



DJS/EYCB/ST/YWCA/2003/52

European Young Women's Christian Association

**Working with Human Rights Education:
Active involvement and participation of
young women**

In cooperation with the Council of Europe

Study Session

European Youth Centre Budapest (EYCB)

11-18 May 2003



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This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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Terms of Reference

Title of the study session

Working with Human Rights Education; active involvement and participation of young women.

Date and venue of the study session:

May 11-18, 2003

European Youth Centre (EYC)

Zivatar u. 1-3

H-1024 Budapest

Preparatory Team

- Donika Godaj, Albania (Course Director)
- Ruth Potts, England
- Franziska Schmid, Switzerland
- Susan Johansson, Sweden
- Goran Buldioski, Educational Advisor from EYC

Participants: 28

Resource Persons:

- Alessio Surian, Independent Expert in Human Rights Education
- Charlotte Angergård, YWCA of Sweden

Foreword

Dear YWCA women,

This one-week study session on Human Rights Education has been of great learning for all of us. It was mainly focused on human rights, their protection and violation, and how they can be promoted.

As the topic of human rights is quite broad, the focus was put on fields of human rights of direct concern to YWCA work and young women involved. The topics discussed were peace and violence, children rights, discrimination, health issues and gender equality.

We should note the great assistance of COMPASS (a publication produced by the EYC) that facilitated our work a lot.

The 28 participants and 5 of the prep-team got on well while learning and sharing. The spirit existing was motivating and uprising.

To this study session we all brought our own knowledge and experience, as well as our friendship and motivation. The mixture of previous participants, with experienced and non-experienced ones, made this SS an intensive and productive time.

The main outcome of the SS was the produce of a Statement for the World Council of YWCA. This statement prepared and signed by all the participants addresses the concerns of young women of Europe in regards to Human Rights, and at the same time serves as a way to make our voices be heard and as a tool to use for future work purposes.

Lastly, I would like to thank everyone whom participated and contributed to this Study Session and made it a success.

Overall Aim of the Study Session

Educating and motivating young women in human rights issues and human rights education, that will lead to them being actively involved in these issues on national and local levels.

Objectives

- The participants will exchange their own views and understanding of current human rights issues in their own countries.
- Explore cases of violation and protection of human rights relevant to participants' reality.
- Introduction to the Universal Declaration of Human Rights and into European human rights documents and institutions.
- Develop a common understanding of human rights education within the YWCA.
- Motivate and encourage young women to use the ideas and information that they received to work with human rights education in their own communities.

Expectations of the Participants for the Study Session

- To learn more about human rights
- To understand how other YWCAs work
- To know about violation of human rights in other countries
- To know about protections of human rights
- To have a fantastic week

Things participants would like to leave with from the Study Session:

- Gain enough experience on human rights
- New theoretical knowledge
- Experience on protection of human rights
- Up to date information on human rights
- To gain practical information

Things participants want to offer to the others during the Study Session:

- Experience in communication
- Full participation
- Experience in human rights issues
- Knowledge on children's rights and other important issues
- Experience with YWCAs in Africa on human rights

Report of the YWCA Study Session 2003

Monday 12 May 2003

In a short reflection, Kristina from Albania talked about Mother Teresa, a woman who sacrificed her life to help poor people and won the Nobel Prize for peace. Soon the Pope will declare her a saint. Although she spent most of her time away from home, people from Albania remained her in their mind as she continued with her work since she was Albanian.

Participants shortly presented themselves and the activities they are doing with the YWCA in their countries. In a game called "Carrousel", participants got the opportunity to get to know each other better and to ask everything they wanted to know. Dona and Susan presented the program of the week and the aims and objectives of the YWCA Study Session which were to educate and motivate young women in human rights issues and enable them to exchange about human rights in their own countries.

Franziska, the World YWCA long-term intern, presented the history and vision of the World YWCA. YWCA was founded as early as 1854 and unites worldwide about 25 million women and girls. She also gave information about the structure of the organisation, how the YWCA is working worldwide, and how the world office works connecting the office, Executive Committee and the World Council of which she touched bases, mentioning that this is where all the legislations are formulated, amended and passed on. This year is a special year since it is the Council year in July 2003 in Brisbane, Australia.

The other intern from the world office, Ennita from Zimbabwe, explained about how young women's voices are being heard in the YWCA. She talked about the "Young Women on the Move", a space for young women in the YWCA magazine "Common Concern" to share their experience with YWCA in their areas. The Young Women's web site, and the Young Women's Forum uses new technologies to connect women worldwide. The biggest event for young women this year is the Young Women's Pre-Council to be held in

Brisbane where all young women from different parts of the world will come together and have a chance to share their experience, learn together and come up with recommendations to be passed on to the World Council. Further information about World YWCA can be found on www.worldywca.org.

Ruth invited the participants to set some ground rules for the week. This was done in two groups and later, participants agreed on the rules collected in a group contract by signing it. Rules which came out, were issues such as to respect each other's opinion, to finish on time, to be punctual all the time, avoid being too tired in the session, not to party too hard, confidentiality, etc.

Goran gave us an introduction on human rights issues and asked the participants the following questions in order to find out what human rights mean to ourselves: How many times have you heard this word? Who uses it more often? Do our parents understand the word "human rights"? Where do we fit in with the human rights issues? Then, the participants gave some feelings and words they associate with human rights such as dignity, empowerment, sexuality, education, equality, etc.

Participants were then divided into groups where they had a chance to tell a story about a picture they chose from a choice of many, relating to actual situations they may have experienced in their countries. They talked about what human rights mean to young women. After that, each group gave a presentation in an interactive and interesting way containing many educational messages and feelings towards human rights issues. This gave a clear picture on how human rights are part of human beings and that there are certain rights that are being violated.

After dinner, participants started to prepare for the International Evening. By half past eight the meeting place was filled with international dishes and some young women wearing their national dresses. The evening was filled with a lot of fun and all different kinds of food and dances. The International Evening was organised and prepared by the "hyperactive" Social Committee, led by Susan and the evening was well received.

Tuesday 13 May 2003

Sophie, who shared with us her concerns on the rising popularity of a political party in Belgium, which is very hostile towards foreigners living in Belgium, started the day.

In his presentation about human rights in an international and historical context, Goran dealt with the evolution of human rights, what they are and why they are important. We explored some key aspects of human rights, like respect, dignity and equality. We learnt that every person possesses human rights and that nobody can take them away. Goran raised the question about death penalty. If everybody has the right to life, are governments allowed to use death penalty? There were mixed feelings about this. Some thought it is wrong to take somebody's life, but others thought that it was good using the saying 'an eye for an eye'. However, according to the European Convention on Human Rights, the death penalty is forbidden. As this convention is legally binding, the signing states have to respect the right to life.

To make us understand how and why human rights came into existence, we made a short tour through the last centuries and events of the past until WWII. After this war, it was decided to have the Universal Declaration on Human Rights in order to prevent any other cruel wars from happening. Unfortunately, this declaration is not binding, meaning that states cannot be punished for violating human rights. The positive fact about the European Convention on Human Rights is its legally binding character. In the case of a European state violating human rights, citizens can take their case to the European Court of Human Rights. On the website of COE (www.coe.int) you can find previous cases and application forms.

This was followed by a presentation on European YWCA by Natalia Miklash, one of the Executive Committee members of European YWCA. You can find all this information in the brochure published by the European YWCA and the European office in Prague will answer all your questions. Natalia asked us to come forward with any initiatives and actions we would like to develop from our own YWCAs and asked us to be active!

The last part of the programme for the morning was the introduction of the Council of Europe by Goran. Again, you can find all the information in materials available in the EYCB and on their website (www.eycb.coe.int).

The afternoon was filled out with group work on real case studies on human rights issues. All groups had challenging discussions on their issues and finally presented the outcome of their discussions in various ways of presenting (poster, collage, role-play, photo story, and video movie).

In the evening, participants presented their national YWCAs with lovely exhibitions. They exhibited photographs, leaflets, T-shirts, pens that were all very interesting and thought provoking. Everybody got as much information as they wanted and afterwards individual discussions took place.

Wednesday 14 May 2003

After a 'love' song energiser for the daily reflection given by Eike from Estonia, the lecturer for this day, Alessio Surian, introduced us to Human Rights Education (HRE) and its principles. From his introduction, we learned that relationships are constructed and depend on different factors, including cultural images, stereotypes and education. People are in different levels in their relationships, also in human rights.

To educate on human rights is to reflect about rights and responsibilities of individuals, groups, societies and humanity. Different societies and different groups within the same society might hold different views about the definition of human rights and their relationship within the community and the natural environment. We have to look at human rights issues from our own point of view but also expand to our communities and the whole world. Education is one of the basic rights as it is mentioned in Article 26 of the Universal Declaration of Human Rights, in Article 13 of the International Covenant on Economic, Social and Cultural Rights and in the Convention on the Rights of the Child, Article 28. After discussing these articles we

concluded that these three articles are connected and that education is not only a right but also a duty (because it is compulsory).

This was followed by another discussion on the basic features of HRE. The groups understood this task differently – some talked about education as a human right, but other about HRE. The basic features of HRE mentioned by participants, are challenges, motivation, promoting respect, different ways of teaching for different groups of people, responsibility, understanding, knowledge, and empowerment.

On the second part of the day we had great discussion based on an exercise from COMPASS called “Let’s talk about sex”. With a discussion method called “fishbowl”, there were very interesting discussion about homosexuals and their rights – do they have a right to adopt children, do they have a right to keep their homosexuality private, also can homosexuals be friends with heterosexuals and what to do if a pastor is homosexual. We talked about sexually abused children and their rights and how this issue is handled in different countries. We also shared our opinions about HIV/AIDS tests and whether every person should do them once a year. Discussions were very interesting and lively and everyone took part in it. We had really different opinions and views; we listened to each other and tried to look at the things from different point of view.

Thursday 15 May 2003

The day was opened with Amber Bradley’s reflection on domestic violence. The silhouettes of so-called silent witnesses were on display on the fourth floor, showing how brutally women are being killed because of domestic violence. An information handout was distributed about what is domestic violence, how it can be recognised, and why women often find it hard to leave an abusive partner.

The group had had a chance earlier to select a topic on which they wanted to work on in more detail. The topics were Peace and Violence, Discrimination, Gender Equality and Children's rights.

Workshop on Gender Equality

First the definitions of relevant concepts like gender, gender equality/equity/discrimination, women's human rights, sex, sexuality, sexual health and sexual rights were presented.

The group was divided in two and we were given a (real life) story to finish. This story told how "Maria" after finding her dream job, applying for it and being offered the job, was told that in order to get the job, she has to sign a contract in which she promises not to have a baby in the next two years. This story raised several different points of view. It was understood why the boss might require such a contract, but it was also clear that such a contract is a violation of Maria's human rights and reproductive rights. Though some felt there might be jobs where the requirements cannot be fulfilled while being pregnant (models and actresses), in most of the jobs available to women, it should not make a difference. But the reality is that there are many women who desperately need a job and are not aware of their own rights and would sign such a contract. It was also thought to be unfair that men would not be asked the same question in a similar situation.

Workshop on Children's Rights

We began this workshop by discussing what aspects need to be taken into account regarding children's rights: All children have human rights; very young children usually cannot speak up for themselves and therefore it is the responsibility of the adults to prevent violations of children's rights; children cannot defend themselves; all children are equal; children are always under someone's authority and dependent; lack of choice; all children need protection and a safe environment.

Ruth then gave us nine articles from the United Nation's Convention on the Rights of the Child and asked us to number them in order of importance. We decided that the parents' responsibility of their children should come first, and then the state's responsibility. What we disagreed on was the importance of children being protected in court. One group thought it was of much importance because in developing countries it is a big issue that children are being put in jail for shop minor lawbreaking or even homelessness. So, this article is very important to protect children from spending years in jail.

Then there was also the issue of arbitrary arrests or attacks on children or their families, on the grounds that this article addresses important issues like the child's right on privacy and protection from violence. We further worked out the most important things to teach children about their rights. All agreed that it is their right to express themselves freely and that it is their right to go to school and receive education. After this, we discussed questions about children's right in the family, such as: Is it possible to say that some rights and responsibilities within a family group are universal to young people? Do you think that parents have to accept their children's rights? Do you have a role in making sure your rights as a young person are respected?

Workshop on Discrimination

Discrimination has five different levels. The first of them is caused-based discrimination, which based on race, gender and ethnicity. The second one is action-based discrimination, which can be rejection, restriction and exclusion. The third one is direct and the fourth indirect discrimination. Direct discrimination is the intent to discriminate a group or a person; indirect discrimination is the discriminative effect of a policy or measure. In positive discrimination a group is favoured because of the negative consequences of the other group discrimination. The group discussed the different kinds of discrimination, which are xenophobia, racism, Anti-Semitism, Roma-phobia, discrimination towards disabled or handicapped people, and sexual and religious discrimination. The conversation was mostly about racism and

Roma-phobia, especially the Romans human rights and their responsibilities in societies.

Through the exercise, the workshop illustrated certain groups' possibilities of having a good life. The group members put themselves in the place of, for example, disabled young girl, HIV-infected middle-aged mother, young African Muslim girl, 22-year old lesbian girl and the daughter of a bank director. The outcome of the exercise was that the possibilities vary a lot because of different background, country, traditions and the personal health condition. For example the HIV-infected women and girl, who had come from Afghanistan and who was not able to speak the local language cannot see any light in their future. On the other hand the bank directors daughter was able to do in her life what ever she wanted.

Workshop on Peace and Violence

"Bread in terms of peace is better than cake in times of war" – Slovak Proverb

Our group defined violence and peace. We had so many ideas on what this meant to us as young people. At the end we had concrete definitions. We then discussed that not only do parents influence children but also society and media play an important role, e.g. children watch animation and then they act it out in the playground. Some of us decided that violence is learnt and not born with, although others felt that violence is within human nature. Peace can be positive or negative; violence is also direct and indirect.

Soon after this brilliant discussion we then had a quiz in small groups, which was at first a bit hard and later it made sense. We then found it interactive, interesting and very educational. We learned that peace is holistic, it consist of living in peace in one self (individual), others (society) and with nature (environment). We concluded that peace starts with individual peace of mind and the whole peace is shared among the society.

Friday 16 May 2003

The day was started by a reflection lead by Hanna and Elin from Sweden. They performed a song about soul and Elin played the guitar. After the reflection a guest facilitator from YWCA of Sweden, Charlotte Angergård, introduced us into the United Nations Commission on Human Rights she attended for 6 weeks as an intern for World YWCA. She said it was a once-in-a-lifetime opportunity and she is eager to go back to influence the outcome. She explained what advocacy work and NGO (non-governmental organization) are. She also gave us a brief description of where to locate the Commission on Human Rights in the United Nations body. She recommended to us to visit the following website, www.ishr.ch, which contains useful information about studies, training courses and current information on human rights.

Goran gave us an overview about taking action in local and national level. There are three factors one has to consider: levels of action (local, national and International level), the method to use (be informed, publishing issues etc) environment (politics, funds available, public interest etc). You could organize a street action; write a letter to your local government, etc.

Franziska explained how to develop the statement on human rights which is supposed to go to the Young Women's Pre-Council and the aim of it to raise awareness for HRE among YWCA members and to bring our own concerns and recommendation to the most important meeting of YWCA. Charlotte facilitated the writing of the statement by dividing the participants into groups of their own interest. The topics were: Democracy, children's rights, gender equality, discrimination and xenophobia, health, peace and violence, social rights. The statement had to contain the following points: Facts, situation – why are young women of the YWCA concerned; Recommendations – what can YWCA do on local, national, European and global level. We started a discussion on the topics we had chosen and everybody had a chance to explain why she thought that this topic is

interesting and important. After lunch, we started writing the statement. Although some of us didn't know exactly how to write a statement, we managed quite well.

Before finishing the statement, we introduced our ideas to the other groups in order to give them the chance to make suggestions. As a result of the discussion, one group (social rights) offered their ideas to others as they covered all the subjects other groups had. Finally, Charlotte who would correct them and put them all together into one big statement collected the written statements.

Saturday 17 May 2003

For reflection, Ruth read us the poem "Phenomenal Woman" written by Maya Angelou. The first thing in the morning session was the following up of the statement that has been produced by all participants and finalized by the team the evening before. The final statement was created out of all the individual statements and some language corrections were done.

Charlotte introduced the final statement and explained why the team decided to create one statement. The main reason is that, as this statement is going to be presented at the Young Women's Pre-Council, it has to be clear and precise and not too long in order to encourage people to read our statement. Ennita shared her idea with us of visualizing the statement with a drawing or poster and encouraged the participants to work on this.

In concluding the whole process of developing a statement for the Young Women's Pre-Council, Franziska read the statement to the plenary in order to let everyone know its final content. Afterwards, participants were asked for comments and some small changes were made in the text. At this point, Charlotte had finished her role as a facilitator and she received a big applause for having worked with us on the development of the statement.

The final task of the Study Session was for the participants to develop their own action plans and share them with the rest of the group. The morning

session was concluded by a review of the week underlined with photos, which were compiled by Goran. We had a look at our own expectations that were worked out at the beginning of the week and evaluated whether and how they have been met. As the last thing, everyone wrote a letter to his or her selves. This letter should remind us of this fantastic study session once it arrives at our homes. The study session was closed by the Course Director, who thanked all the participants and the prep-team for the good work performed during the week, and for all the objectives met.

**Working with Human Rights Education:
Active involvement and participation of
young women**

Study Session of the European Young Women's
Christian Association

**The Budapest Statement on
Human Rights Education**

European Youth Centre Budapest

11-18 May 2003

We, the young women of YWCA, coming from sixteen European countries¹ to the European Youth Centre in Budapest in May 2003, share the strong belief that human rights and Human Rights Education are of great importance. We think that it is essential that we share and exchange within the YWCA the knowledge on specific human rights issues that have been acquired by national YWCAs. By sharing experience among our members, we can improve our knowledge and skills.

We believe that YWCA has a unique opportunity to implement and improve Human Rights Education throughout the world. Before closing the study session on Human Rights Education, we would like to contribute our concerns and recommendations on the following human rights topics which we, as participants, have selected as being particularly relevant to the work of YWCA:

Gender Equality

We, the young women of European YWCA, share the strong belief that although there are laws that declare gender equality, according to our experience true equality is far from being realized.

We believe that young women can lead change and promote true gender equality. YWCA has the power to work against all forms of gender-based violence which includes, female infanticide, female genital mutilation, domestic violence (intimate partner violence), trafficking of women, early marriage, bride burning, and sexual violence (including marital rape). We noted that each of these forms of violence against women serve as barriers to gender equality. Therefore, we call for active responses and support services for victims of violence, as well as prevention and awareness programmes.

¹ We were also delighted to have the presence of one participant representing YWCA of Zimbabwe and one from the USA representing Hungary's women's rights organization, "NaNE."

We recommend that the YWCA should address the following issues: The effective implementation of laws regarding women's rights, the importance of education in changing oppressive attitudes, and the promotion of positive role models. The need for women's greater representation in higher political offices, in particular, greater representation of minority women, equal opportunities and equal pay for equal work and working conditions that can allow women to both work and raise a family.

Children's Rights

We are concerned about the rights of children because they are our future. Children, particularly girls, are usually not in the position to protect their rights. It is our responsibility to protect and preserve these rights and to be positive role models.

We, the young women of European YWCA, propose the following: We should make an effort to educate children and adults about children's rights. We should take these rights into account in our own policies, programmes and actions. YWCA should cooperate with target groups such as parents and educators, to attend to children's needs and to protect children's rights. We believe economics should not affect the upbringing of children. We recommend that YWCAs take action against all forms of violence against children, including: forced involvement in combat, bullying, mental and sexual abuse, as well as other forms of abuse.

YWCAs should make an effort to make their programs accessible for vulnerable groups of children, in particular girls, ethnic minorities and disabled children. YWCAs might also consider assessing national adoption procedures to see if there is any way in which children in need can find a new family without unnecessary delay.

Health

We, the young women of European YWCA, are concerned about the lack of information regarding stress-related diseases, breast and cervical cancer, reproductive health, sexual health (sexually transmitted infections, especially HIV/AIDS), alcohol and drug abuse, and infectious diseases.

Seventy five percent of the world's population living in developing countries represent only eight percent of the world's pharmaceutical market. Furthermore, one third of the world population has no access to essential drugs. We feel that proper health care should be affordable and equally available to everyone.

By joining forces with other NGOs we can pressure authorities to develop informational and educational programmes. YWCA should make a difference through media campaigns and peer education and should also raise awareness on HIV/AIDS and other sexually transmitted infections throughout Europe and the world. We emphasize the concept of health as a human right.

Democracy

We, the young women of European YWCA, emphasize the importance of protecting the democratic rights and interests of women throughout the world. We recommend that YWCA promote and develop nation's democratic principles, including autonomy and equality. YWCA should continue to promote women's participation in the democratic process and further extend its advocacy work regarding the development of democracy.

We recommend that YWCA should educate young women on advocacy work concerning women's interests in bodies of power. It is of importance to promote women's participation during elections, and to enable women to reach a high professional level. We recommend that the YWCA create platforms where young women from various regions can exchange their ideas and experiences on the topic of democratic rights. We stress the importance that the YWCA maintains

international meetings, with an aim to facilitate common understanding on the development of democratic principles.

Discrimination and Xenophobia

We, as young women of various ethnic groups, nationalities, and religions face numerous forms of discrimination in our daily lives. We highlight the importance of discrimination against women. Of particular concern is the issue of equal pay for equal work. Furthermore we are concerned about discrimination towards ethnic minorities, xenophobia, discriminatory immigration policies towards citizens of developing countries, discrimination towards handicapped people, religious minorities and sexual minorities.

We urge the YWCA to educate women on the issue of discrimination and xenophobia through information and media campaigns, relevant projects and events, action in co-operation with other organizations, and through cross-cultural meetings. We suggest, in particular, that YWCA work to support local women's network and to organize skills-training courses for minority groups and refugees. It is important that we apply the knowledge and skills from YWCA across the world in order to empower young women to lead the change now.

Jorgaqi Kristina, Albania

Kolbeinsdóttir Helga, Iceland

Lako Edit, Albania

Peipina Madara, Latvia

Karalionak Liudmila, Belarus

de Boer Jennifer, the Netherlands

Patapava Tatsiana, Belarus

Ciobanu Carmen Elena, Romania

Withaecx Sophie, Belgium

Ungureanu Anca Roxana, Romania

Selengova Katarina, Slovakia

Zvyagintseva Irina, Russia

Mladenova Albena, Bulgaria

Fallman Elin, Sweden

Vitanova Valeria Anguelova, Bulgaria

Pettersson Hanna, Sweden

Einmann Eike, Estonia

Pertschy Elisabeth, Switzerland

Rass Susan, Estonia

Schuler Brigitte, Switzerland

Myllys Riikka, Finland

Pushkareva Alina, Ukraine

Penttinen Laura Kaarina, Finland

Krushanovska Tetyana, Ukraine

Ahmend Shamina, Great Britain

Bradley Amber, USA

Jónsdóttir Bjorg, Iceland

Manyumwa Ennita, Zimbabwe

Appendix 1: Presentation of World YWCA

World YWCA-Young Women's Christian Association

Giving women and girls the power to change their lives and communities.

Imagine... a world where justice, peace, health, human dignity, freedom and care for the environment are promoted and sustained through women's leadership

- from the World YWCA Vision

1 vision

115 countries

22,000 local groups

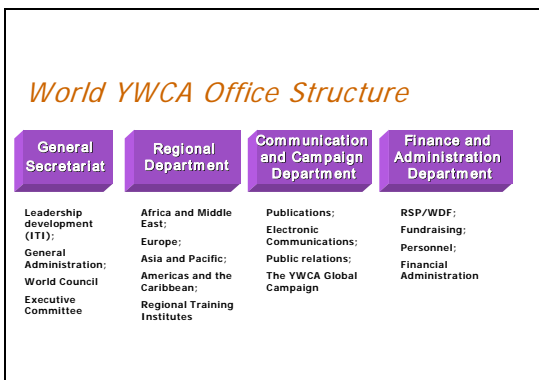
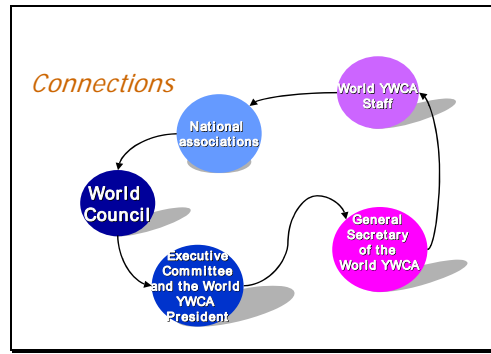
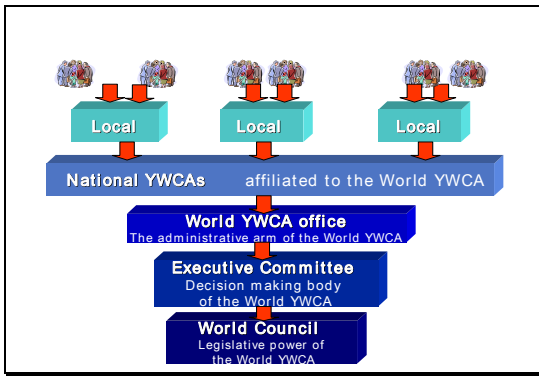
25,000,000 women & girls

Background

- YWCA began in 1854 in Great Britain, providing safe housing for women
- World YWCA founded in 1894 as one of the first independent international women's organizations
- Pioneer in bringing the issues & needs of women to the United Nations

Strategic Goals

- To achieve cultural, economic, political, religious and social justice for all women and girls
- To ensure women's participation in leadership as decision makers
- To increase the YWCA's effectiveness as an international women's movement



Core Activities – The Power to Change

- Advocacy
- Partnerships
- Women-centered, participatory sustainable development
- Leadership training
- Capacity building
- Financial management & development
- Communications

Advocacy

- Bringing local perspectives to global policy making
- Facilitating regional advocacy strategies and education of global issues
- Forging partnerships for change

World YWCA Advocacy Priorities

- World Peace with Justice
- Human Rights of Women and Children
- Economic Justice and Sustainable Development
- Health and HIV/AIDS

Young Women's Leadership Development: Goals

- to support the National Associations to recruit, train and involve young women in the development of programmes and leadership on all levels;
- to reach 25% of young women on leadership positions;
- to promote better understanding between women of all ages and backgrounds;
- to use a capacity of young women as equal partners to address the needs of women and girls around the world.

World YWCA Leadership Training for Young Women

- World office Internship Programme - long term
- Advocacy Internship Programme -short term
- Pre-council for Young Women on the World Council
- European Youth Study Session in Budapest, Council of Europe
- International Training Institutes
- Regional Training Institutes in all regions
- Young Women's Exchanges

Young Women's Voices within YWCA

- „Young Women on the Move“ – Newsletter in Common Concern
- Young Women's web page on the World YWCA web site
- Young Women's Forum - online network of YWCA young women

World Council 2003 - Connecting Women to Lead Change

Bringing women from 100 countries together to develop a Women's World Agenda for future action, and to develop strategies skills and alliances for leading change.

World Council 2003

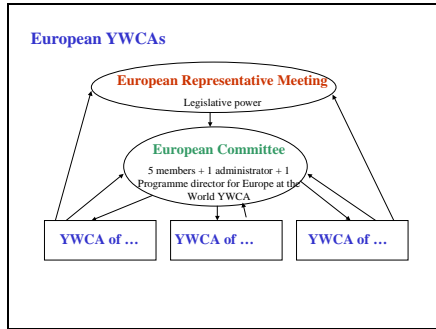
- Pre-Council Meetings
- International Women's Summit
- Women's Training Institute
- World Council Business Meeting

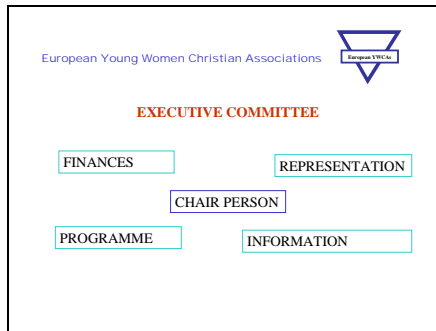
Create the vision - Develop the power - Lead the Change

Leading Change: The Power to Act, Brisbane, Australia – July 6-10, 2003

For more information, visit our website: www.worldywca.org

Appendix 2: Presentation of European YWCA





- European YWCAs**
- REPRESENTATION**
- ✓ European Union
 - ✓ Council of Europe
 - ✓ Directorate of Youth and Sport
 - ✓ European Women's Lobby
 - ✓ European Youth Forum
 - ✓ Ecumenical Forum of Christian Women
 - ✓ YMCA

Member States of the Council of Europe:

Human rights are part of their legal framework. The Universal Declaration of Human Rights (UDHR) was adopted by the United Nations General Assembly on 10 December 1948.

European Convention on the protection of Human Rights and Fundamental Freedoms (ECHR) draws its principles and inspiration from the UN document and was adopted two years later.

The way to translate ECHR values in the educational process is explained in Recommendation N° R (85) 7 to Member States of the Council of Europe (Adopted by the Committee of Ministers on 14 May 1985 at the 385th meeting of the Ministers' Deputies) on teaching and learning about human rights in schools.

R (85) 7: all young people should learn about human rights as part of their preparation for life in a pluralistic democracy.

Luxembourg, December 1997, the European Council recommended to all States to:

strengthening the role of civil society in promoting and protecting human rights; promoting activities on the ground and developing technical assistance in the area of human rights; strengthening in particular training and education programmes concerning human rights.

Purpose and outcomes of Human Rights Education

Human Rights Education (HRE) promotes awareness understanding and action about individual and collective rights and responsibilities, empowering people to exercise their rights at the local and at the global level.

- Knowledge (learning *about* human rights)
- Skills (learning *for* human rights)
- Attitudes and values (learning *through* human rights)

Knowledge and understanding

1. *Key concepts* such as: freedom, justice, equality, human dignity, non-discrimination, democracy, universality, rights, responsibilities, interdependence and solidarity.
2. The idea that human rights provide a framework for negotiating and agreeing about standards of behaviour in the family, in school in the community, and in the wider world
3. The role of human rights and their past and future dimension in one's life, in the life of communities, and in the lives of other people around the world.
4. The distinction between civil/political and social/economic rights
5. Different ways of viewing and experiencing human rights in different societies, different groups within the same society and the various sources of legitimacy including religious, moral and legal sources
6. Main social changes, historical events and reasons leading to the recognition of human rights
7. Major international instruments that exist to implement the protection of human rights such as the United Nations Declarations of Human Rights (UDHR), the United Nations Convention of the Rights of the Child (UNCRC), the European Convention on the Protection of Human Rights and Fundamental Freedoms (ECHR)
8. Local, national, international bodies, non governmental organisations, individuals working to support and protect human rights

Skills

1. *Active listening and communication*, being able to listen to different points of view, to advocate one's own rights and those of other people
2. *Critical thinking*: finding relevant information, appraising evidence critically, being aware of preconceptions and biases, recognising forms of manipulation, making decisions on the basis of reasoned judgement

3. The ability to work *co-operatively* and to address conflict *positively*
4. The ability to *participate in and organise* social groups
5. The ability to *promote and safeguard* human rights locally and globally

Attitudes and values

1. A sense of *responsibility* for one's own actions, a commitment to personal development and social change
2. *Curiosity*, an open mind and appreciation of diversity
3. *Empathy* and solidarity with others and commitment to support those whose human rights are under threat
4. A sense of human dignity, of *self-worth* and of *others' worth*, irrespective of social, cultural, linguistic or religious background
5. A sense of *justice*, the desire to work towards the ideals of freedom, equality and respect for diversity

HRE with young people

Create opportunities to explore, reflect and take action about moral dilemmas and issues of social change. It would not be enough to teach *about* human rights: it is essential to adopt a pluralistic approach and a learning by doing perspective. At the core of HRE: development of critical thinking and competence to handle conflict and take action.

Such objectives require the ability to view issues from different perspectives educational topics to be determined by and rooted in the social context of the young people who are participating in the activities.

Manual: opportunity to encourage linking and exchange of experiences by groups of young people from different parts of the world.

Deeper insight about own role in society by means of comparison with the role, opinions and actions of other young people globally.

Approaches to HRE

The authors of the manual do not adopt an "either/or" approach but rather an "and" approach. The manual seeks a balance among educating *about* human rights, educating *through* and *for* human rights. It acknowledges the specificity of human rights contents in education, but it does not attempt to promote the idea that human rights education is a new discipline on its own. It tries to link HRE through participatory and active learning activities to relevant local and global issues such as development, environment, intercultural relations, peace.

"Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learner to reach their fullest potential" (1990 Jomtien Declaration).

Co-operatively-structured small group work can build group cohesion and reduce biases between group members who differ in terms of ethnicity, gender and disability (Johnson et. al., 1983).

Co-operative group work increases problem-solving skills, enabling participants to devise more solutions that demonstrate greater creativity and practicality (Cohen, 1986).

Other learner-centred methods:

peer teaching

priority-setting exercises

discussion in pairs and small groups

decision-making and consensus-building exercises

collaborative games

negotiations

brainstorming

role plays and simulations.

It is desirable to encourage the participation of youth themselves in developing activities and methods for HRE.

HRE as a tool for personal and social development of young people

HRE encourages the development of young people as active and responsible citizens. A reference framework for Education for Democratic Citizenship (EDC) is provided by the Council of Europe through the establishment of the EDC project in 1997. T.H. Marshall (*Citizenship and Social Class*, Cambridge University Press, 1950)

Key: access to the three main types of rights, i.e. three components of citizenship:

- the *civil component* of citizenship including the rights addressing individual freedom;
- the *political component* of citizenship, i.e. the right to participate in the exercise of political power and to vote and participate in parliamentary institutions;
- the *social component* of citizenship, relating to the right to the prevailing standard of life and the social heritage of society including equal access to education, health care, housing and a minimum level of income.

Using HRE in formal and in non-formal education settings

Human rights education activities and programmes should be preceded by and based upon a consultative needs assessment involving the expected participants/group. The way to involve and build the educational process with young people varies according to the type of formal, informal or non-formal setting the educator is dealing with.

Informal education:

the lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educational influences and resources in his or her own environment (family, neighbours, marketplace, library, mass media, work, play, etc.).

Formal education:

the structured education system running from primary school to university and including specialised programmes for technical and professional training.

Non-formal education:

any organised educational activity outside the established formal education system. Some of these programmes might not have been originally conceived as "educational".

Formal, non-formal and informal education are complementary and mutually reinforcing elements of lifelong learning.

The activities presented in the manual are designed to be adapted in diverse settings such as a youth club, a school, a summer camp etc.

Common thread:

- democracy is best learned in a democratic setting
- who takes decisions and how?
- democratic educational process: participation and empowerment are encouraged
- different views can be expressed openly and discussed

Key elements:

- freedom of expression for all
- common rules based on fairness and justice

Effective learning about human rights requires an appropriate climate which should be constantly negotiated.

HRE as a starting point for action

In line with the Education for Democratic Citizenship project recommendations HRE viewed as daily practice based on experiential learning and learning by doing to help to mobilise competencies and initiatives in a continuing changing process.

To support this spontaneous process of change educational policies should:

- directly involve practitioners in designing, monitoring, implementing and evaluating their own educational innovations;
- encouraging the solving of concrete social issues, using the know-how and practical experiences of reflective practitioners;
- promote bottom-up educational change;
- work towards greater autonomy of educational agents so that they can work out specific forms of action and linkage with the local community, civil society, social partners;
- encourage networking, joint projects and activities, as well as communication between practitioners and decision makers.

how to encourage solidarity-based activities?

and what type of solidarity?

(autonomous/normative co-operation?)

Guiding principles in exploring the possibility of taking action:

To consider whether the options presented are relevant to the participants, and to take enough time when such relevance is not self-evident.

conflict transformation

reconciliation

reconstruction

recovery