

COMPASS

A manual on human rights education with young people

Written by

Patricia Brander Bárbara Oliveira
Rui Gomes Jana Ondráčková
Ellie Keen Alessio Surian
Marie-Laure Lemineur Olena Suslova

Drawings by

Pancho

Edited by

Patricia Brander
Ellie Keen
Marie-Laure Lemineur

Project coordination and final editing: Rui Gomes

Project assistant: Natalia Miklash

**This manual was produced under the guidance
and support of a reference group, composed of:**

Dr Elie Abouaoun Ms Louise Nylin
Mr. Anatoliy Azarov Ms Bárbara Oliveira
Ms Patricia Brander Ms Eunice Smith (Unesco)
Ms Ellie Keen Mr. Alessio Surian
Ms Corina Michaela Leca Ms Olena Suslova
Ms Marie-Laure Lemineur Mr. Wim Taelman
Ms Brigitte Mooljee Mr. Andrew Yurov

French edition:

"Repères" - Manuel pour la pratique de l'éducation aux droits de l'homme avec les jeunes
ISBN 92-871-4595-3

Russian edition:

"КОМПАС" - учебник по правозащитному образованию молодежи
ISBN 92-871-4596-1

The views expressed in this manual are the responsibility of the authors and do not necessarily reflect the opinions of the Council of Europe.

Copyright of this publication is held by the Council of Europe. No parts of this publication may be reproduced or transmitted for commercial purposes in any form or by any means, electronic (CD-Rom, Internet, etc.) or mechanical including photocopying, recording or any information storage or retrieval system, without the permission in writing from the Publishing Division (publishing@coe.int), Communication and Research Directorate of the Council of Europe (copy to the European Youth Centre Budapest, I-3 Zivatar utca, H-1024 Budapest, Hungary; e-mail: eycb.secretariat@coe.int).

Reproduction of material from this publication is authorised for non-commercial education purposes only and on condition that the source is properly quoted.

The Pancho cartoons are the exclusive copyright of the artist. Permission to reproduce these should be requested directly from the artist, unless it is for direct use with activities in this manual.

Design: Art Factory

Drawings: © "Pancho"

Photos: page 132 © MTI (Nelson Mandela)

page 132 © David King Collection (Evgenia Ginzburg)

page 133 © MTI (Martin Luther King)

page 133 © MTI (Mahatma Gandhi)

page 134 © Gamma Press (Daw Aung San Suu Kyi)

page 134 © Tibet Information Network (Ngawang Sandrol)

Council of Europe Publishing
F-67075 Strasbourg Cedex

ISBN: 92-871-4880-5

© Council of Europe, May 2002

Printed in Germany

Table of Contents

Acknowledgements	8
Preface	9
Introduction	10
Chapter 1 - Human Rights Education and Compass, a Brief Guide for Practitioners	15
Understanding Human Rights Education	17
<i>What is Human Rights Education?</i>	17
<i>Outcomes of HRE</i>	18
<i>Knowledge, skills and attitudes</i>	19
<i>An inclusive approach</i>	20
<i>HRE with young people</i>	20
<i>Formal and non-formal educational settings</i>	21
<i>HRE as a starting point for action</i>	22
<i>International support for HRE</i>	23
HRE and Other Education Fields	25
<i>A human rights world</i>	25
<i>What is a “human rights issue”?</i>	25
<i>Issues covered in the manual</i>	26
<i>Citizenship Education</i>	27
<i>Personal and Social Education</i>	27
<i>Global Education</i>	28
<i>Intercultural Education</i>	28
<i>Development Education</i>	29
<i>Environmental Education</i>	29
<i>Peace Education</i>	30
<i>Law-related Education</i>	30
Using COMPASS across Europe	31
<i>What and where is Europe?</i>	31
<i>A book for Europe?</i>	32
<i>A European Dream</i>	33
<i>Youth work and youth representation</i>	34
<i>The Convention on the Rights of the Child</i>	35
<i>The production process</i>	35
<i>Using the manual across cultures and languages</i>	36
How to use COMPASS	38
<i>How to work with the manual</i>	38
<i>The educational approaches</i>	39
<i>Common questions about Human Rights Education</i>	44
<i>Tips for users</i>	45
<i>Tips for facilitation</i>	48
Group work	48
Group work techniques	48
General tips on running activities	52
When things don't go the way you expected them to	53
Managing conflict within the group	55
Some methods and techniques for supporting effective learning groups	55
Methods and techniques for developing discussion skills	58
Methods and techniques for developing collective decision-making skills	59
Activities for reviewing	62
Chapter 2 - 49 Practical Activities and Methods for Human Rights Education	67
Summary of activities	68
A glossary of globalisation	69

A tale of two cities	71
Access to medicaments	80
Act it out	86
All equal – all different	88
Ashique’s story	91
Beware, we are watching!	95
Can I come in?	98
Children’s Rights	103
Different Wages	107
Do we have alternatives?	111
Domestic Affairs	114
“Draw-the-word” game	120
Education for All?	122
Electioneering	127
Fighters for rights	130
Front page	135
Garden in a night	139
Heroines and heroes	142
Horoscope of poverty	145
Just a minute	150
Let every voice be heard	153
Let’s talk about sex!	156
Living in a perfect world	160
Makah whaling	166
Making links	173
Money to spend	177
Our futures	182
Path to Equality-land	185
Picture games	188
1. What do you see?	188
2. What do you see in Pancho?	191
3. Part of the picture	192
4. Captions for pictures	192
5. Speech bubbles	193
Play the game!	194
Power Station	198
Responding to racism	201
Rights Bingo!	206
See the ability!	209
Sport for all	214
Take a step forward	217
The impact of the Internet	222
The language barrier	228
The scramble for wealth and power	231
The web of life	235
To vote, or not to vote?	238
Trade Union meeting	244
Violence in my life	248
When tomorrow comes	250
Where do you stand?	254
Who are I?	257
Work and babies	260
A human rights calendar	263
Chapter 3 - Taking Action	267
Taking action	269
<i>Devising a plan of action</i>	276

Chapter 4 - Background Information on Human Rights	281
Understanding Human Rights	283
<i>What are human rights?</i>	283
<i>A historical outline</i>	285
<i>Human rights around the world</i>	287
<i>How can we use our rights?</i>	288
<i>Dilemmas and misuses of human rights</i>	289
<i>More riddles</i>	290
The evolution of human rights	291
<i>Which rights do we possess?</i>	291
Legal Protection of human rights	296
<i>Key international documents</i>	297
<i>Enforcing human rights</i>	300
<i>Is this sufficient?</i>	304
Activism and the Role of NGOs	305
<i>Examples of successful activism</i>	307
Questions and answers	310
<i>Puzzlers</i>	312
Chapter 5 - Background Information on the Global Themes	315
Children	317
Citizenship	322
Democracy	326
Discrimination and Xenophobia	331
Education	345
Environment	350
Gender equality	354
Globalisation	358
Health	362
Human security	367
Media	372
Peace and Violence	376
Poverty	382
Social rights	386
Sport	391
<i>Endnotes</i>	396
Appendices – International Legal Human Rights Instruments and Evaluation Form	399
<i>Status of ratification of major human rights international instruments</i>	4001
<i>The Universal Declaration of Human Rights (Summary)</i>	402
<i>Universal Declaration of Human Rights</i>	403
<i>The International Covenant on Civil and Political Rights (ICCPR)</i>	405
<i>International Covenant on Economic, Social and Cultural Rights (ICESCR)</i>	405
<i>The Convention on the Rights of the Child (Summary)</i>	406
<i>The European Convention on Human Rights (Summary)</i>	407
<i>Convention for the Protection of Human Rights and Fundamental Freedoms, as amended by Protocol No. 11</i>	408
<i>The European Social Charter in brief</i>	414
<i>Framework Convention for the Protection of National Minorities (Summary)</i>	415
<i>The European Charter for Regional or Minority Languages (Summary)</i>	416
Evaluation and feedback form	417

Acknowledgements

Words of thanks, recognition and appreciation are owed to:

- The members of the Reference Group, for their commitment, generosity and support to the writers;
- Sunduss al-Hassani, Henrike Eisfeld, Dariusz Grzemny, Dilwar Hussain, Dr Mónika Má dai, Ivan Ivanov, Yael Ohana, Tavs Qvist, Györgyi Tóth and Arjos Vendrig for commenting and suggesting texts;
- Jeroen Schokkenbroek, from the Directorate General of Human Rights of the Council of Europe, for careful reading and useful suggestions;
- Nadia Banno Gomes, Teresa Cunha, Laura De Witte, Deepak G. Naik, Eugen Gherga, Erzsébet Kovács, Anna Rogowska, Nana Saginashvili and many others for their pertinent remarks and useful suggestions;
- The Division of Human Rights, Peace, Democracy and Tolerance at Unesco for motivation and useful advice;
- Youth organisations, national youth councils, the Foundation for Human and Humanitarian Rights (Lebanon), the Charles Malik Foundation and many other organisations, for submitting reference materials;
- Users and readers of the draft texts on the Internet – including those who are sceptical about the value of this manual;
- Members of the Human Rights Education Associates' Global Human Rights Education List for comments and suggestions for the title;
- The Monitoring Group of the Human Rights Education Youth Programme for support and ideas;
- All those who have, sometimes involuntarily, contributed to the shaping of the contents;
- Michael Hughes, from The British Council, Budapest, for being more than a proofreader.

The International Union of Railways and, in particular, Inter Rail for their financial support through the Solidarity Fund for Youth Mobility.

We apologise for any omission and regret that we were not able to include all materials and suggestions received.



It has become almost commonplace to speak about the world as a global village. Globalisation is generally associated with increased possibilities and risks, for trade, co-operation and communication. But the true challenge of globalisation remains the development of a universal conscience that puts human rights, pluralist democracy and the equality of all human beings as the most important values that we may share.

The Council of Europe and the European Convention on Human Rights were created as a response to some of the worst forms of war and barbarity that humankind has ever experienced. The Convention and other instruments that were subsequently developed – against torture, for social rights, etc. – provided inspiration and support to individuals and non-governmental organisations who have fought injustice, oppression and discrimination. Much has been achieved. But much progress remains to be made; too many rights of too many people in Europe are still violated, ignored or suppressed.

The conventions on human rights are achievements that we share as Europeans; they orient us in times of uncertainty and change. Preserving and honouring them is the highest duty for every state in Europe.

However, human rights cannot be defended by legal texts only. They need to be protected and taken care of by everyone, young people included. This manual provides young people with opportunities to understand and speak human rights. It also provides youth leaders, teachers, educators, professionals and volunteers with concrete ideas to motivate, engage and involve young people to take action for human rights in their own way, in their own community.

This manual does not provide solutions. There are no ready-made solutions to poverty, discrimination, violence or intolerance. It does not contain answers to all questions about human rights either. What the manual does provide is an opportunity for those venturing into human rights education to explore these themes in a manner that is creative, involves young people and is, in itself, human rights education.

Like a *COMPASS*, this manual indicates different ways and directions in a journey through human rights. Like a *COMPASS*, it can and should be used anywhere in Europe by anybody interested in human rights, democracy or citizenship.

If it is true that we seem to have entered the 21st century through a gate of fire, it is reassuring that many young people and youth organisations, teachers and educators, are ready to take up the challenge of education for and through human rights.

This manual is a contribution and tribute to their action.

Walter Schwimmer

Introduction

Welcome to *COMPASS*, the manual on human rights education with young people!

We hope that it will provide you with the ideas, inspiration and motivation to venture into the field of human rights education with young people. *COMPASS* has been produced within the framework of the Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe, which was launched in 2000 on the occasion of the 50th anniversary of the European Convention on Human Rights. The programme aims to put human rights at the centre of youth work and thereby to contribute to the bringing of human rights education into the mainstream.

Human rights education – meaning *educational programmes and activities that focus on promoting equality in human dignity* – is of incalculable value in shaping a European dimension of citizenship meaningful to all Europeans. Developed in conjunction with other programmes of the Directorate in Youth and Sport of the Council of Europe – intercultural learning, participation, empowerment of minorities and of young people from minority backgrounds – human rights education has the potential to be a catalyst for action and a source of synergies. Those involved in non-formal education in youth work should be able to consider the evolution, practice and challenges of human rights, with regard to their universality, indivisibility and inalienability, and what these mean to the young people of today.

The Directorate of Youth and Sport, especially through the European Youth Centres and the European Youth Foundation, has acquired an undisputed reputation for expertise in developing educational approaches and materials suitable for use both in formal and non-formal contexts as well as in different cultural environments. Its work with multipliers, the impact of projects such as the “*all different – all equal*” youth campaign, and its long-term training programme have all contributed to the development of projects that make their impact first and foremost at grass-roots level while being pre-eminently European.

Recent events, both in Europe and other places of the world, threaten the foundations of a culture of peace and human rights. They show that a more visible, explicit and conscious approach to human rights education is needed urgently.

In this context, the Human Rights Education Youth Programme aims to:

- bring Human Rights Education within the mainstream of youth work practice;
- value and develop Non-Formal Education with young people as a form of Human Rights Education;
- value young people and youth organisations as a fundamental resource for Human Rights Education and civil society in Europe;
- promote a broad understanding of Human Rights Education while respecting the diversity of youth and social-cultural realities in Europe today;
- develop new associative networks and synergies with partners in the non-formal and the formal educational fields;
- pursue and achieve the maximum “multiplying effect” by involving practitioners and partners at national and local level;
- provide practitioners across Europe with new educational tools and networks for youth activities based on Human Rights Education;
- integrate accumulated experience in intercultural and non-formal education, youth participation and research;
- take into account innovations in educational approaches and media.

A compass for practitioners of human rights education

COMPASS is central to this programme, which also includes support to local pilot projects, national and regional training courses and specific activities related to different forms of violence. Instead of “another” manual or venturing into new approaches or proposals for human rights education, the central aim of this publication is to make human rights education accessible, usable and useful to educators, facilitators, leaders, teachers, volunteers and trainers who are active in

educational activities with young people. It is, in many ways, a modest (yet ambitious) answer to the question that many concerned activists and educators pose: “HOW do we do it?”

Experiences acquired during the educational activities of the 1995 European youth campaign against racism and intolerance “*all different – all equal*” revealed that the success of European educational projects of this kind depends on:

- the provision of appropriate and accessible educational methodologies and tools, such as the Education Pack “*all different – all equal*”;
- the availability of such materials in the national languages of the users;
- the existence of trainers and multipliers who can act and disseminate at national, regional and local levels.

COMPASS is a response to these needs. It is published by the Council of Europe in English, in French and in Russian and translation and adaptation to other languages and contexts is encouraged. The organisation of national and regional training courses should help trainers and educators to become familiar with the manual and to make sure that it reaches the schools, associations and youth groups at the local level. COMPASS only has meaning as a book for encouraging action.

An open and participatory production process

Producing COMPASS has proven to be a huge task. Its thematic scope is vast – human rights education concerns literally all aspects of life today – its geographical and cultural scope is extremely diverse. There are wide differences in the working environments and educational contexts of the potential users, both within and between non-formal and formal education. From the outset, the following issues became problematic:

- Is it possible to respect the intrinsic universality of human rights at the same time as addressing specific situations and cultural diversity across Europe?
- Is it really possible to use the same manual and methods across different countries?
- Is there anything in human rights or human rights education that is specific to Europe?
- Is it realistic to attempt to produce one manual that would be suitable for formal and non-formal educational environments?
- How much should users already know?
- Is it still possible to be innovative in this field?
- Will the manual’s target group be prepared to use it?
- Is there any point in producing something specifically for human rights education with young people?

It was not possible to answer all questions and dispel all concerns and risks. What was called for was a production process that could either provide answers or take the concerns into account. The final product should, in fact, be the result of contributions and expertise from:

- human rights education;
- intercultural learning;
- youth work;
- pedagogy and didactics;
- human rights organisations.

Reference Group and Production Team

A *Reference Group* was constituted on the basis of an open call launched by e-mail and the Internet. The group’s task was to serve as a support to the writers. The group also defined the outline of contents and general educational approaches and secured insights and perspectives from other materials and experiences.

The Reference Group was composed of:

- Dr Elie Abouaoun, Lebanon, *Nouveaux Droits de l’Homme-International*
- Mr. Anatoliy Azarov, Russian Federation, *Moscow School of Human Rights*
- Ms Patricia Brander, Denmark, consultant, experienced with the “*all different - all equal*” Education pack
- Ms Ellie Keen, United Kingdom, *Human Rights Education Associates* and *Amnesty International*



- Ms Corina Michaela Leca, Moldova, *SIEDO - The Independent Society for Education and Human Rights*
- Ms Marie-Laure Lemineur, Spain and France, consultant experienced with the *United Nations University for Peace (Costa Rica)*
- Ms Brigitte Mooljee, United Kingdom, *Citizenship team* at the *Department of Education and Employment*
- Ms Louise Nylin, Sweden and USA, consultant with the *UNDP* and with the *People's Decade for Human Rights Education*
- Ms Bárbara Oliveira, Sweden and Mozambique, consultant, former youth co-ordinator with *Amnesty International* in South Africa
- Ms Eunice Smith, *Division of Human Rights, Peace, Democracy and Tolerance, Social and Human Sciences sector at Unesco*
- Mr. Alessio Surian, Italy, *European Federation for Intercultural Learning*
- Ms Olena Suslova, Ukraine, *Women's Information Consultative Centre*
- Mr. Wim Taelman, Belgium, *Flemish Association for Human Rights Education*
- Mr. Andrew Yurov, Russian Federation, *Youth Human Rights Movement, Advisory Council of the European Youth Centre and European Youth Foundation*
- Ms Nancy Flowers, USA *, consultant, *Human Rights Education Resource Center, University of Minnesota*
- Ms Jana Ondráčková, Czech Republic *, human rights education programme developer and co-ordinator at the *Czech Helsinki Committee*
- Ms Vedrana Spajic-Vrkaš *, Croatia, *Faculty of Philosophy of Croatia University of Zagreb*

The Reference Group met in April 2001 at the European Youth Centre Budapest in what was a very intensive and fruitful meeting. The meeting produced the outline of *COMPASS'* contents and structure, including the main themes that should be explored. Ideas for the process of production and testing of activities were also brought forward. The Production Team members, the group of eight people who authored the texts for *COMPASS*, were also part of the Reference Group. Other members of the group served as advisors and supervisors for the writers during the production phase; their work was voluntary.

The Production Team members divided the work among themselves in a way that would secure maximum "cross-fertilisation" of ideas and experiences, a realistic calendar and a clear identification of tasks and responsibilities. Sections and activities had writers and proofreaders in order to make sure that each text was read and commented on by at least two or three people before it even went to the rest of the team. The team held three meetings, in May, June and September 2001.

Testing and finalising

The final drafts of the texts were placed on the Internet and users of the HRE Youth Programme, as well as members of the Trainer's Pool of the Directorate of Youth and Sports, could have access to them, make comments and suggest improvements. Although the time the texts were posted was short, the process was innovative and participatory.

Youth organisations, national youth councils and other partners of the Directorate of Youth and Sport were asked to provide references for human rights educational materials available in their country and language. The level of response was very varied and some lists were quite long; it was therefore decided to keep the references for the electronic version of *COMPASS* and for the HRE Resource Centre.

Particular attention was paid to involving or consulting youth organisations with specific expertise in the themes of the Manual. Their comments and suggestions were always useful.

The decision on the title – more than 20 suggestions for titles were received – was also highly participated, especially as a result of an announcement through the Human Rights Education Associates list (list members could indicate preferences). In order to secure consistency of styles and coherence of approaches and contents, the various authors' work was given to a team of three final editors. Ellie Keen took responsibility for chapters 1, 3 and 4, Marie-Laure Lemineur for the background information on the themes and Patricia Brander worked on the activities and related texts. Rui Gomes, Programme and Training Administrator at the European Youth Centre Budapest, and coordinator of the project, did the final editing.

* was invited but could not attend the meeting.

What is in COMPASS?

The Production Team received from the Reference Group a mandate to be as complete and comprehensive in the contents as possible (so that anyone and everyone can find their matters of concern or work in the Manual) while producing a manual which:

- users don't have to read in its entirety to be able to use it - a facilitator should be able to run an activity without having to read material that is not directly relevant to their context or situation;
- contains a minimum of supplementary information for those facilitators who may feel uncomfortable when dealing with a certain theme (*COMPASS* should be sufficient);
- is eminently practical and based on experiential activities;
- is attractive, reflects the concerns of young people in Europe and is a tool to develop their social skills and attitudes as much as their knowledge and competencies;
- focuses on values and on social issues rather than (just) on formal rights as laid down in conventions;
- is usable in formal and non-formal education;
- leaves "background information in the background" and not at the beginning so that users can get on with the activities but know that supporting information is available for reference.

As a result, *COMPASS* is organised in the following way:

- Chapter 1:* Familiarises the reader with what we mean by human rights education. It should motivate, inspire and introduce the reader on how to get the best out of *COMPASS* and its educational approaches,
- Chapter 2:* A collection of 49 activities of different levels of complexity, which cover different themes and address different types of rights,
- Chapter 3:* "Taking action", contains ideas and tips for those that would like to be more active in promoting human rights,
- Chapter 4:* Provides essential information about human rights and international standards and documents,
- Chapter 5:* Supplementary background information about the themes,
- The appendices:* Contain essential information on legal documents, because human rights are also about laws.

The choice of themes

The Reference Group originally identified sixty-three issues that should be covered in *COMPASS*. These ranged from terrorism to euthanasia. It was difficult for the Production Team to identify and decide on a way to group all the issues into a logical framework. In the end, they chose fifteen themes – Children, Citizenship, Democracy, Discrimination and Xenophobia, Education, Environment, Gender Equality, Globalisation, Health, Human Security, Media, Peace and Violence, Poverty, Social Rights and Sport. It was a difficult decision but the Team considered this the most useful way in which to organise the activities in chapter 2. Whenever questions or doubts arose, we chose to be as inclusive as possible. For the activities, a sixteenth theme was found – general human rights, referring to activities that generally develop important attitudes and awareness on all human rights. There is no background information on this general theme.

The barrier of ethnocentrism

The most serious challenge faced during the production of *COMPASS* was related to ethnocentrism. The diversity of both background and experiences of those in the Production Team was intended to ensure that most linguistic, educational and social backgrounds would be represented in the manual. *COMPASS* should be truly European and intercultural.

It is unclear to what extent this intention was ever feasible or realistic. We came to realise that sometimes we had read things in different languages but were in fact reading and referring to the same source material. The fact that the original version of *COMPASS* was drafted in English naturally encouraged all of the writers to conduct research first of all

through English reference literature and on English language Internet pages. Hopefully, our awareness of the risk may have limited the damage but it was not easy to avoid it – an inevitable consequence of globalisation! Also, it would have been impossible to produce *COMPASS* with a team of 50 people writing in 50 different languages.

Pancho, the cartoonist working with us, synthesised all these dilemmas when, confronted with the request of drawing about and for a European public, he asked “but how shall I draw a European?”

About the methods

As stated earlier, it was not our intention to produce a “new” manual, but rather to produce something that can be used easily by all those working on human rights issues with young people. We came to realise that there are many excellent materials already available.

These have naturally served as inspiration to the Production Team. Whenever possible, credits and references have been given, but we apologise for any omissions. Those familiar with this kind of work will also realise that some methods have been adapted or repeated in *COMPASS*. These *recycled* methods were kept because our purpose is to provide a practical and usable tool. If a method or dynamic has proven to be effective, it would be a loss to deprive other users from using it.

Adaptation is also a key word for this entire manual. Although the activities may appear to some as ready-made solutions, the active user of *COMPASS* will need to look around and think of where they are before deciding where to go. Suggestions are given in the relevant section about how to adapt activities to meet the specific concerns of the young people, to be appropriate to the educational context, to fit the time available, etc.

COMPASS intends to provide different paths and ways that can and should be taken bearing in mind the different cultural and social values of young people in Europe. This diversity in approaches is a strength and ensures that human rights do not become a dogma imposed on anyone.

Reaching the local level

Producing *COMPASS* is only a starting point. Training courses are being organised at regional and national level that will involve youth workers and teachers. Parallel to this, *COMPASS* will be translated into other languages. For what, when and where, please consult the website of the programme at <http://www.coe.int/hre>.

What is out and what comes next?

Of the many activities written by the Production Team, more than twenty had to be left out because there was not enough room for everything. Entire pages of background information had to be cut drastically or reduced for the same reason.

Many of these texts will find their way to users through an interactive version of *COMPASS*. This version, which will be made during 2003, will allow much better interactivity between texts and activities and will, as far as possible, benefit from suggestions and texts proposed by users.

Also not included in this manual is the proposed *photo pack*, a series of photos on human rights issues, *filmographies* and *songs for human rights*. *COMPASS* is, indeed, about providing directions, starting points, references and orientation. Not everything can fit in. The Human Rights Education Youth Programme still has a long way to go. Indeed, there is a lot more to human rights education than just *COMPASS*.

But *COMPASS* may be your starting point. We wish you success and fun in using it.