

I especially liked…

The natural environment and the hospitality of the people and the organizers.

The cozy rooms. Nature surroundings. The bar was great, also prices for drinks were great.

The bar and the view from my rooms window.

Cakes during the breaks!

The rooms were nice and clean, the surroundings were great and most of the meals were really good.

Meals and service. And BAR!!!

Suggested improvements…

More things provided to do in our freetime, a mini kiosk opened more hours during the day.

More visits and sight-seeing in the area

Food could have been more "political correct"

Less meat for non-vegetarians (although I am not a strict vegetarian, I prefer not to eat meat daily).

Maybe serve warm meals in the evening

B) Topic

I especially liked…

The creativity of the activities and the cooperation of all team members that was needed.

Methods presented by Italian group (Children Rights are especially interesting for me) - bodylines, and simulation game, open space & Anja (Mihr) workshops

Anja Mihr's lectures and workshops; most of the methods, great atmosphere and so on…

The new methods and games that I learned and the approach of the team.

The method when we were on the floor with closed eyes; I do know what it means a job with youth and this one was really great!

I would like to go deeper into the subject

Suggested improvements…

Daily (short) evaluation/reflection groups; more focus on what we can do about HR violations, more facts, more content! Maybe invite an HR law expert!

More theory and practical use for teaching children

I would like to have more time to work with Anja and with Italian group, and I would change the NGOs because not every were a professional institution.

More activities like simulation game that needs conversation and critical thinking.

More people from different countries (e.g. Spain, Scandinavia…)

I think HR have to be linked much more to globalization issues.

C) Participants

General Comments…

It was very nice that all the participants were willing to hear the points and opinion of others. This is the way an event of this type (and especially with such a subject) should be performed.

Maybe more activities for group dynamics would have helped to prevent grouping around nationalities? Maybe participants' knowledge could have been stronger included/used.

Facilitators could have intervened more when people of the same country stuck together.

We could have tried more to mix the "national groups".

D) Conference chairs

General comments…

Anja Mihr was excellent; as for the history of Human Rights, the presentation was rather boring; I wish that Larry gave us a presentation about his experiences, work and facts! I would have liked to have more formalized asking for feedback during the training!

As I have already mentioned the event was immaculate for me. The team in charge of it was really helpful, patient and professional. Congratulations for their efforts and good work!

You are great - very positive, easy going, motivating, funny, well organized, fair, taking care of the groups needs, creative, professional. Anja: impressive!

I liked the international aspect of lecturers

Lecturers need to be good for target group - some more involving, more practical

… and last but not least:

Here is an email we received from our Italian speakers, which really made us laugh! ☺

Dear Katja,
as all serious organizations, we would like to write down some short considerations about the training course, for a post-training evaluation...
all marks between 0 to 10 points...

- Organization of the course:	*10 points*
- Logistics:	*10 points*
- Support from the staff:	*10 points*
- Problem solving capacities:	*12 points (how can it be possible?)*
- Kindness and coolness of staff:	*15 points (still I can't believe it)*
- Kindness and coolness of participants:	*10 points*
- Weather supply:	*10 points (how could you provide springtime?)*
- Food:	*10 points*
- Italian overboiled pasta:	*5 points (see International Dinner)*

so... to be really serious, it was amazing!!!
I guess you and your staff will be so full of Human Rights now... but,
let me congratulate with you for the brilliant results... […]

Massimo, Ghido and Marcello

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The link to our google-group: http://groups.google.com/group/sonnenberg2009_humanrights/web/share-information
Our google-group's email: sonnenberg2009_humanrights@googlegroups.com

Team

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* Unfortunately our partners from the Netherlands and from Georgia weren't able to send any participants.

Links / Literature

Where to find methods for Human Rights Education?

In English:

- **Amnesty International UK**

http://www.amnesty.org.uk/content.asp?CategoryID=10679
→ You can find out a lot about methods and material on Human Rights Education

- **Council of Europe**

http://www.coe.int/DEFAULTEN.ASP?
http://www.coe.int/T/E/Human_rights/

- **Human Rights Library, University of Minnesota**

http://www1.umn.edu/humanrts/
→ The University of Minnesota Human Rights Center trains and assists the work of Human Rights professionals and volunteers.
→ You can find a lot about Human Rights Education, Treaties and other International Instruments, Asylum and Refugee materials and links to over 1000 other sites

- **Human Rights Ressource Center**

http://hrusa.org/
→ Part of the Human Rights Center, has a partnership with the Human Rights Library
→ Creates and distributes Human Rights Education (HRE) resources via electronic and print media

- **Human Rights Watch**

http://www.hrw.org/
→ not especially about Human Rights Education, but a lot of background information

- **One World**

http://www.oneworld.net/
→ just like "Human Rights Watch", this page is useful to get background information

- **Unesco**

http://portal.unesco.org/en/ev.php-URL_ID=29008&URL_DO=DO_TOPIC&URL_SECTION=201.html
→ has an own Link to the educational category

- **United Nations**

http://www.un.org/
→ many different languages, information about the history and the structure of this institution; you can find many other links
www.un.org/cyberschoolbus/humanrights → material for education

- **Unicef**

http://www.unicef.org/
→ you can find a lot of information about Children's Rights, but also some about Human Rights in general

- **United Nations – Human Rights**

http://www.ohchr.org/EN/Pages/WelcomePage.aspx
→ You can order publications about the Human Rights situation in different countries, inform yourself about the instruments of the international Human Rights Protection….

In German:

- **Amnesty International**

http://www.amnesty.de/de/2910/seiten/download.htm
→ neben den Informationen über Aktionen und die aktuelle Situation ist diese Seite speziell ausgestattet mit Vorschlägen zum Thema Bildungsarbeit

- **Bundeszentrale für politische Bildung**

http://www.bpb.de/die_bpb/

- **Bildungsserver der Unesco**

http://www.dadalos-d.org/deutsch/Menschenrechte/Lehrerteil/tipps.htm
→ Vorschläge für Präsentationen, Rollenspiele und bestimmte Themen (z.B. Baum der Toleranz)

http://www.dadalos-d.org/deutsch/Menschenrechte/Linkliste_MR/linklist.htm
→ Liste mit kurzen Infos über die bekanntesten Menschenrechtsorganisationen (die im Englischen Teil schon aufgeführt sind)

- **Flüchtlingskommissar der Vereinten Nationen**

http://www.menschenrechte-in-der-schule.de/
→ Schulmaterialien zum Thema Flüchtlinge

- **Forum Menschenrechte**

http://forum-menschenrechte.de/cms/front_content.php?idart=245
→ Netzwerk von dt. Nichtregierungsorganisationen, viele interessante Publikationen

- **Landeszentrale für politische Bildung Baden – Württemberg**

http://www.lpb-bw.de/
→ Übersicht vieler Links, wo man u. A. Materialien für den Unterricht bestellen kann

- **Terres des Hommes**

http://www.tdh.de/content/themen/globales_lernen/materialien/download.htm
→ sehr viel Bildungsmaterial speziell zu Kinderrechten

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- Jochen for his brilliant moderation and great humor
- Tomasz for all the great art that was created
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